



FAQ LEVEL 5 DIPLOMA IN
LEADERSHIP AND
MANAGEMENT FOR
ADULT CARE (RQF)

OVERVIEW SPECIFICATION

Qualification Number: **610/1628/7**

Qualification Reference: **DLMACL5**



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Details and Version History

Document Details	
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New Version Number	Date Amended	Section/Page Number Amended	Details of Amendment(s)
v1.1	13.06.23	Throughout	<ul style="list-style-type: none"> • Formatting updated • Components linked to Table of Contents

Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

“We envisage a place in which every Learner achieves their full potential.”

Our Mission

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

Introduction to Qualification Specification

Welcome to the **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)** Overview Qualification Specification.

The aim of this overview qualification specification is to outline the qualification requirements and provide guidance to FutureQuals Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents, including the full qualification specification, which contains detailed Component criteria and assessment information.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

Qualification Title:	FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)
Qualification Level:	5
Qualification Product Code:	DLMACL5
Qualification Number:	610/1628/7
Qualification Type:	RQF
Regulated by:	Ofqual
Apprenticeship Standards:	This qualification is included within the following apprenticeship standard: <ul style="list-style-type: none">• Lead Adult Care Worker Apprenticeship

Purpose and Aims

The purpose of the **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)** is to provide Learners with the knowledge, understanding and skills required to work as a Lead Adult Care Worker.

Learners will work in adult social care and have responsibility for providing person-centred, values-driven care and support for those accessing the service. They will work under the direction of their manager or supervisor but will have a degree of autonomy. Learners would be expected to have met the standards of the Care Certificate as part of their induction programme. As well as demonstrating best practice, they will be working towards promoting and modelling it.

The content of this specification has been specified by the sector skills council responsible for the adult care workforce, Skills for Care, and covers the following topic areas:

- Leading and managing in adult social care (LMAC5A)
- Leading and managing teams (LMAC5B)
- Responsibilities (LMAC5C)
- Improvement and innovation (LMAC5D)
- Communication (LMAC5E)
- Values and behaviours (LMAC5F)
- Health and safety (LMAC5G)
- Professional development (LMAC5H)

This qualification forms part of the FutureQuals Health and Social Care Suite

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **90**

Minimum Guided Learning (GL) for this qualification: **419 hours**

Total Qualification Time for this qualification (TQT): **900 hours**

Information regarding what constitutes GL and TQT can be found in *Appendix 1 - Glossary of Terms*.

Registration Length: **two years**

Endorsements, Framework Mapping Information and Qualification Equivalencies

The **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)** has been approved for use by Skills for Care.



Qualification Fees

Please visit our website for information on registration fees, and applicable assessment resit fees or to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)** may be eligible for public funding, as determined by the Department for Education (DfE).

For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)**, Learners must meet the Rules of Combination and follow all guidance relating to barred Components and Component order.

Group M – Mandatory					
Component Number	Component Reference	Component Name	Credit Value	GL	Level
1	Y/650/4551	Leadership and Management in Adult Care	3	10	5
2	A/650/4552	Governance and Regulatory Processes in Adult Care	6	38	5
3	D/650/4553	Decision-making in Adult Care	4	20	5
4	F/650/4554	Business and Resource Management in Adult Care	4	20	5
5	H/650/4555	Team Leadership in Adult Care	4	20	5

6	J/650/4556	Team Learning and Development in Adult Care	4	15	5
7	K/650/4557	Professional Supervision in Adult Care	4	20	5
8	L/650/4558	Safeguarding in Adult Care	4	15	5
9	M/650/4559	Mental Capacity and Restrictive Practices in Adult Care	3	20	5
10	Y/650/4560	Relationships and Partnership Working in Adult Care	5	20	5
11	A/650/4561	Managing Comments and Complaints in Adult Care	4	18	5
12	D/650/4562	Developing Service Vision in Adult Care	3	10	5
13	F/650/4563	Leading Continuous Improvement and Positive Change in Adult Care	3	25	5
14	H/650/4564	Communication and Positive Outcomes in Adult Care	4	18	5
15	J/650/4565	Information Management in Adult Care	3	10	5
16	K/650/4566	Leading Person-centred Practice in Adult Care	5	20	5
17	L/650/4567	Promoting Health and Well-being in Adult Care	3	15	5
18	M/650/4568	Promoting Equality, Diversity, Inclusion and Human Rights in Adult Care	3	15	5
19	R/650/4569	Implementing Health and Safety in Adult Care	4	20	5
20	A/650/4570	Continuous Professional Development in Adult Care	3	15	5
21	D/650/4571	Maintaining Personal Well-being in Adult Care	4	15	5

Group O – Optional Components					
Component Number	Component Reference	Component Name	Credit Value	GL	Level
22	L/602/2337	Manage Domiciliary Services	6	39	5
23	M/601/9494	Support the Development of Community Partnerships	5	33	4
24	K/601/5251	Explore Models of Disability	5	32	5

25	J/601/5645	Promote Access to Healthcare for Individuals with Learning Disabilities	6	44	5
26	M/601/3467	Understand Sensory Loss	3	21	3
27	M/601/5252	Support Individuals with Sensory Loss with Communication	5	37	5
28	M/601/5249	Promote Awareness of Sensory Loss	3	19	5
29	A/601/5318	Promote Good Practice in the Support of Individuals with Autistic Spectrum Conditions	7	53	5
30	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	30	3
31	D/615/8780	Support Individuals at the End of Life	6	50	3
32	T/601/5253	Support Individuals with Multiple Conditions and/or Disabilities	5	34	5
33	J/601/6150	Understand Physical Disability	3	22	3
34	Y/506/7089	Understand the Process and Experience of Dementia	3	22	3
35	J/601/5242	Assess the Individual in a Health and Social Care Setting	6	41	5
36	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	6	42	5
37	H/601/7354	Lead Active Support	5	35	5
38	D/602/2844	Lead Person-Centred Practice	4	29	5
39	K/602/2572	Lead Positive Behavioural Support	10	75	7
40	T/602/3174	Lead and Manage Group Living for Adults	5	39	5
41	M/602/2850	Manage Health and Social Care Practice to Ensure Positive Outcomes for Individuals	5	35	5
42	A/601/6274	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	21	3

43	R/502/3298	Providing Independent Advocacy to Adults	5	35	4
44	R/602/2856	Safeguarding and Protection of Vulnerable Adults	5	37	5
45	H/601/3546	Support Individuals to Access Education, Training or Employment	4	31	4
46	K/601/7906	Support Individuals to Access Housing and Accommodation Services	4	24	3
47	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	5	35	4
48	J/504/2219	Appraise Staff Performance	5	32	5
49	J/602/2336	Develop Procedures and Practice to Respond to Concerns and Complaints	6	40	5
50	Y/600/9588	Develop and Evaluate Operational Plans for Own Area of Responsibility	6	25	5
51	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	39	5
52	F/602/2612	Facilitate Change in Health and Social Care or Children and Young People's Settings	6	42	5
53	L/602/2547	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care or Children and Young People's Settings	6	43	5
54	H/602/3171	Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting	7	46	6
55	L/602/2743	Manage an Interprofessional Team in a Health and Social Care or Children and Young People's Setting	7	48	6
56	T/602/2753	Manage Finance Within Own Area of Responsibility in Health and Social Care or Children and Young People's Setting	4	31	4

57	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	3	21	4
58	K/600/9711	Manage Physical Resources	3	25	4
59	R/602/2758	Manage Quality in Health and Social Care or Children and Young People's Setting	5	36	5
60	R/602/2338	Recruitment and Selection within Health and Social Care or Children and Young People's Settings	3	26	4
61	D/602/3170	Understand How to Manage a Team	3	20	4
62	T/602/3188	Understand Partnership Working	1	7	4
63	F/504/2218	Understand Professional Management and Leadership in Health and Social Care or Children and Young People's Settings	6	50	5
64	Y/602/2860	Understand Safeguarding of Children and Young People for Those Working in the Adult Sector	1	10	3
65	H/602/3185	Understanding Professional Supervision Practice	3	22	4

Rules of Combination - Learners must achieve all the Components in *Group M - Mandatory Components* and a minimum of 10 credits (100 hours) from *Group O – Optional Components*.

Barred Components - Components with the same title at different levels, or Components with the same content, cannot be combined in the same qualification.

Component Order - The order in which Components are to be taught is at the discretion of individual Centres.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to achieve all of the learning outcomes and assessment criteria.

Method of Assessment

The **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)** consists of both knowledge-based and competence-based assessment criteria. The qualification is internally assessed, internally quality assured, and externally quality assured and moderated by FutureQuals. For full assessment details, please see the *FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF) Full Qualification Specification*.

All evidence produced by the Learner must be their own.

Assessment Principles

FutureQuals will always publish Assessment Principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic *FutureQuals Assessment Principles* is available on the FutureQuals website and should be used in conjunction with any qualification-specific Assessment Principles.

You can view the *FutureQuals Assessment Principles* here:

<https://www.futurequals.com/assets/AssessmentPrinciples.pdf>

Any Assessment Principles specific to a qualification will always be reproduced in the specification they relate to.

The **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)** must be assessed according to the *FutureQuals Assessment Principles* and the *Skills for Care and Development Assessment Principles*.

Grading

The overall qualification is graded as **Pass** or **Fail**.

Qualification Resources

Learning Resources, Assessments and Sample Assessments

In support of delivering the **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)**, FutureQuals has created the following resources and guides:

- *FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF) Overview Qualification Specification*
- *FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF Full Qualification Specification (including assessment principles)*
- *FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF) Evidence Log*
- *FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF) Optional Component Sheets*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification, evidence log and optional Component sheets.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 18 years of age (or older) on the first day of teaching

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification.

Exit Requirements

There are no formal exit requirements for this qualification.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

It is a Centre's responsibility to confirm the identity of a Learner as part of its registration process, and for any online assessments.

The following are acceptable examples of proof of a Learner's identity:

- A valid passport (any nationality)
- A national identity card issued by an EU country
- a Gibraltar identity card
- A signed UK photocard driving licence
- A valid warrant card issued by HM Forces or the Police
- Other photographic ID card, e.g., employee ID card (must be current employer), student ID card or a travel card

Learner Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals require that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems).

For qualifications for which FutureQuals issue an evidence log, Centres will be required to complete a Contributory Signature Form (included as an appendix in the evidence log) for all certificate claims.

If a Centre uses their own pre-approved version of an evidence log, the same information must be captured as in the FutureQuals issued evidence log, i.e., the assessment method, evidence reference,

the Assessor's decision (including the signature and date to evidence completion assessment) and the Learner's declaration of authenticity. The Learner must sign and date the declaration.

Recognition of Prior Learning (RPL)

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Learner can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess. Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of a Component(s) or a whole qualification.

For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning Policy* which can be found on the FutureQuals website.

Requalification

Once awarded, the **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)** certificate does not have a specific period of validity. However, as an evolving subject area, periodically retaking the qualification will help to ensure that individuals are working with the most up-to-date information.

Progression Opportunities

The **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)** can support progression to the role of registered manager, and further leadership and management roles within the adult care employment sector.

Centre Requirements and Information

Qualification Delivery Requirements

Learner Ratios: It is recommended that, as best practice, a single Tutor teaches no more than six Learners for competency-based criteria.

Assessment: Assessment must be carried out as outlined in the Qualification Assessment section of this specification.

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)** Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators and Internal Quality Assurers (IQAs). All workforce requirements can be found in Appendix 2 - *Skills for Care and Development Assessment Principles*.

Component Specifications - Mandatory Components

Component 1: Leadership and Management in Adult Care

Component Reference Number: Y/650/4551

Credit value: 3

GL: 10

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with knowledge and understanding of leadership and management theories and styles in adult care settings.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand leadership and management theories and styles	Differences between leadership and management
	Key theories of leadership and management
	Theoretical models used in own leadership
	Different leadership styles
2. Understand leadership and management in adult care	How coaching and mentoring can complement leadership style
	Impact of internal and external drivers on leadership and management
	Role of leadership and management skills in adult care services
	Adapting leadership and management style for different situations or teams
	Interaction between adult social care values/culture and own leadership behaviours

Component 2: Governance and Regulatory Processes in Adult Care

Component Reference Number: A/650/4552

Credit value: 6

GL: 38

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with knowledge and understanding of the legislation and associated statutory guidance that underpins adult care. It also provides knowledge and an understanding of the systems and requirements required as part of the regulatory and inspection processes.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand legislation and statutory guidance that underpins adult care provision	Service provision legislation and statutory guidance
	Applying legislation and statutory guidance within service provision
	Registered services key roles, remits and responsibilities
2. Understand internal governance arrangements within own organisation	Internal governance procedures
	Applying, leading and evaluating governance procedures/agreed ways of working
3. Understand systems and requirements for the regulation of adult care services	Legislation and regulations underpinning the inspection system
	Inspection process legislation and statutory guidance
	Types of service provision subject to registration and inspection
4. Understand the inspection process in adult social care	How services are inspected and the role of regulator
	The purpose of the inspection system
	Inspection process types and key themes
	How the ratings system is used
	When and how enforcement action applies
	Collection, and use of, service information
5. Understand the inspection process in own service	How regulation requirements are met within own service
	Inspection process awareness and involvement
	Evidence for demonstrating meeting of requirements
	Ways to address inspection outcome/impact
	How inspection outcome drive service improvements

Component 3: Decision-making in Adult Care

Component Reference Number: D/650/4553

Credit value: 4

GL: 20

Level: 3

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to implement effective decision-making in adult care settings.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand effective decision-making	Decisions required in own role
	Data, information and intelligence in evidence-based decisions
	How values and priorities influence decision-making processes
	Enabling others to contribute to decision-making
	The importance of reviewing/evaluating decisions to improve quality
2. Be able to demonstrate effective decision-making	When decisions need to be made
	Data, information and intelligence in decision making
	Identifying potential solutions
	Evaluating potential solutions and drawing conclusions
	Involving others in the decision-making process and outcome implementation
	Evaluating decisions and process used

Component 4: Business and Resource Management in Adult Care

Component Reference Number: F/650/4554

Credit value: 4

GL: 20

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge and understanding required to effectively manage financial, physical and human resources in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand principles for effective resource management	Impact of national/local strategies and priorities on resource planning and management
	The importance of accurate forecasting for resource requirements
	The value of using assets and resources outside traditional services and in the community
	Technology in service delivery/management
	Resource management sustainability
	Resource management roles, responsibilities, and accountabilities
	Business continuity planning importance, and processes available
2. Understand principles of effective human resource management	Safe/fair recruitment legislation, policy and practices
	Staff recruitment/retention approaches
	Recruitment, selection and induction processes, and own organisational role
	Importance of employment practices being free from discrimination/harassment
	Identifying staffing numbers/patterns in providing a person-centred, outcome-based service
	Factors influencing staffing requirements and patterns
	Managing and adjusting staffing patterns to meet changing circumstances
	Workforce succession and contingency planning
	Performance management procedures
	Conduct, discipline and grievance procedures
	Service commission, procurement and funding

3. Understand market provision in adult social care	Drivers shaping adult care, funding mechanisms, and gaps in market provision
	How own service relates to the wider market and needs of the local population
	How own service will need to evolve to meet demand for social care services now and in the future
4. Understand integrated approaches in health and social care	Integrated health and social care systems
	Integrated service provision rationale and legislation
	Health and social care local and national integration initiatives
	Impact of integrated systems/processes on working practices and relationships

Component 5: Team Leadership in Adult Care

Component Reference Number: H/650/4555

Credit value: 4

GL: 20

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the skills required to successfully lead a team delivering adult care in a health and social care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to provide leadership for a team	Adapting leadership styles for team stages/cycles development
	Team trust and accountability
	Building/maintaining team commitment to service and values
	Positive values-based team culture strategies
	Values/behaviours recognising and championing team diversity, equality, and inclusion
2. Be able to manage teamwork	Managing team participation in agreeing objectives
	Creativity and innovation in team objectives planning
	Agree team roles/responsibilities based on strengths and development needs
	Supporting team objectives
	Reviewing team objectives, and progress reflection
	Team performance feedback, and progress recognition

Component 6: Team Learning and Development in Adult Care

Component Reference Number: J/650/4556

Credit value: 4

GL: 15

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to lead learning and professional development practices in adult care settings.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand principles of learning and professional development in adult care	Required/recommended learning and development
	The differences between learning requirements and continuous professional development
	The purpose and benefits of workforce planning/development
	The importance of literacy, numeracy and digital skills in adult care
	The benefits of continually improving knowledge/practice
	Factors to consider in learning and professional development planning
	The importance of reflective practice in performance
2. Be able to lead learning and professional development practices	Mechanisms/resources supporting learning and professional development
	Promoting a learning culture
	Supporting team professional development goals
	Facilitating effective delegation

Component 7: Professional Supervision in Adult Care

Component Reference Number: K/650/4557

Credit value: 4

GL: 20

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to provide professional supervision to those working in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the purpose and practice of professional supervision in adult care settings	How legislation, codes of practice and agreed ways of working influence professional supervision requirements
	The function of professional supervision in adult care
	Supervision activities and processes
	How effective supervision can support and protect the supervisee, individuals, carers and families
	How effective supervision can protect the supervisor and organisation
	The well-being of the supervisee in supervision and supportive practices
	Influence of external and internal factors on practice
	Supervision, appraisal, and professional development processes
	Professional supervision power imbalance factors
	Professional supervision challenges
2. Be able to provide regular professional supervision	Understanding and agreeing on supervision activities key areas
	Building an understanding of supervisee performance
	Supporting supervisee well-being review, and support strategies available
	Supporting supervisee reflection and exploration of methods in addressing different work situations
	Providing supervisee feedback for performance improvement and development
	Supporting supervisee learning and professional development needs
	Agree, review and revise supervisee targets
	Record and store supervision activity outcomes

Component 8: Safeguarding in Adult Care

Component Reference Number: L/650/4558

Credit value: 4

GL: 15

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to lead the implementation of safeguarding practices, policies and procedures in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand requirements for safeguarding in adult care	Adult safeguarding legislative framework and national guidance
	Adult safeguarding local systems, procedures and agencies
	Effect of national/local guidelines, policies and procedures for safeguarding on day-to-day work, and own responsibilities
	How investigations into serious failures impact on national policy
	Whistle-blowing and information sharing legal provisions
	Responding to suspected or disclosed abuse or neglect
	How and when to engage others when responding to safeguarding concerns
	Consent information sharing issues, and responsibility to share information
	Child safeguarding local systems, procedures and agencies
2. Be able to lead the implementation of practices, policies and procedures to support safeguarding in adult care	Legal requirements and local/national guidance relating to policies, procedures, systems and processes
	Safeguarding principles of practices, policies and procedures
	Supporting the development of knowledge and skills for safeguarding adults
	The role of team members in responding to child safeguarding concerns
	Planning and implementing person-centred practices, policies and procedures
	Practices for encouraging and empowering adults at risk
	Following inter-agency, joint or integrated working agreed protocols

Component 9: Mental Capacity and Restrictive Practices in Adult Care

Component Reference Number: M/650/4559

Credit value: 3

GL: 20

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge and understanding required to work in line with the principles of mental capacity and consent, and an understanding of the appropriate use and implications of restrictive practices.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand mental capacity and consent	Mental capacity key provisions of legislation, codes of practice and service policy
	Applying and upholding key principles of mental capacity legislation and code of practice
	Support available for mental capacity assessment, and access to support
	Assessment of risk in situations concerning capacity
	Practices supporting the ability to provide valid consent
2. Understand the use and impact of restrictive practices	Mental capacity development needs
	Restrictive practices, restraint, and deprivation of liberty
	Legal/ethical considerations when restricting an individual's rights and freedoms
	Restrictive practices and deprivations of liberty responsibilities
	Appropriate/proportionate responses to rights and freedoms restrictions
	Impact of restrictive practices
	How person-centred, outcome-based practices can mitigate restrictive practices
Restrictive practices development needs	

Component 10: Relationships and Partnership Working in Adult Care

Component Reference Number: Y/650/4560

Credit value: 5

GL: 20

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to develop successful professional relationships and work in partnership with colleagues, partner agencies and individuals in the adult care setting. The Component covers the fundamental concepts of equality, diversity and inclusion.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the context of relationships and partnership working	Influence of legislation and regulation on working relationships
	How relationships underpin person-centred practice and affect positive outcomes
	Benefits of networking/working collaboratively with other agencies and community groups
	How integrated working with other agencies delivers better outcomes, and the place of systems leadership
	Methods, protocols and limitations of using different communication methods
	Features of effective, collaborative partnership working across agencies, and overcoming barriers
	Establishing positive relationships within and beyond organisation
2. Be able to lead effective relationships with individuals, carers and families	Open, respectful and supportive relationships
	Co-production in day-to-day team practices
3. Be able to manage working relationships with colleagues in own setting to achieve positive outcomes for individuals	Systems and procedures facilitating effective working relationships
	Developing and agreeing common working objectives
	Systems and practices allowing contributions using specific expertise
	Dealing constructively with conflicts or dilemmas
	Evaluating own working relationships
4. Be able to work in partnerships with professionals and other agencies	Negotiating with other agencies to agree objectives, roles and responsibilities, procedures and ways of working
	Using agreed ways of working to support others carry out their responsibilities

	Dealing constructively with challenges, poor practice, or failures to work in agreed ways
	Implementing and using communication/recording systems in sharing information between agencies
	Evaluating/improving the effectiveness of partnership working and underpinning processes

Component 11: Managing Comments and Complaints in Adult Care

Component Reference Number: A/650/4561

Credit value: 4

GL: 18

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge and skills required to lead the management of comments and complaints procedures and practices in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the management of comments and complaints	The relationship between management of comments/complaints, risk management, and safeguarding
	Regulatory requirements, codes of practice, and guidance for managing comments and complaints
	Why service users may be reluctant to raise comments or make complaints
	Ensuring comments and complaints prompt continuous service improvement
2. Be able to lead practice in listening and responding to comments and complaints	Supporting team members to understand comments and complaints systems/procedures
	Accessible information/support to enable, empower and encourage the following up of comments and complaints
	Systems and procedures for responding to comments and complaints
	Learning from comments/complaints to drive service improvements

Component 12: Developing Service Vision in Adult Care

Component Reference Number: D/650/4562

Credit value: 3

GL: 10

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to lead the vision and future direction of an adult care service.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how to develop a vision for the service	Own role in developing a vision for the service
	Factors affecting the vision and future of the service
	Ensuring the service vision and future direction remains compatible with internal aspirations and the external adult care system
2. Be able to lead commitment and implementation of the vision and future direction of the service	Building support for the service vision and future direction
	Supporting stakeholders' awareness of the organisation's vision, and impact on them
	Creating a plan to implement service vision and future direction
	Reviewing/monitoring plan stages, adapting approaches where needed

Component 13: Leading Continuous Improvement and Positive Change in Adult Care

Component Reference Number: F/650/4563

Credit value: 3

GL: 25

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to lead continuous improvement and effective change in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand continuous quality improvement in adult social care	Using continuous quality improvement tools/techniques to meet guidance requirements
	Potential signs/indicators of poor practices
	How quality assurance practices inform quality improvement activities
	How governance, audit processes and compliance activity can support person-centred, outcome-based practices
2. Be able to lead continuous improvement in practice	Monitoring/evaluating progress in achieving positive outcomes, and person-centred practice implementation
	Creating opportunities for providing service feedback
	Listen, respond to, and use the views of others
	Evidence-based research in identifying best practice in outcome-based and person-centred practice
	Digital technology in the improvement/enhancement of outcome-based person-centred practice
	Identify/act on lessons learned from incidents and events
	The extent to which systems, processes and practice facilitate positive outcomes
	Plan/lead the implementation of systems, processes and practice improvements
3. Be able to lead a culture that supports innovation and change to improve outcomes for individuals	Evaluating achievement of person-centred outcomes to identify improvement potential
	Working with others to identify opportunities for service improvement through transformation and innovation
	Recognising and utilising others' expertise to drive innovation, improvement and change

4. Understand how to implement effective change	Processes and models of best practice in change management
	Available tools/skills needed to inspire change, development and innovation across the service
	The range of external drivers for change, and impact on service
	Success factors and barriers to implementing effective change

Component 14: Communication and Positive Outcomes in Adult Care

Component Reference Number: H/650/4564

Credit value: 4

GL: 18

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to use effective communication to achieve positive interactions, as well as managing and resolving conflict in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Know how to use communication skills to achieve positive interactions	Communication skills, methods and models
	Achieving maximum impact with appropriate communication skills and methods
	How communication skills underpin achievement of positive outcomes, leadership and management of teams, and sustainable relationships/partnerships
2. Know how to manage and resolve conflict	Models of conflict management/resolution
	Workplace friction and conflict factors
	Skills underpinning conflict management/resolution techniques
3. Be able to communicate effectively with others	Effective communication styles, methods and skills
	Communication skills appropriate for message and audience
	Adapting communication style to emotional context and communication style of others
	Identifying and overcoming barriers to communication
4. Be able to develop communication practices that promote positive outcomes	Monitoring/evaluating effectiveness of workplace communication systems/practices
	Monitoring/evaluating effectiveness of communication practices to support positive outcomes for individuals
	Proposing improvements to, and leading the implementation of, communication systems and practices

Component 15: Information Management in Adult Care

Component Reference Number: J/650/4565

Credit value: 3

GL: 10

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to manage information effectively and safely in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand effective information management	Responsibility for, and supporting of, effective information management
	Responding to a data breach, including reporting procedures
	Initiating service business continuity plan, and relevance to data and cyber security
2. Be able to implement systems for effective information management	Implementing policies/systems for effective information management to meet legal and ethical requirements
	Addressing legal and/or ethical conflicts between maintaining confidentiality and sharing of information
	Identifying, and implementing a plan for, team training needs concerning the handling of information

Component 16: Leading Person-Centred Practice in Adult Care

Component Reference Number: K/650/4566

Credit value: 5

GL: 20

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to lead person-centred practice in the adult care setting. This will include being able to develop effective working partnerships to achieve positive outcomes for individuals.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand person-centred, outcome-based practice	Features, principles, drivers, and values of strength-based approaches, person-centred practice, active participation, and outcome-based practice
	The relationship between strength-based approaches and person-centred practice on outcome-based practices
2. Understand the value of person-centred practice in partnership working to enable individuals to achieve their desired outcomes	The role of partnerships, collaboration and co-production in the achievement of desired outcomes
	The role of own service in enabling the building and maintaining of relationships and community connections
	How integrated service provision crossing traditional boundaries achieves better outcomes
3. Be able to lead practice to facilitate positive outcomes for individuals through person-centred practice	Developing/implementing plans to ensure person-centred support can be provided
	Supporting team members to recognise and respond to changing strengths, needs and preferences
	Support the use of person-centred approaches in complex situations to ensure positive outcomes
	Facilitating care and support development/review to ensure active involvement with preferences, wishes, strengths and needs considered
	Managing resources to support health and well-being choices, achieving positive outcomes, and providing reasonable adjustments to enable care and support access

	Implementing systems and processes for recording identification, progress towards/achievement of desired outcomes, and the application of person-centred practice
4. Understand the role of relationships in promoting health and well-being	The importance of proactive approaches in supporting the building and maintaining of relationships
	How open, proactive cultures supporting relationships rights can reduce or minimise risks
	The range and types of support for maintaining and building relationships, and when external services may be required
5. Be able to lead practice in recognising individuals' relationships	Developing approaches recognising sexuality and relationship needs
	Promoting an open, proactive culture where individuals feel confident discussing sexuality, relationships and protection
	Ensuring access to support, information and advice about relationships and sexuality
6. Understand positive risk-taking in context of supporting individuals	How positive risk-taking can contribute to the achievement of positive outcomes
	The impact of a risk-averse culture on person-centred practice and well-being
	Considerations to be applied in the management of positive risk-taking
	Supporting others to balance risks/rights, promoting person-centred practices
7. Be able to lead the implementation of practices, policies, and procedures to manage risk and positive risk-taking	Leading a culture recognising the benefits of person-centred practice positive risk-taking and well-being
	Facilitating a person-centred approach in the management of risks
	Evaluating practice in leading a balanced approach to risk-taking

Component 17: Promoting Health and Well-being in Adult Care

Component Reference Number: L/650/4567

Credit value: 3

GL: 15

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to lead a culture that promotes the well-being and independence of individuals in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to lead a culture that promotes individuals' well-being and independence in all aspects of day-to-day practice	Facilitating a culture in which history, preferences, wishes, needs and strengths are prioritised, recognised, respected and responded to
2. Understand the importance of promoting individuals' health and well-being	Factors that may influence an individual's health and well-being
	Monitoring, assessing and promoting well-being
	Providing sufficient training, support and supervision to enable health and well-being monitoring
3. Be able to lead practice in promoting individuals' health and well-being	How to ensure lines of accountability and responsibility are understood for delegated healthcare tasks
	Supporting others to meet identified health and well-being needs, including monitoring/assessing changes, early identification of deterioration, and recording/responding to observations
	Implementing protocols for involving others when responding to health and well-being changes
	Working with others to agree roles and responsibilities in achieving healthcare and well-being outcomes

Component 18: Promoting Equality, Diversity, Inclusion and Human Rights in Adult Care

Component Reference Number: M/650/4568

Credit value: 4

GL: 15

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to lead a culture that promotes and celebrates equality, diversity, inclusion and human rights in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand equality, diversity, inclusion, and human rights	Legislation underpinning equality, diversity, inclusion and human rights
	The societal and historical influences underpinning equality, diversity, inclusion and human rights
	The impact of legal, societal and historical influencers in promoting a culture that values equality, diversity, inclusion and human rights
	The impact of discriminatory or closed cultures
	How values, beliefs and experiences can impact equality, diversity, inclusion and human rights practices and behaviours
2. Be able to lead a culture that promotes, values and celebrates equality, diversity, inclusion, and human rights	Evaluate own and others' ability to positively respond to differences, achieving better outcomes
	How the service promotes, values and celebrates equality, diversity, inclusion, and human rights
	Changes to practices, policy or procedures, improving how the service promotes, values, and celebrates equality, diversity, inclusion, and human rights
	Monitoring/reviewing changes and improvements, leading to better outcomes
	Challenging, and supporting others to challenge, discrimination, harassment and exclusion to achieve change and promote positive outcomes

Component 19: Implementing Health and Safety in Adult Care

Component Reference Number: R/650/4569

Credit value: 4

GL: 20

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge, skills and understanding required to lead the implementation of health and safety requirements to ensure compliance with legislation and guidance in the adult care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand health and safety requirements in adult social care	The legislative framework for health and safety in adult care settings
	Key sources of information and guidance for workplace health and safety
2. Be able to lead the implementation of health and safety requirements in adult social care	Legislation and guidance applicable to organisational health and safety policies and working practices
	Supporting others to comply with relevant organisational health and safety practices, policies, and procedures
	Monitoring compliance with safe working practices, providing intervention where necessary
	Evaluating working practices, and making improvements to health and safety practices, policies and procedures
	Completing records/reports on health and safety/issues according to legislative and organisational requirements
3. Understand effective risk management	The range of risk management requirements in adult care
	Own responsibilities in identifying, assessing and managing risk
	The range of mechanisms and tools available to inform and carry out risk management activities
4. Be able to lead the implementation of policies, procedures and practices to effectively manage risk	Contributing to the development of policies, procedures and practices to identify, assess and manage risk
	Working with others to identify, assess and manage risks and issues
	Supporting team members to understand risk management and adhere to safe practice guidance

Component 20: Continuous Professional Development in Adult Care

Component Reference Number: A/650/4570

Credit value: 3

GL: 15

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the skills required to maintain own continuous professional development to ensure ongoing occupational competence in the adult care setting. It also provides the Learner with the skills required to manage their workload effectively.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to demonstrate commitment to own development	Using standards and benchmarks to evaluate own knowledge and performance
	Identifying/prioritising own professional development needs and aspirations, implementing plans to meet these
	Creating opportunities for others to provide performance feedback
	Identify a range of opportunities to support own professional development
	How own practice improves through implementation of a professional development plan, reflection on feedback from others, and learning from achievements
2. Be able to demonstrate commitment to self-awareness	Using feedback and reflective practice to increase own self-awareness
	How own values, belief systems and experiences impact own practices
	How own emotions affect behaviour and the impact on others
3. Be able to manage own workload effectively	Using strategies/tools to plan and identify priorities for work, revising plans when priorities change
	Using digital technology to enhance efficiency
	Facilitating the development of others to enable effective delegation
	The impact on own well-being when planning/responding to organisation priorities
	Strategies and support mechanisms to access when workload is difficult to manage

Component 21: Maintaining Personal Well-being in Adult Care

Component Reference Number: D/650/4571

Credit value: 4

GL: 15

Level: 5

Component Summary

This Component is aimed at those working as lead adult care workers in a health and social care setting. It provides the Learner with the knowledge and understanding required to ensure and maintain their own well-being, and an understanding of how to manage their own stress and anxiety.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand own well-being	Personal well-being, self-care, and resilience
	Factors that positively and negatively influence own well-being
	Indicators of own well-being, and well-being deterioration
2. Understand the importance of maintaining and improving own well-being	How own well-being impacts role and behaviour
	How own well-being impacts others
3. Know how to maintain and improve own well-being	Strategies for maintaining and improving own well-being
	The range of well-being support offers available, and how to access them
	How to access professional help if needed
4. Know how to manage own stress and anxiety	Stress and anxiety
	Indicators of own stress and anxiety
	Factors that can trigger own stress and anxiety
	How stress and anxiety may affect own reactions and behaviours toward others
	Strategies for managing own stress and anxiety
	How to access a range of support offers

Enquiries

Contact Us

Any enquires relating to this qualification should be addressed to:

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Feedback

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at customersupport@futurequals.com or call us on 01530 836662.

Appendix 1 – Specific Assessment Principles

March 2016

Skills for Care and Development Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).
- 1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations¹
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:
<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect Assessors to observe and review Learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All Learners should follow the appropriate standards for conduct² and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.
- 1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their Learner. This will be apparent throughout the evidence provided for a Learner's practice'

¹ See Appendix A for links to SfC&D partner organisations' websites

² See Appendix B for links to standards for conduct in UK nations

2. Assessment Principles

Good practice dictates the following:

- 1.8 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 1.9 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 1.10 Assessment decisions for skills-based learning outcomes must be made during the Learner's normal work activity by an occupationally qualified³, competent and knowledgeable Assessor.
- 1.11 Skills-based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.
- 1.12 Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 1.13 Assessment decisions for skills-based learning outcomes must be made by an Assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their Assessors are suitably qualified to make assessment decisions.
- 1.14 Simulation may not be used as an assessment method for skills-based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 1.15 Where the Assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the Assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The Assessor remains responsible for the final assessment decision.
- 1.16 Where an Assessor is occupationally competent but not yet qualified as an Assessor, assessment decisions must rest with a qualified Assessor. This may

³ See Appendix C for links to guidance on qualifications for occupational competence in UK nations

be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified Assessors, until the point where they meet the requirements for qualification.

- 1.17 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 1.18 Assessment of knowledge-based learning outcomes
- may take place in or outside of a real work environment
 - must be made by an occupationally qualified and knowledgeable Assessor, qualified to make assessment decisions
 - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the Assessor
- 1.19 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up-to-date skills, knowledge and understanding of practice at or above the level of the unit.
- 1.20 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally, Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3. Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of Assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g., to ensure suitable Assessors are assigned to reflect the strengths and needs of particular Learners).
- 3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding

Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

- 3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4. Definitions

- 3.5 **Occupationally competent:** This means that each Assessor must be capable of carrying out the full requirements of the area they are assessing occupational competence may be at unit level for specialist areas: this could mean that different Assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead Assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

- 3.6 **Occupationally knowledgeable:** This means that each Assessor should possess, knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable Assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead Assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

- 3.7 **Qualified to make assessment decisions:** This means that each Assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of Assessor qualifications, see Appendix C.

- 3.8 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.

- 3.9 **Expert witness:** An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

- 3.10 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the Assessor and the Learner. Witness testimony has particular value in confirming reliability and authenticity,

particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Appendix A Skills for Care and Development partnership website links

- <http://www.ccwales.org.uk>
- <http://www.niscc.info>
- <http://www.skillsforcare.org.uk>
- <http://www.sssc.uk.com>
- <http://www.skillsforcareanddevelopment.org.uk>

Appendix B Codes and Standards of Conduct

<http://www.ccwales.org.uk/code-of-professional-practice/>

http://www.niscc.info/files/Standards%20of%20Conduct%20and%20Practice/WEB_OPTIMISED_91739_NISCC_Social_Care_Workers_Book_NAVY

[pdf](#) PINK.

<http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/Code-of-Conduct.aspx>

<http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice>

Appendix C Guidance on Occupational Competence Qualifications

Wales:

- Qualification Framework for the Social Care Sector in Wales
<http://www.ccwales.org.uk/qualification-framework/>
- List of the Required Qualifications for the Early Years and Childcare Sector in Wales
<http://www.ccwales.org.uk/early-years-and-childcare-worker/>

N Ireland:

- http://www.niscc.info/files/Publications/WorkforceDevelopmentDocumentFinal_27_04_2015.pdf

England:

- <http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-social-care->

[qualifications/Adult-social-care-vocational-qualifications.aspx](http://www.sssc.uk.com/workforce-development/qualification-information-for-providers/scottish-vocational-qualifications.aspx)

Scotland:

- <http://www.sssc.uk.com/workforce-development/qualification-information-for-providers/scottish-vocational-qualifications>

Appendix C: Joint awarding body quality group – Assessor qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- QCF Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE) Social Work Post Qualifying Award in Practice Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLTS) Diploma in Teaching in the Lifelong Learning sector (DTLLS) Mentorship and Assessment in Health and Social Care Settings Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland) NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF) Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF) Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training



**FAQ LEVEL 5 DIPLOMA IN
LEADERSHIP AND MANAGEMENT FOR
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