Housing with care and support
Challenges and opportunities for workforce development
Housing with care and support - challenges and opportunities for workforce development
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Introduction

This guide has been produced as an introduction to the housing with care and support (HWC&S) sector outlining the challenges and opportunities around adult workforce development. It is aimed at HWC&S employers primarily in the housing sector. By this we mean both the housing organisations that may deliver care/or support as part of their housing offer and the social care organisations that offer housing as part of their care or support offer. With this mind, this document refers to the people that use those services as people who need care and support but they may also be known as tenants, residents or customers.

Table of contents

Skills for Care and housing with care and support 4
What do we mean by ‘housing with care and support’? 5
Types of HWC&S and learning and development 7
Workforce development - the wider picture 12
Common workforce challenges for the HWC&S sector 16
The future for housing with care and support services 18
Appendix 1 - Learning profile - Coordinator roles
Appendix 2 - Learning profile - Navigator roles
Appendix 3 - Learning profile - Independent living advisor
Appendix 4 - Learning profile - Support officer/worker roles
Appendix 5 - Resources from Skills for Care
Skills for Care and housing with care and support

Who are we?
Skills for Care is the strategic body responsible for the learning and development needs of the social care workforce in England. We work alongside employers to understand their challenges, helping them find solutions to deliver excellent care and support through well trained employees.

Skills for Care is keen to explore the range of settings where care and support is an integral part of service delivery so that the workforce can be fully supported. Within housing services it is becoming increasingly important to understand and support the workforce that is delivering either or both care and support services, often known as housing with care and support services.

Skills for Care works in partnership with housing bodies such as Sitra, The Chartered Institute of Housing and the Housing Learning and Improvement Network to bring together our expertise and understanding to support the housing sector.

Why is Skills for Care interested in housing with care and support?
Depending on the type of housing with care and support (HWC&S) offered and the needs of the people who use it, there can be varying degrees of care and support offered. Some services focus on giving support (often called housing-based support).

Support can be:
- helping people to maintain their tenancies
- keeping well and healthy
- offering advice and support (for example benefits advice)
- other help to maintain independence (for example access to wider community services).

Others focus strongly on care. This can be:
- helping people to wash or
- helping people to eat or
- helping people to get dressed.

Some services are a combination of the two. Whether it be support or care that is being provided, Skills for Care’s role is to enable the staff delivering them to be skilled and knowledgeable in order to provide an excellent service.

In many cases, roles and ways of working have started to emerge that cross over between housing support and care. In 2014, Skills for Care worked with Sitra to research roles within the extra care housing sector that ‘crossed over’ between housing and care, their changing nature and what this meant for learning and development. To explore some of these issues in more detail and to widen the group of housing employers consulted, during the summer of 2015 Skills for Care carried out a further online survey and a series of phone interviews with the HWC&S sector to further understand the challenges and needs of its workforce. This guide reflects the learning we found during our research and offers help, guidance and possible solutions to workforce development challenges within HWC&S services.

1 ‘New, Emerging and Changing job roles; adult social care in extra care housing’. Skills for Care, 2014 www.skillsforcare.org.uk
2 A self completion online questionnaire was issued to HWC&S employers during Spring 2015. There were 52 responses. 11 telephone interviews were conducted to explore issues further.
**What do we mean by ‘housing with care and support?’**

Housing with care and support is a broad description of many different types of service, offering varying degrees of housing support and care. Some of these services are registered and regulated by The Care Quality Commission and some are not. They are funded in many different ways and serve many different types and degrees of need.

**Care, support and housing management**

Services offered will be determined by the needs of the people who use that service. Some services focus on giving support, rather than care. Support can be providing advice or guidance to enable well-being, signposting to other services, counselling, helping to budget or pay bills or help to maintain their independence. These services can work with a wide variety of people including those that are homeless, those with mental health problems, those with learning disabilities and elderly frail people. Care services are those delivering some or many elements of personal care such as help with dressing or washing.

Services may offer a mixture of both care and support or just one of the two.

Housing support functions may include housing-specific elements such as knowing the rights of residents whilst living in the accommodation, understanding and interpreting housing law and helping the person comply with and understand their tenancy.

Many roles within both social care and housing are now evolving. As we aim to support people to live as independently as possible for as long as possible, the overlap between housing with care and support becomes more evident and important. The housing sector is increasingly working with people that need either care and support or both as part of their housing package. The social care sector has a number of settings that offer some form of housing as part of the care/support package. During our research we learnt that some social care organisations offering housing (e.g. supported living or floating support) separate the ‘housing support’ element from the ‘care and support’ element whilst some have successfully merged the two functions (usually at management level). In the same way some housing providers outsource the ‘care’ element whilst delivering the support element themselves. In some cases housing has merged completely with care and support functions at frontline level whilst management structures clearly separate the two.

Skills for Care spoke to a wide range of HWC&S employers from those who were funded and commissioned by local authorities, to those who were very small charities, self supporting and being governed by a board, as well as those that derived their income from those who lived in their accommodation (e.g. retirement communities). Three quarters of housing with care and support services are provided in the private and voluntary sectors.

**Regulated and non-regulated HWC&S employers**

Some services within the HWC&S sector have to be registered and therefore regulated by the Care Quality Commission (CQC). As part of its inspection regime, CQC will want to know how learning and development is used to underpin all five key lines of enquiry. The five key lines of enquiry are:

- safe
- effective
- responsive
- caring
- well-led.

For these services there are clear expected standards around the use of The Care Certificate and the health and social care diplomas.


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3 At the time of writing (Summer 2015) CQC are consulting on which of these services will need to be registered in the future.

4 Housing with care and Support in the NMDS-SC, Skills for Care 2015.
For these services, Skills for Care and the Social Care Institute for Excellence (SCIE) offer workforce development resources to help improve your services. These are mapped to the Care Quality Commission’s inspection questions and key lines of enquiries (KLOEs). To view this resource visit www.careimprovementworks.org.uk.

For non-regulated HWC&S services there are no compliance issues around learning and development. It may be that the boards of such services set the direction of travel for staff development, or the manager has a broad idea of what is required in order to meet the job descriptions of employees, but we found that few in this category are using qualifications as a ‘map’ of what may need to be covered. The approach here is based on ‘on the job’ training or short non-accredited courses.

The Care Improvement Works resource above will also be of use to non-registered HWC&S employers who wish to strive to be an excellent employer in terms of the development of their staff. They can act as a barometer for services that want to define good practice for their employees but are outside the regulation framework.
Types of HWC&S and learning and development

It is worth noting that there is no ‘one’ definitive description of each of these services but here is what are widely meant by these.

Extra care housing

These services cover many different arrangements. Usually, they consist of purpose built accommodation in which varying amounts of care and support can be offered, and where some services and communal facilities are shared. The care that people receive is regulated by the Care Quality Commission, but the accommodation is not.

The key difference here to other types of care is that the ‘care’ element can fluctuate and vary depending on the individuals’ needs, hence the word ‘extra’. This model is emerging as a hybrid model and is being seen as a model of care that still allows individuals to stay within their own home (delaying residential care) whilst still being able to access care (when they can no longer live alone). The majority (85%) of extra care housing is provided by services with between 10 and 49 staff.

In most extra care schemes the housing element and the care element are separate. In some cases they can both be delivered by the same provider, but often the care element is commissioned and managed separately. Those providers delivering care within extra care environments need to be registered with CQC.

CQC have clear expectations of the learning and development that they expect staff to have or be working towards and inspect against this.

Details of all these requirements can be found online at www.skillsforcare.org.uk/cqcguide.

The role of qualifications in extra care housing

Housing with care and support services have a good level of qualifications recorded with just over half (52%) holding a relevant social care qualification. Within adult social care there are a number of qualifications and apprenticeships ranging from entry level to level 5. They provide a flexible mix and match approach that is suitable to a range of roles across multiple disciplines. There are currently 3 types of qualifications - awards, certificates, and diplomas - all at different levels. The type of qualification reflects its size, rather than how difficult it is to complete. Each qualification is made up of units - small bite sized chunks of learning that contribute to a full qualification. These units include areas of knowledge (what the worker should ‘know’) and competence (what the worker should be able to ‘do’). This means that if a worker’s role changes, top up learning (by unit) is straightforward. Skills for Care’s full list of units is available on our website at www.skillsforcare.org.uk/qualifications.

The range of units is extensive and covers both ‘care’ and ‘support’ that are applicable in a range of settings. In addition to this the units cover working with people with a range of needs (e.g. dementia, autism).

The main qualifications for adult social care and those being used most frequently within extra care housing are diplomas at level 2, 3, 4 and 5. The majority of diplomas across HWC&S are at level 2 (40%). Each diploma is made up of a combination of mandatory and optional units. This type of learning and flexibility means that workers can support individuals in any setting and units can be selected to meet the needs of the individual.

Appendices 1-4 are examples of how a job role can be matched to the health and social care diplomas. The flexibility of the diplomas means that units can be selected to meet the requirements of the role. The profiles are an example and a number of combinations are possible. This can show how to match a job role to a qualification and therefore a possible career pathway.

5 Housing with Care and Support in the NMDS-SC, Skills for Care 2015 www.skillsforcare.org.uk/housing.
6 As reference 5
7 As reference 5
Supported housing can be described as any housing scheme where housing, support and sometimes care services are provided as an integrated package. Some schemes are long-term designed for people who need support to live independently, other’s are short-term, designed to help people acquire the emotional and practical skills needed to move on into more mainstream housing. Some of these services require registration with CQC and some do not.

Supported housing is commonly divided into two basic types of provision:

- **accommodation-based projects** where vulnerable people live in a specially designated property to receive support services

- **non-accommodation based projects** where vulnerable people can receive the necessary support services irrespective of where they are living.

Accommodation-based services can include a wide variety of models.

Non-accommodation based services can include:

- **Floating support services** – support that is provided usually on a temporary basis to service users by a visiting support worker to enable the service user to sustain their tenancy and remain in their home.

- **Resettlement services** – support services that enable people who have lived in supported or temporary accommodation, to effect a successful transition to a permanent home and sustain their accommodation.

- **Outreach services** – usually an accommodation-based scheme providing support services to service users in the community. This service is usually on a less formal basis than floating support running advice sessions or surgeries.

- **Community / alarm services** – usually associated with older people where an alarm is provided for emergency use in the service users’ home. Support services are thus provided when needed to enable service users to stay in their own home.

- **Home improvement services** – schemes that are designed to support service users in acquiring the aids and adaptation they require to stay in their own home.

Of all the types of HWC&S, supported housing is the most diverse, both in the type of services it provides, the delivery of these services and the wide range of people whom they support.

To illustrate this point, here are two services that we spoke to as part of our telephone interviews, both of which could be described as supported housing.

- **Porchlight** is a charity supporting vulnerable and homeless people in Kent. They have supported accommodation services in Ashford, Canterbury, Dover, Ramsgate, Sittingbourne and Tonbridge, a homelessness prevention service and a dedicated rough sleeper team. They provide a range of services supporting people with complex needs, with specialist services for young people, ex-offenders and people with enduring mental health issues.

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8 Taken from Sitra website [http://www.sitra.org/about-us/what-is-supported-housing/](http://www.sitra.org/about-us/what-is-supported-housing/)
9 At the time of writing (Summer 2015) CQC are consulting on which of these services will need to be registered in the future.
10 These can be shared accommodation, self contained, hostel, womens refuge etc. For details see [http://www.sitra.org/about-us/vic-rayner-explains-supported-housing/](http://www.sitra.org/about-us/vic-rayner-explains-supported-housing/)
Aster Living operate in Devon, Somerset and Cornwall. They are a housing association, renting out stock as a social landlord but also offer a wide range of supported living services for older people and people with a physical, mental health or learning disability. Their learning disability service delivers 1200 hours a week of low level support to help develop independent living skills, like shopping and budgeting, so they can lead fulfilling lives.

As part of our interviews, we spoke to providers whose employees were working across a number of service user groups due to the nature of their role and function. These combinations of areas can make it difficult to make decisions on which type of qualification or learning is ‘right’ for the role.

Jenny Spaull, from Southdown Housing describes the complexity of skills and knowledge needed by employees of their Home Works service:

We provide housing support to over 4800 clients across Sussex each year. These services work with people from a wide range of client groups (mental or physical ill-health, physical or learning disability, women fleeing domestic abuse, ex-offenders, care leavers, people from the gypsy and travelling community, refugees/asylum seekers, substance misuse etc.,

Increasingly our housing support contracts are seen by commissioners as playing a key role in meeting wider local authority (and national) agendas – particularly with the pressure on reduction in, or loss of other services.

The wider agendas include:

- mental health
- winter warmth
- smoking cessation
- initial brief advice re. alcohol use
- behaviour, change for health (promoting healthy lifestyles)
- reablement
- long term conditions
- ensuring clients are accessing mainstream and specialist health services (GP, dentist, mental health etc.)
- safer communities – including anti-social behaviour and domestic abuse
- reducing reoffending
- safeguarding (children and adults - including domestic abuse, child sexual exploitation, human trafficking/modern slavery, etc.)
- employment – supporting people to find work, education or volunteering
- carers
- poverty reduction and welfare reform
- ensuring clients are informed about benefits, claiming the right benefits if eligible and avoiding sanctions
- fuel poverty and food banks
- financial capability – budgeting, avoiding punitive sources of money lending, opening bank accounts, managing debt etc.
- children and families strategies/initiatives
- and many more!
Given this wide range of priorities the wide range of client groups, the scope of the work and the complexity of clients’ needs, meeting the learning needs of this group of staff is very challenging. Each worker has to have a wide range of expertise.

Though many employers we spoke to did not wish to become registerable with CQC, they did acknowledge that at times, this left their choices very wide when it came to the career pathways and learning of their staff. In the interviews, many talked about having staff with qualifications at level 2 or 3 (either social care or housing) as desirable but not essential.

It would seem from both our online survey and our interviews that much of the focus in supported housing services is on ‘in house’ or external training, delivered as CPD based around the emerging and continuing needs of the service (often as they surface). Many supported-living employers are providing learning on:

- housing law
- health awareness and promotion
- Information advice and guidance (on benefits and housing options)
- mental health
- dementia
- alcohol awareness
- safeguarding
- health and safety
- understanding addition
- self harm
- risk assessment
- stress management
- equality and diversity as well as cultural knowledge
- first aid.

From our research many reported gaps around:

- advanced mental health
- challenging behaviours
- in-depth substance misuse
- awareness of the social care system (how it works and how to access it)
- awareness of health systems (how they work and how to access)
- resilience
- keeping up with developments in policy and best practice (particularly from non regulated services)
- Mental Capacity Act and deprivation of liberty.

Mental health and challenging behaviour were seen the most popular areas of unmet need (68% and 69% of respondents respectively).

See appendix 5 for further details on areas of unmet need and possible resources to assist.

**The role of qualifications in supported living**

Via our interviews we heard from supported housing employers who felt unsure that social care qualifications were appropriate for their staff. We wanted to examine this further and so as part of our work, we drew together a wide range of job descriptions from across the HWC&S sector. Looking at these we could group them and see that there were several similar job roles across the services where the roles may have been called a variety of titles but essentially the jobs were very similar. We could then start mapping what knowledge and skills may be needed in these roles to the units available on the Health and Social Care Qualification Framework. Appendices 1-4 pull together a number of examples of how the qualifications can be built to suit various roles and settings. These are just examples that demonstrate the potential the adult social care diplomas have to offer.

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11 From the online survey carried out by Skills for Care in 2015, most popular areas of unmet need were reported as mental health, 78%, and people with challenging behaviour, 69%
Sheltered housing

Sheltered housing is accommodation where a scheme manager lives nearby or on the premises. They can be contacted through an alarm system if necessary. Some schemes are designed specifically for people with particular needs and may have specialised facilities and specially trained staff to provide support. They do not have to register with CQC as personal care is not provided. Sheltered housing schemes are usually run by local councils or housing associations. The majority (77%) of sheltered housing is provided by services with less than 9 staff\(^\text{12}\). This group is an experienced workforce, with an average of 13.1 years experience in sheltered housing, compared with 8.6 years across all adult social care residential services\(^\text{13}\). However 36% are over 55 years of age (compared with an average of 43 across all services) and so this part of the sector is facing a workforce planning challenge in the coming years as employees retire.

Traditionally, people working in sheltered services have undertaken housing-based qualifications offered by bodies such as the Chartered Institute of Housing. This is because their work was predominantly housing-based and not seen as having any care element.

However, as those living in sheltered accommodation become older and frailer, those working in these services will find themselves needing to have a wider range of skills. For example, those living in sheltered housing with dementia will be increasing and so having the knowledge and skills to work with clients that have dementia will be important. Closer relationships and integrated working with primary care and social care may be needed as residents become frailer to prevent other parts of the housing and social care system becoming over used.

Areas of knowledge and skills that may be needed include:
- mental health awareness
- health promotion
- dementia
- hoarding behaviours
- safeguarding
- Mental Capacity Act awareness and Deprivation of Liberty standards.

Skills for Care have many resources on some of these areas (see section 5).

We have also used the health and social care units available as part of the diplomas to show how a possible learning pathway that is relevant to those working in some roles in sheltered housing can be built.

See appendix 1 for ‘Community co-ordinator role’ learning profile.

\(^{12}\) Housing with Care and Support Services in the NMDS-SC, Skills for Care 2015
\(^{13}\) As above
Workforce development - the wider picture

What is workforce development?
Now we have examined different types of HWC&S in some detail, it is important to look at the wider and common workforce issues across all of them. Workforce development is multi-faceted. On the one hand it looks at the present and future skills levels and mix within an organisation to enable it to plan for future needs via workforce planning activities. On the other hand, it can relate to working with individuals to understand and raise their skills levels by offering them development opportunities.

Organisational workforce planning
Truly successful businesses recognise that staff are their most important asset. Motivated, skilled and knowledgeable workers who support the people that the service supports to lead their lives in a way which meets their needs and aspirations, will ensure the business thrives. A good workforce plan will help ensure that an organisation has the right people who have the right skills and values now, and also to have the plans in place that will ensure the right mix of skills in the workforce to meet the business needs in the future.

From our telephone discussions with HWC&S employers, it would appear that services across this sector are changing rapidly, both as a response to changing policy and financial circumstances and due to customer demand for different types of services. It is therefore vital to analyse and plan what is needed in order to not only survive as a business but to grow.

In order to position themselves in this context, many HWC&S employers are using workforce planning to redesign learning and development to better match the changing needs of their clients and the wishes of their commissioners.

Aster Living provide a number of services including sheltered housing, extra care and help at home. Though neither the help at home service or the sheltered housing is registered and therefore does not require its staff to be trained to a certain standard, Aster Living has made the positive choice to train everyone to regulated care services standards. They feel this invests in their staff as well as skilling them to respond to the inevitable increasing need within these two services as their service users grow older and more frail. Stuart Hines, Head of Care and Support, says: “It is vital going forward for customers and for staff that services can be as flexible as possible and be able to respond to changing need at short notice to meet customer requirements.”

Skills for Care, in partnership with employers, has developed and tested a range of easy to use and effective workforce planning resources. The ‘Practical Approaches to Workforce Planning’ guide and workbook offer a clear way for organisations to develop a workforce plan. You can find these online at www.skillsforcare.org.uk/workforceplanning.

Role redesign
Part of responding to changing needs will be the inevitable change needed within individual job roles, as Aster Living have described undertaking. Here are just some of the new roles we found emerging from our research with extra care housing:

- **‘Navigator’/sales roles** - These are roles that are signpost-type roles that support clients to access services and extend their involvement within their local community. The role may also encompass the marketing and sale elements of extra care housing.

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14 'New, Emerging and Changing job roles; adult social care in extra care housing’, Skills for Care, 2014 www.skillsforcare.org.uk
Welfare and benefits advice -
Increasingly identified as a crucial role in terms of advice and signposting, with people who use the services having a range of incomes and looking for income maximisation in some cases or navigating through welfare reforms and personal budgets.

Activity coordination -
A role that is developing from the traditional role of limited activities that was associated with residential care to a role that requires a varied and flexible skill set. Providing different and engaging options for a varying level of need and often providing a full and active schedule and providing lifestyle options.

Health and wellbeing -
Integration of roles and new roles emerging. For example, health and wellbeing officers who provide emotional support to people being supported and work to help to maximise their mental and physical health. This has developed through the need to offer a seamless service and provide holistic services to clients.

Many of these roles will involve a culture change as people move towards a more personalised way of working. Workforce redesign needs to be planned and embedded to achieve real culture change. To help organisations who are undergoing any form of organisational restructure or transformation, Skills for Care has developed ‘The Principles of Workforce Redesign’.

The seven principles set out the key things that need to be taken into account when changing the way staff work. They also recognise that the quality of any service delivered by an organisation is directly linked to the skills, knowledge, expertise, values and attitudes of the people who make up the workforce, and that those employees have a significant role to play in any transformation that takes place.

Workforce capacity planning
HWC&S services are working within a rapidly changing environment. For example, within supported living services, the demise of Supporting People Budgets has meant that previously ring-fenced funding has now been squeezed by local authority cuts as with all other parts of the sector. These services are often finding themselves with a wider role and with an increasingly frail or unwell client group as general eligibility for services is squeezed tighter. The need for workforce capacity planning is pressing within these services.

Workforce capacity planning helps to work out whether or not an organisation has the right mix and numbers of workers with the right skills and knowledge to implement care and support reform. The Workforce Capacity Planning Model has been developed to support workforce transformation and to ensure that resources are used in the best possible way to achieve better outcomes for people with care and support needs and their carers and families.

The ‘Workforce Capacity Planning Model’ puts the person at the centre and is set out as six inter-linked activities that use a set of enabling questions to identify workforce capacity issues. There are also prompts and tips and resources to help you apply each part of the model. You can find this online at: www.skillsforcare.org.uk/WCPmodel.

You can find these online at www.skillsforcare.org.uk/powr.

15 For more about culture change, please see www.skillsforcare.org.uk/culture
Individual learning and development

When organisational workforce planning, workforce capacity planning and role redesign have been undertaken, the learning that individuals may need will become clear.

Learning and development is about supporting a team to get the knowledge and skills they need to ensure that they can do the work you want them to do confidently and competently.

Individual learning and development is crucial at every stage of a career. An induction should set the foundations for the attitude and skills needed to perform the role well, with further learning, by qualification or continuous professional development, then embedding this through knowledge and skills development as employees move through their careers.

It is vital to invest in the skills and knowledge of the HWC&S workforce. There are sound business reasons why this makes sense.

- **Well trained staff stay longer.** We know from research that where staff are trained well, there are less issues with retaining staff.

- **Staff with the right skills and knowledge provide a higher quality service.** Increasing the quality of your service can be best achieved by increasing the skills of the people that provide it, in turn making you more attractive to commissioners and the people that use your service.

- **Staff who feel well trained to do the job perform better.** Less sickness, fewer incidents of staff burnout can be achieved via good staff development.

- **Training staff can mean that you ‘grow’ the managers of tomorrow.** For many housing with care employers, developing their staff as they move through their career means they have a capable and confident pool of potential managers from which to choose as the business changes or grows.

Learning and development has a key role helping you to recruit, retain and motivate your team. The right learning and development can impact on the quality of support and also contribute to improving your organisations performance.

**Different types of learning**

There are a number of different types of learning and development. These include:

- **Continuing professional development (CPD) –** ensuring that the skills and knowledge and individual has in relation to their existing professional qualifications remain up to date and valid so that the individual is able to continue to undertake their professional duties.

- **Qualification-related learning and development –** this can be part of gaining a professional qualification or as part of a professional vocational qualification. Either way the learning and development will require the learner to take some form of assessment of their knowledge and skills.

- **On the job training –** usually learning and development that is particularly focused on knowledge and skills required to undertake specific tasks and usually undertaken in the workplace as part of day-to-day work.

- **Apprenticeships -** a work-based learning programme that is designed around the needs of the employer. The programme combines on the job learning with nationally recognised qualifications.

- **The role of Apprenticeships**

An Apprenticeship is made up of different parts of learning that give the learners both skills and knowledge. At the core of each Apprenticeship is the adult social care diploma. Apprenticeships offer complete flexibility for the employer and the apprentice and just like the diploma can be tailored to meet the needs of both the employer and the learner. There are currently three levels of social care Apprenticeships available; Intermediate, Advanced and Higher.
In our research with Sitra, we found that many employers were not using the social care Apprenticeships as a way of skilling their staff. Some employers commented that they felt that the social care Apprenticeships were not ‘fit for purpose’ for the housing sector.

Through our further investigation of talking to a number of employers we found that some employers were in fact using the social care Apprenticeships successfully. We learnt that even though roles had an element of both housing and care and/or support, when the focus was on ‘housing’ support it was felt that the housing Apprenticeship was more relevant in content. Where the role had a small focus on housing, for example where the tenancy was managed by a member of the family, then the social care Apprenticeship was seen as a greater value. There were some examples of employers selecting the ‘housing’ Apprenticeship whilst using smaller qualifications like the dementia award as CPD learning. On the other hand there were examples of employers using the social care Apprenticeship with internal learning around housing.

Within these differing models of service delivery the social care Apprenticeships has a key role to play. For more detail on how apprenticeships can offer a flexible mix and match approach that is suitable to a range of roles across multiple disciplines please see www.skillsforcare.org.uk/Apprenticeships.
Common workforce challenges for the HWC&S sector

Whilst acknowledging that the HWC&S sector is wide, there were areas that came up commonly as areas of concern.

**Recruitment**

All parts of the sector reported difficulty (in varying degrees) with recruitment. Data from the NMDS-SC shows that 7.6% of roles in housing with care and support services are vacant with this percentage slightly higher than the vacancy rate of all adult social care residential services (6.1%).

Many HWC&S employers talked to us about the importance of getting the person ‘with the right values and attitudes’ at the recruitment stage as many other skills or knowledge can be taught but this is essential.

Skills for Care’s ‘Finding and Keeping Workers’ toolkit has many useful resources to help employers recruit candidates who have the right values for care or support work including a selection process which tests people for the attributes needed for staying in the job. See the full range of resources at www.skillsforcare.org.uk/findingandkeepingworkers.

**Culture: either changing to or maintaining a quality-driven culture**

At a time of rapid change, there are real challenges to employers in keeping their staff motivated and working within an organisation culture that values quality and learning.

Signing up to The Social Care Commitment may be one way of keeping learning and standards high on the agenda. It is made up of seven ‘I will’ statements, with associated tasks. Each commitment will focus on the minimum standards required when working in care and support. The commitment aims to increase public confidence in the care sector and raise workforce quality in adult social care. You can view this online at www.thesocialcarecommitment.org.uk.

Skills for Care has also developed the ‘Culture for care: your toolkit’ for all social care and support employers, regardless of size or services delivered.

The toolkit, which can be accessed online, or ordered in hard copy, explains why a positive workplace culture is so important, details the business benefits for culture and provides activity sheets and scenarios to help providers embed a positive workplace culture. You can view this online at www.skillsforcare.org.uk/culture.

**Funding for learning and development**

Accessing and prioritising money for learning is a challenge for many HWC&S services. One option may be accessing the Workforce Development Fund (WDF) to support continuing professional development of staff through the achievement of stated qualification units, including via Apprenticeships. You can find details on the WDF online at www.skillsforcare.org.uk/accessingWDF.

To access WDF employers need to complete the National Minimum Data Set-Social Care (NMDS-SC).

The NMDS-SC has three service categories relevant to housing-with-care providers:

- ‘Extra Care Housing’ (CQC registerable)
- ‘Supported Living Services’ (CQC registerable)
- ‘Sheltered Housing’.

The NMDS-SC currently holds information on around 25,000 organisations and 700,000 workers. It is the leading source of workforce intelligence in the adult social care sector. Social care and support employers/providers use the NMDS-SC to help ensure their information supports business and workforce planning. They register, maintain and access their business information through their online account. They can use it to track staff retention rates and qualifications with personalised reports. The Government, strategic bodies, commissioners and policy makers rely on this data for policy-making, service planning,
development, workforce modelling and planning at national and local level for social care services. Local authorities use NMDS-SC to help them plan resources for the local workforce and to commission services.

Currently, the NMDS-SC is under-used and under represented by the HWC&S sector. This is a missed opportunity to more fully understand the workforce data and the challenges of this sector and so we encourage HWC&S to complete it if you haven’t already done so. You can find information, advice and support online at www.skillsforcare.org.uk/NMDS-SC.

From what data we have currently, we have compiled an overview of the HWC&S sector. This report uses data from the NMDS-SC to explore characteristics of adult social care housing with care and support services, including the services ‘sheltered housing’, ‘extra care housing services’ and ‘supported living services’. This report includes information about the size and structure of adult social care housing with care and support services and the adult social care sector, about workforce demographics, recruitment and retention issues, pay rates and qualifications information. You can view this online at www.skillsforcare.org.uk/housing.

Emerging or unmet needs

Through our research with Sitra, we found out that HWC&S providers, in whatever setting, had some priority topic areas where they felt development opportunities were lacking. For all types of housing with care and support services supporting people with dementia, people with learning disabilities, people with mental health problems and older people they told us these were (in no particular order):

- assistive technology
- substance misuse
- partnership/multi agency working
- outcomes-based approaches
- preventative approaches
- negotiation and advocacy
- business analysis and development
- leadership skills including coaching.

In order to help HWC&S providers find useful development, both at manager and frontline staff level on these topics, we have produced a short directory, aimed at helping employers find learning on those identified topics. You can view this online at www.skillsforcare.org.uk/housing.

This should be viewed in tandem with our directory of endorsed providers. See www.skillsforcare.org.uk/endorsement.

For particular types of HWC&S there emerged from our online survey and interviews some common areas where it was agreed that there may be gaps in knowledge or skills (these are outlined in section 3). Skills for Care has a number of resources on many of these topics and a guide to this can be found online at www.skillsforcare.org.uk/housing.
The future for housing with care and support services

The present policy and direction of travel for support and care services is via integration. Integration, partnership and cooperation are seen as vital ways in which public bodies and the voluntary sector can meet the needs of the population in a more coordinated approach.

The Care Act 2014 gives duties to local authorities to seek out and work with housing bodies to ensure this happens, recognising the crucial role that these services play in prevention and support. Wellbeing, prevention, information and advice, integration and safeguarding are all key areas of connection between housing and the Care Act. Personal budgets will start to have more of an impact upon the sector as those receiving them exercise their choice of provider and service. As centralised block commissioning becomes less desirable, HWC&S services will need to adapt their approach to be flexible enough to respond. HWC&S services will need to clearly demonstrate their impact and be able to respond to the changing policy world.

Central to meeting these challenges is having a safe, knowledgable and skilled workforce, both today and tomorrow. Skills for Care is committed to supporting the HWC&S sector to plan, grow and develop this both now and in the future.

Acknowledgements

Skills for Care wishes to thank all the HWC&S employers who responded to our requests for information and those who took part in subsequent interviews upon which this document is based.
Learning Profile- Co-ordinator roles (Housing)

This document is designed to provide guidance to support employers within the housing and social care sector to understand how the Level 3 Diploma in Health and Social Care can be utilised to meet the needs of integrated roles that straddle both care/support with housing. The Diploma is the main qualification within the Health and Social Care Apprenticeship and therefore the same combination can be used if the employee wishes to undertake an Apprenticeship. Each profile is an example of how units within the diploma may be combined to meet the job description. It is possible to combine a number of other units depending on the requirements of the individual role. The learning outcomes demonstrate both the knowledge (outcomes that begin with understand/know how to) and skills (outcomes that begin with be able to) components which combined form the competency.

Context: This role focuses on supporting individuals to access initiatives/programmes to reduce social isolation and promote health and well-being. They may be working within individuals own homes (including extra care housing/supported living) or within a community setting.

Qualification: Level 3 Diploma in Health and Social Care (Adults) for England/Advanced Level Apprenticeship.

Role description: to co-ordinate a range of groups and programmes to improve the health and well-being of individuals including smoking cessation, healthy eating, weight control, physical activity, mental health for customers who may be or at risk of becoming socially isolated. To identify partner agencies to deliver health improvement programmes for customers to work with partner agencies in the setting up and delivery of programmes.

Examples of job titles include: Activities coordinator, health and wellbeing activities coordinator, independent living coordinator, wellbeing coordinator, care coordinator.

<table>
<thead>
<tr>
<th>Unit ref. no.</th>
<th>Level</th>
<th>Title</th>
<th>Credits</th>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>Group A - mandatory units</td>
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<tr>
<td>SHC 31</td>
<td>3</td>
<td>Promote communication in health, social care or children's and young people’s settings</td>
<td>3</td>
<td>1. Understand why effective communication is important in the work setting</td>
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<td></td>
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<td>2. Be able to meet the communication and language needs, wishes and preferences of individuals</td>
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<td>3. Be able to overcome barriers to communication</td>
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<td>4. Be able to apply principles and practices relating to confidentiality</td>
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<tr>
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<td>Level</td>
<td>Title</td>
<td>Credits</td>
<td>Learning outcomes</td>
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| SHC 32       | 3     | Engage in personal development in health, social care or children’s and young people’s settings. | 3       | 1. Understand what is required for competence in own work role  
2. Be able to reflect on practice  
3. Be able to evaluate own performance  
4. Be able to agree a personal development plan  
5. Be able to use learning opportunities and reflective practice to contribute to personal development |
| SHC 33       | 3     | Promote equality and inclusion in health, social care or children’s and young people’s settings. | 2       | 1. Understand the importance of diversity, equality and inclusion  
2. Be able to work in an inclusive way  
3. Be able to promote diversity, equality and inclusion |
| SHC 34       | 3     | Principles for implementing duty of care in health, social care or children’s and young people’s settings. | 1       | 1. Understand how duty of care contributes to safe practice  
2. Know how to address conflicts or dilemmas that may arise between an individual’s rights and the duty of care  
3. Know how to respond to complaints |
| HSC 024      | 2     | Principles of safeguarding and protection in health and social care | 3       | 1. Know how to recognise signs of abuse.  
2. Know how to respond to suspected or alleged abuse.  
3. Understand the national and local context of safeguarding and protection from abuse.  
4. Understand ways to reduce the likelihood of abuse.  
5. Know how to recognise and report unsafe practices. |
| HSC 025      | 2     | Role of health and social care worker                               | 2       | 1. Understand working relationships in health and social care.  
2. Be able to work in ways that are agreed with the employer.  
3. Be able to work in partnership with others. |
| HSC 036      | 3     | Promote person centred approaches in health and social care         | 6       | 1. Understand the application of person centred approaches in health and social care  
2. Be able to work in a person-centred way  
3. Be able to establish consent when providing care or support  
4. Be able to implement and promote active participation  
5. Be able to support the individual’s right to make choices  
6. Be able to promote individuals well-being  
7. Understand the role of risk assessment in enabling a person centred approach |
<table>
<thead>
<tr>
<th>Unit ref. no.</th>
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<th>Title</th>
<th>Credits</th>
<th>Learning outcomes</th>
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</table>
| HSC 037      | 3     | Promote and implement health and safety in health and social Care | 6 | 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety  
2. Be able to carry out own responsibilities for health and safety  
3. Understand procedures for responding to accidents and sudden illness  
4. Be able to reduce the spread of infection  
5. Be able to move and handle equipment and other objects safely  
6. Be able to handle hazardous substances and materials  
7. Be able to promote fire safety in the work setting  
8. Be able to implement security measures in the work setting  
9. Know how to manage stress |
| HSC 038      | 3     | Promote good practice in handling information in health and social care settings | 2 | 1. Understand requirements for handling information in health and social care settings  
2. Be able to implement good practice in handling information  
3. Be able to support others to handle information |
|              |       |       |         | Total credits: 28 |
| Group B - Generic Pathway |       |       |         | |
| CMH 301      | 3     | Understand mental well-being and mental health promotion | 3 | 1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span  
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups |
|              |       |       |         | Total credits: 3 |
| Group C - Suggested optional units |       |       |         | |
| LD 302       | 3     | Support person-centred thinking and planning | 5 | 1. Understand the principles and practice of person-centred thinking, planning and reviews.  
2. Understand the context within which person-centred thinking and planning takes place.  
3. Understand own role in person-centred planning.  
4. Be able to apply person-centred planning in relation to own life.  
5. Be able to implement person-centred thinking, planning and reviews. |
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<th>Credits</th>
<th>Learning outcomes</th>
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</thead>
</table>
| HSC 3001     | 3     | Contribute to raising awareness of health issues | 4       | 1. Understand factors affecting awareness-raising activities about health issues  
2. Be able to recognise the need for raising awareness of health issues  
3. Be able to assist in planning activities to raise awareness of health issues  
4. Be able to contribute to implementing activities for raising awareness of health issues  
5. Be able to review the effectiveness of activities to raise awareness of health issues |
| HSC 3013     | 3     | Support individuals to access and use services and facilities | 4       | 1. Understand factors that influence individuals’ access to services and facilities  
2. Be able to support individuals to select services and facilities  
3. Be able to support individuals to access and use services and facilities  
4. Be able to support individuals’ to review their access to and use of services and facilities |
| HSC 3002     | 3     | Provide support to continue recommended therapies | 3       | 1. Understand the importance of supporting individuals to continue recommended therapies  
2. Be able to encourage individuals to complete activities recommended by therapists  
3. Be able to support individuals to continue recommended therapy  
4. Be able to observe, record and report on observations during recommended therapy  
5. Be able to contribute to evaluation and review of recommended therapies |
| HSC 3008     | 3     | Implement therapeutic group activities | 4       | 1. Understand the principles of therapeutic group activities  
2. Be able to plan and prepare for therapeutic group activities  
3. Be able to support individuals during therapeutic group activities  
4. Be able to contribute to the evaluation of therapeutic group activities |
| HSC 3010     | 3     | Support individuals to develop and run support groups | 3       | 1. Understand the role of support groups  
2. Be able to support individuals to assess the need for additional support groups  
3. Be able to support individuals to develop their own support groups  
4. Be able to support individuals to run support groups  
5. Be able to support individuals to evaluate support groups |
| **Total Credits:** |       |       | **23**   | |
| **Total credit value of this suggested combination of units:** |       |       | **54**   |
Learning Profile- Navigator roles (housing)

This document is designed to provide guidance to support employers within the housing and social care sector to understand how the Level 4 Diploma in Health and Social Care can be utilised to meet the needs of integrated roles that straddle both care/support with housing. Each profile is an example of how units within the diploma may be combined to meet the job description. It is possible to combine a number of other units depending on the requirements of the individual role, so for example a different set of units could be selected if the individual is working with adults with dementia, or adults with learning disabilities. The learning outcomes demonstrate both the knowledge (outcomes that begin with understand/know how to) and skills (outcomes that begin with be able to) components which combined form the competency.

Context: For those working in the housing and/or social care sector, supporting individuals to access initiatives/programmes/services that will support them. These initiatives/programmes/services will have a positive impact in supporting them to maintain their tenancies and reduce social isolation. They may be working in a number of different settings including extra care housing, or supporting individuals within their own homes.

Qualification: Level 4 Diploma in Health and Social Care (Adults) for England.

Role description: To improve co-ordination and integration of health, social care and community resources for adults with mental health conditions that will enable/support them to maintain their tenancies. The role will focus on finding creative solutions to support tenants/service users to achieve their personal goals. A key part of the role is to simplify access to services guiding and supporting people through the health and social care systems.

Examples of job titles include: Navigator, care navigator, and community navigator.

<table>
<thead>
<tr>
<th>Unit ref. no.</th>
<th>Level</th>
<th>Title</th>
<th>Credits</th>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>Group A - mandatory units</td>
<td></td>
<td></td>
<td></td>
<td>1. Understand communication needs and factors affecting them</td>
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<tr>
<td></td>
<td>4</td>
<td>Advanced Communication skills</td>
<td>4</td>
<td>2. Understand how to support the use of assistive technology to enhance communication</td>
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<td>3. Be able to interact with individuals</td>
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<td>4. Be able to convey information to individuals and others</td>
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<td>5. Understand the importance of confidentiality in interactions with individuals</td>
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<tr>
<td>Unit ref. no.</td>
<td>Level</td>
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<td>Credits</td>
<td>Learning outcomes</td>
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</table>
| SHC 42       | 4     | Personal development in health, social care or children's and young people's settings | 4       | 1. Understand what is required for competence in own work role.  
2. Be able to reflect on practice.  
3. Be able to evaluate own performance.  
4. Be able to use reflective practice to contribute to personal development.  
5. Be able to agree a personal development plan.  
6. Be able to use evidence based practice. |
| SHC 43       | 4     | Equality and diversity in health, social care or children’s and young people’s settings | 3       | 1. Understand equality and diversity.  
2. Understand how inclusive practice supports equality and diversity.  
3. Understand how to promote equality and diversity.  
4. Be able to work in a way that supports equality and diversity. |
| SHC 44       | 3     | Understand safeguarding and protection in health and social care settings | 2       | 1. Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect.  
2. Understand how to respond to suspected or alleged abuse.  
3. Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults.  
4. Understand how to support others in safeguarding. |
| SHC 45       | 4     | Facilitate person centred assessment to support wellbeing of individuals | 2       | 1. Understand theories and principles of assessment.  
2. Be able to work in partnership with an individual and others to facilitate person centred assessment.  
3. Be able to carry out person centred assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing. |
| SHC 46       | 4     | Facilitate support planning to ensure positive outcomes for individuals and to support well being | 2       | 1. Understand the theories and principles that underpin outcome based practice.  
2. Be able to develop a support plan to meet the identified needs of an individual.  
3. Understand the value of assistive living technology in developing a support plan.  
4. Be able to facilitate the implementation of support plans in partnership with the individual and others.  
5. Be able to facilitate a person centred review of support plans in partnership with the individual and others. |
| CPCCS 501    | 5     | Understand personalisation in care and support services             | 4       | 1. Understand the meaning of personalisation in social care and support services  
2. Understand the systems and processes that support personalisation  
3. Understand where responsibilities lie within self-directed support  
4. Know how to promote personalisation  
5. Know how to develop systems and structures for personalisation |
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<tr>
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</table>
| HSC 047      | 4     | Health and safety in health and social care settings                 | 3       | 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety  
2. Understand how to carry out own responsibilities for health and safety  
3. Be able to work safely in health and social care settings  
4. Be able to manage risk  
5. Be able to support others to work safely in relation to health and safety |
| LM 401       | 4     | Professional practice in health and social care for adults or children and young people | 3       | 1. Understand theories, values, principles and statutory frameworks that underpin practice within health and social care.  
2. Understand how duty of care contributes to safe practice.  
3. Understand how to address conflicts that may arise between an individual’s rights to choice and control and the duty of care.  
4. Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work. |
| LM 502       | 4     | Develop, maintain and use records and reports                       | 3       | 1. Understand the legal and organisational requirements for recording information and providing reports.  
2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working.  
3. Be able to use records and reports to inform judgements and decisions |
| M2c          | 4     | Working in partnership in health and social care or children and young people's settings | 4       | 1. Understand partnership working  
2. Be able to establish and maintain working relationships with colleagues  
3. Be able to establish and maintain working relationships with other professionals  
4. Be able to work in partnership with others |
| P5.2         | 4     | Safeguard children and young people who are present in the adult social care sector | 2       | 1. Understand the responsibility to safeguard children and young people who are present in an adult social care work setting  
2. Be able to develop the understanding of others about safeguarding children and young people  
3. Understand how to address conflicts and dilemmas associated with safeguarding children and young people |
<p>| Total credits: |       |                                                                      | 36      |                                                                                                                                   |</p>
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<tbody>
<tr>
<td><strong>Group B - Specialist knowledge units</strong></td>
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| MCA 01       | 3     | Awareness of Mental Capacity Act | 3       | 1. Understand the importance of the Mental Capacity Act 2005  
2. Understand the key elements of the Mental Capacity Act 2005  
3. Understand ‘restraint’ as defined in the s6(4) Mental Capacity Act 2005  
4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity |
| HSC 3021     | 4     | Understand theories of relationships and social networks | 3       | 1. Understand the relevance of relationship theories to health and social care practice.  
2. Understand the impact of relationships and social networks on well-being and self esteem.  
3. Understand factors that can influence the process of a relationship. |
| **Total credits:** |       |       |         | **6** |
| **Group C - suggested optional units** |       |       |         |                  |
| HSC 3007     | 4     | Support the development of community partnerships | 5       | 1. Understand the role of community partnerships  
2. Be able to identify where community partnerships could inform and support practice  
3. Be able to bring people together to set up community partnerships  
4. Be able to support the setting up of community partnerships  
5. Be able to contribute to the running of community partnerships  
6. Be able to contribute to the review of community partnerships |
| HSC 3055     | 4     | Identify physical health needs of individuals with mental health needs and plan appropriate actions | 5       | 1. Understand how to assess the physical health needs of individuals with mental health needs  
2. Be able to carry out assessments of the physical health needs of individuals with mental health needs  
3. Be able to record the outcome of assessments  
4. Be able to plan actions needed following physical health assessments  
5. Be able to identify resources and services needed by individuals following physical health assessments  
6. Be able to make referrals |
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<th>Learning outcomes</th>
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</table>
| HSC 3057     | 4     | Work with families, carers and individuals during times of crisis | 5       | 1. Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis  
2. Be able to develop risk management strategies when working with individuals, carers and families in times of crisis  
3. Be able to respond during times of crisis  
4. Be able to review the outcomes of requests for action during times of crisis |
| HSC 3013     | 3     | Support individuals to access and use services and facilities | 4       | 1. Understand factors that influence individuals’ access to services and facilities  
2. Be able to support individuals to select services and facilities  
3. Be able to support individuals to access and use services and facilities  
4. Be able to support individuals’ to review their access to and use of services and facilities |
| Adv 308      | 4     | Providing Independent Advocacy to adults | 5       | 5. Provide Independent Advocacy support to adults in a range of settings  
6. Treat the individual receiving Advocacy support as an individual  
7. Assist the individual receiving Advocacy support to explore choices and potential consequences  
8. Support adults through a range of meetings  
9. Work safely |
| HSC 4002     | 4     | Provide information, Advice and Guidance | 4       | 1. Understand the importance of providing accurate information, advice and guidance in a person centred way  
2. Understand provision of information, advice and guidance in own practice  
3. Be able to provide accurate information advice and guidance using a range of sources  
4. Be able to review own practice in information, advice and guidance |
| HSC 3027     | 3     | Support individuals to access housing and accommodation services | 4       | 1. Understand support available to access housing and accommodation services  
2. Be able to work with individuals to identify housing and accommodation services that meet their needs  
3. Be able to work with individuals to plan to access housing and accommodation services  
4. Be able to work with individuals to access housing and accommodation services  
5. Be able to work with housing and accommodation services to meet the needs of individuals |

Total credits: 32
Total credit value of this suggested combination of units: 74
Learning profile - Independent living advisor (housing)

This document is designed to provide guidance to support employers within the housing and social care sector to understand how the Level 3 Diploma in Health and Social Care can be utilised to meet the needs of integrated roles that straddle both care/support with housing. The Diploma is the main qualification within the Health and Social Care Apprenticeship and therefore the same combination can be used if the employee wishes to undertake an Apprenticeship. Each profile is an example of how units within the diploma may be combined to meet the job description. It is possible to combine a number of other units depending on the requirements of the individual role so for example a different set of units could be selected if the individual is working with adults with mental health conditions. The learning outcomes demonstrate both the knowledge (outcomes that begin with understand/know how to) and skills (outcomes that begin with be able to) components which combined form the competency.

**Context:** For those working with individuals with learning disabilities in supported living environments or within individuals own homes.

**Qualification:** Level 3 Diploma in Health and Social Care (Adults) for England/Advanced Level Apprenticeship.

**Role description:** To assist people to overcome barriers to an independent life and improve their health and well-being through supported self-assessment and provide personalised health, housing and social care advice and information.

**Examples of job titles include:** Supported living worker, supported housing worker, independent living worker, support worker, senior support worker.

<table>
<thead>
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<td><strong>Group A - mandatory units</strong></td>
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</tbody>
</table>
| SHC 31 | 3 | Promote communication in health, social care or children’s and young people’s settings | 3 | 1. Understand why effective communication is important in the work setting  
2. Be able to meet the communication and language needs, wishes and preferences of individuals  
3. Be able to overcome barriers to communication  
4. Be able to apply principles and practices relating to confidentiality |
| SHC 32 | 3 | Engage in personal development in health, social care or children’s and young people’s settings. | 3 | 1. Understand what is required for competence in own work role  
2. Be able to reflect on practice  
3. Be able to evaluate own performance  
4. Be able to agree a personal development plan  
5. Be able to use learning opportunities and reflective practice to contribute to personal development |
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| SHC 33       | 3     | Promote equality and inclusion in health, social care or children's and young people's settings. | 2       | 1. Understand the importance of diversity, equality and inclusion  
2. Be able to work in an inclusive way  
3. Be able to promote diversity, equality and inclusion |
| SHC 34       | 3     | Principles for implementing duty of care in health, social care or children's and young people's settings. | 1       | 1. Understand how duty of care contributes to safe practice  
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care  
3. Know how to respond to complaints |
| HSC 024      | 2     | Principles of safeguarding and protection in health and social care | 3       | 1. Know how to recognise signs of abuse.  
2. Know how to respond to suspected or alleged abuse.  
3. Understand the national and local context of safeguarding and protection from abuse.  
4. Understand ways to reduce the likelihood of abuse.  
5. Know how to recognise and report unsafe practices. |
| HSC 025      | 2     | Role of health and social care worker                                | 2       | 1. Understand working relationships in health and social care.  
2. Be able to work in ways that are agreed with the employer.  
3. Be able to work in partnership with others. |
| HSC 036      | 3     | Promote person centred approaches in health and social care          | 6       | 1. Understand the application of person centred approaches in health and social care  
2. Be able to work in a person-centred way  
3. Be able to establish consent when providing care or support  
4. Be able to implement and promote active participation  
5. Be able to support the individual's right to make choices  
6. Be able to promote individuals well-being  
7. Understand the role of risk assessment in enabling a person centred approach |
<table>
<thead>
<tr>
<th>Unit ref. no.</th>
<th>Level</th>
<th>Title</th>
<th>Credits</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| HSC 037      | 3     | Promote and implement health and safety in health and social Care | 6       | 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety  
2. Be able to carry out own responsibilities for health and safety  
3. Understand procedures for responding to accidents and sudden illness  
4. Be able to reduce the spread of infection  
5. Be able to move and handle equipment and other objects safely  
6. Be able to handle hazardous substances and materials  
7. Be able to promote fire safety in the work setting  
8. Be able to implement security measures in the work setting  
9. Know how to manage stress |
| HSC 038      | 3     | Promote good practice in handling information in health and social care settings | 2       | 1. Understand requirements for handling information in health and social care settings  
2. Be able to implement good practice in handling information  
3. Be able to support others to handle information |
|              |       |                                                            |         | Total credits: 28                                                                 |
|              |       |                                                            |         | Group B - Learning Disability pathway                                               |
| LD 201       | 2     | Understand the context of supporting an individual with learning disabilities | 4       | 1. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities  
2. Understand the nature and characteristics of learning disability  
3. Understand the historical context of learning disability  
4. Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families  
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers  
6. Know how to promote communication with individuals with learning disabilities |
| HSC 3021     | 4     | Understand theories of relationships and social networks | 3       | 1. Understand the relevance of relationship theories to health and social care practice.  
2. Understand the impact of relationships and social networks on well-being and self esteem.  
3. Understand factors that can influence the process of a relationship. |
<p>|              |       |                                                            |         | Total credits: 7                                                                   |
|              |       |                                                            |         | Group C - suggested optional units                                                 |</p>
<table>
<thead>
<tr>
<th>Unit ref. no.</th>
<th>Level</th>
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<th>Credits</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD 302</td>
<td>3</td>
<td>Support person-centred thinking and planning</td>
<td>5</td>
<td>1. Understand the principles and practice of person-centred thinking, planning and reviews. 2. Understand the context within which person-centred thinking and planning takes place. 3. Understand own role in person-centred planning. 4. Be able to apply person-centred planning in relation to own life. 5. Be able to implement person-centred thinking, planning and reviews.</td>
</tr>
<tr>
<td>LD 308</td>
<td>3</td>
<td>Support individuals with learning disabilities to access healthcare</td>
<td>3</td>
<td>1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare 2. Understand the function of different healthcare services that an individual with learning disabilities may need to access 3. Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access 4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities 5. Be able to complete and review plans for healthcare 6. Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services 7. Be able to support an individual with learning disabilities when accessing a variety of healthcare services</td>
</tr>
<tr>
<td>HSC 3013</td>
<td>3</td>
<td>Support individuals to access and use services and facilities</td>
<td>4</td>
<td>1. Understand factors that influence individuals' access to services and facilities 2. Be able to support individuals to select services and facilities 3. Be able to support individuals to access and use services and facilities 4. Be able to support individuals' to review their access to and use of services and facilities</td>
</tr>
<tr>
<td>HSC 3004</td>
<td>3</td>
<td>Facilitate learning and development activities to meet the individuals needs and preferences</td>
<td>5</td>
<td>1. Understand the role of learning and development activities in meeting individual needs 2. Be able to identify learning and development activities to meet individual needs and preferences 3. Be able to plan learning and development activities with individuals 4. Be able to prepare for learning and development activities 5. Be able to facilitate learning and development activities with individuals 6. Be able to evaluate and review learning and development activities</td>
</tr>
<tr>
<td>Unit ref. no.</td>
<td>Level</td>
<td>Title</td>
<td>Credits</td>
<td>Learning outcomes</td>
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</tbody>
</table>
| HSC 3020     | 3     | Facilitate person centred assessment, planning, implementation and review | 6       | 1. Understand the principles of person centred assessment and care planning  
2. Be able to facilitate person centred assessment  
3. Be able to contribute to the planning of care or support  
4. Be able to support the implementation of care plans  
5. Be able to monitor a care plans  
6. Be able to facilitate a review of care plans and their implementation |
| LD303        | 3     | Promote active support                             | 5       | 1. Understand how active support translates values into person-centred practical action with an individual  
2. Be able to interact positively with individuals to promote participation  
3. Be able to develop and implement person-centred daily plans to promote participation  
4. Be able to use person-centred records to evaluate an individual's participation in activities |

Total credits: 28  
Total credit value of this suggested combination of units: 63
Learning profile - Support officer/worker roles (housing)

This document is designed to provide guidance to support employers within the housing and social care sector to understand how the Level 3 Diploma in Health and Social Care can be utilised to meet the needs of integrated roles that straddle both care/support with housing. The diploma is the main qualification within the Health and Social Care Apprenticeship and therefore the same combination can be used if the employee wishes to undertake an Apprenticeship. Each profile is an example of how units within the diploma may be combined to meet the job description. It is possible to combine a number of other units depending on the requirements of the individual role so for example a different set of units could be selected if the individual is working with adults with mental health conditions. The learning outcomes demonstrate both the knowledge (outcomes that begin with understand/know how to) and skills (outcomes that begin with be able to) components which combined form the competency.

**Context:** For those working in supported living arrangements supporting individuals with learning disabilities.

**Qualification:** Level 3 Diploma in Health and Social Care (Adults) for England/Advanced Level Apprenticeship.

**Role description:** To deliver housing related support for people living in a supported living environment to enable them to continue to live as independently as possible. This will involve utilising independent care and support plans and identifying levels of support required. The employee will work in partnership with various statutory and voluntary organisations to ensure needs of the individuals are met.

**Examples of Job titles include:** Support officer, housing support officer, support worker, supported living support worker, specialist support worker.

<table>
<thead>
<tr>
<th>Unit ref. no.</th>
<th>Level</th>
<th>Title</th>
<th>Credits</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Group A - mandatory units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHC 31</td>
<td>3</td>
<td>Promote communication in health, social care or children’s and young people’s settings</td>
<td>3</td>
<td>1. Understand why effective communication is important in the work setting</td>
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<td></td>
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<td>2. Be able to meet the communication and language needs, wishes and preferences of individuals</td>
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<td>3. Be able to overcome barriers to communication</td>
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<td>4. Be able to apply principles and practices relating to confidentiality</td>
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<tr>
<td>Unit ref. no.</td>
<td>Level</td>
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<td>Learning outcomes</td>
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</table>
| SHC 32       | 3     | Engage in personal development in health, social care or children’s and young people’s settings. | 3       | 1. Understand what is required for competence in own work role  
2. Be able to reflect on practice  
3. Be able to evaluate own performance  
4. Be able to agree a personal development plan  
5. Be able to use learning opportunities and reflective practice to contribute to personal development |
| SHC 33       | 3     | Promote equality and inclusion in health, social care or children’s and young people’s settings. | 2       | 1. Understand the importance of diversity, equality and inclusion  
2. Be able to work in an inclusive way  
3. Be able to promote diversity, equality and inclusion |
| SHC 34       | 3     | Principles for implementing duty of care in health, social care or children’s and young people’s settings. | 1       | 1. Understand how duty of care contributes to safe practice  
2. Know how to address conflicts or dilemmas that may arise between an individual’s rights and the duty of care  
3. Know how to respond to complaints |
| HSC 024      | 2     | Principles of safeguarding and protection in health and social care | 3       | 1. Know how to recognise signs of abuse.  
2. Know how to respond to suspected or alleged abuse.  
3. Understand the national and local context of safeguarding and protection from abuse.  
4. Understand ways to reduce the likelihood of abuse.  
5. Know how to recognise and report unsafe practices. |
| HSC 025      | 2     | Role of health and social care worker | 2       | 1. Understand working relationships in health and social care.  
2. Be able to work in ways that are agreed with the employer.  
3. Be able to work in partnership with others. |
| HSC 036      | 3     | Promote person centred approaches in health and social care | 6       | 1. Understand the application of person centred approaches in health and social care  
2. Be able to work in a person-centred way  
3. Be able to establish consent when providing care or support  
4. Be able to implement and promote active participation  
5. Be able to support the individual’s right to make choices  
6. Be able to promote individuals well-being  
7. Understand the role of risk assessment in enabling a person centred approach |
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<td>HSC 037</td>
<td>3</td>
<td>Promote and implement health and safety in health and social Care</td>
<td>6</td>
<td>1. Understand own responsibilities, and the responsibilities of others, relating to health and safety</td>
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<td>2. Be able to carry out own responsibilities for health and safety</td>
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<td>3. Understand procedures for responding to accidents and sudden illness</td>
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<td>4. Be able to reduce the spread of infection</td>
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<td>5. Be able to move and handle equipment and other objects safely</td>
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<td>8. Be able to implement security measures in the work setting</td>
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<td>9. Know how to manage stress</td>
</tr>
<tr>
<td>HSC 038</td>
<td>3</td>
<td>Promote good practice in handling information in health and social care settings</td>
<td>2</td>
<td>1. Understand requirements for handling information in health and social care settings</td>
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<tr>
<td></td>
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<td>2. Be able to implement good practice in handling information</td>
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<td>3. Be able to support others to handle information</td>
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<tr>
<td>Total credits:</td>
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<td>28</td>
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</tbody>
</table>

Group B - Learning disability pathway

<table>
<thead>
<tr>
<th>Unit ref. no.</th>
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<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD 201</td>
<td>2</td>
<td>Understand the context of supporting individuals with learning disabilities</td>
<td>4</td>
<td>1. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>2. Understand the nature and characteristics of learning disability</td>
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<td></td>
<td>3. Understand the historical context of learning disability</td>
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<tr>
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<td></td>
<td>4. Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families</td>
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<td>5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers</td>
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<td>6. Know how to promote communication with individuals with learning disabilities</td>
</tr>
<tr>
<td>Unit ref. no.</td>
<td>Level</td>
<td>Title</td>
<td>Credits</td>
<td>Learning outcomes</td>
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</table>
| LD 307       | 3     | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | 3       | 1. Understand the development of human sexuality  
2. Understand how the sexual development of individuals with a learning disability can differ  
3. Understand the issues of sexual health and how these can be supported  
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities  
5. Know how to support the sexual expression of an individual with a learning disability |
|              |       |                                                                      |         | Total credits: 7                                                                    |
|              |       |                                                                      |         | Group C - suggested optional units                                                |
|              |       |                                                                      |         |                                                                                |
| LD 308       | 3     | Support individuals with learning disabilities to access healthcare | 3       | 1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare  
2. Understand the function of different healthcare services that an individual with learning disabilities may need to access  
3. Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access  
4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities  
5. Be able to complete and review plans for healthcare  
6. Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services  
7. Be able to support an individual with learning disabilities when accessing a variety of healthcare services |
| LD 302       | 3     | Support person-centred thinking and planning                         | 5       | 1. Understand the principles and practice of person-centred thinking, planning and reviews.  
2. Understand the context within which person-centred thinking and planning takes place.  
3. Understand own role in person-centred planning.  
4. Be able to apply person-centred planning in relation to own life.  
5. Be able to implement person-centred thinking, planning and reviews. |
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<tr>
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<th>Learning outcomes</th>
</tr>
</thead>
</table>
| HSC 3003     | 3     | Provide support to maintain and develop skills for everyday life     | 4       | 1. Understand the context of supporting skills for everyday life  
2. Be able to support individuals to plan for maintaining and developing skills for everyday life  
3. Be able to support individuals to retain, regain or develop skills for everyday life  
4. Be able to evaluate support for developing or maintaining skills for everyday life |
| HSC 3013     | 3     | Support individuals to access and use services and facilities        | 4       | 1. Understand factors that influence individuals’ access to services and facilities  
2. Be able to support individuals to select services and facilities  
3. Be able to support individuals to access and use services and facilities  
4. Be able to support individuals to review their access to and use of services and facilities |
| HSC 3023     | 3     | Support individuals to manage their finances                        | 3       | 1. Know how to access information and advice about financial affairs  
2. Be able to provide support for individuals to manage their finances  
3. Be able to contribute to applying for financial assistance  
4. Be able to contribute to reviewing support for managing finances |
| HSC 3019     | 3     | Support individuals in their relationships                          | 4       | 1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships.  
2. Be able to support individuals to identify beneficial relationships.  
3. Be able to support individuals to develop new relationships.  
4. Be able to support individuals to maintain existing relationships.  
5. Be able to work with individuals to review the support provided for relationships. |

Total credits: 23

Total credit value of this suggested combination of units: 58
The areas on the left of this grid were seen by HWC&S employers as priority areas for learning. The links on the right are where existing Skills for Care resources can be found to support learning in these areas.

<table>
<thead>
<tr>
<th>Topic area</th>
<th>Skills for Care resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing law</td>
<td>None</td>
</tr>
<tr>
<td>Health awareness and promotion</td>
<td>Resources on self care - <a href="http://www.skillsforcare.org.uk/selfcare">www.skillsforcare.org.uk/selfcare</a></td>
</tr>
<tr>
<td>Information advice and guidance (on benefits and housing options)</td>
<td>None</td>
</tr>
<tr>
<td>Mental health</td>
<td>Resources on mental health - <a href="http://www.skillsforcare.org.uk/mentalhealth">www.skillsforcare.org.uk/mentalhealth</a></td>
</tr>
<tr>
<td>Dementia</td>
<td>Resources on dementia - <a href="http://www.skillsforcare.org.uk/dementia">www.skillsforcare.org.uk/dementia</a></td>
</tr>
<tr>
<td>Alcohol awareness</td>
<td>None</td>
</tr>
<tr>
<td>Safeguarding</td>
<td>Resources on safeguarding - <a href="http://www.skillsforcare.org.uk/safeguarding">www.skillsforcare.org.uk/safeguarding</a></td>
</tr>
<tr>
<td>Health and safety</td>
<td>Resources on safety guidance for employers and staff - <a href="http://www.skillsforcare.org.uk/safety">www.skillsforcare.org.uk/safety</a></td>
</tr>
<tr>
<td>Understanding addiction</td>
<td>None</td>
</tr>
<tr>
<td>Self harm</td>
<td>None</td>
</tr>
<tr>
<td>Risk assessment</td>
<td>Resources on living with risk - <a href="http://www.skillsforcare.org.uk/risk">www.skillsforcare.org.uk/risk</a></td>
</tr>
<tr>
<td>Stress management</td>
<td>None</td>
</tr>
<tr>
<td>Equality and diversity as well as cultural knowledge</td>
<td>Resources on equality and diversity - <a href="http://www.skillsforcare.org.uk/equalityanddiversity">www.skillsforcare.org.uk/equalityanddiversity</a></td>
</tr>
<tr>
<td>First aid</td>
<td>Resources relating to first aid - <a href="http://www.skillsforcare.org.uk/firstaid">www.skillsforcare.org.uk/firstaid</a></td>
</tr>
<tr>
<td>Challenging behaviour</td>
<td>Resources on people whose behaviour challenges - <a href="http://www.skillsforcare.org.uk/challengingbehaviour">www.skillsforcare.org.uk/challengingbehaviour</a></td>
</tr>
<tr>
<td>Awareness of the social care system (how it works and how to access it)</td>
<td>None</td>
</tr>
<tr>
<td>Awareness of health systems (how they work and how to access)</td>
<td>None</td>
</tr>
<tr>
<td>Resilience</td>
<td>None</td>
</tr>
<tr>
<td>Keeping up with developments in policy and best practice (particularly from non regulated services)</td>
<td>Sign up to our enews for all the latest developments - <a href="http://www.skillsforcare.org.uk/enews">www.skillsforcare.org.uk/enews</a></td>
</tr>
<tr>
<td>Mental capacity act and deprivation of liberty</td>
<td>Resources on the Mental Capacity Act - <a href="http://www.skillsforcare.org.uk/MCA">www.skillsforcare.org.uk/MCA</a></td>
</tr>
</tbody>
</table>