

Pearson Level 5 Diploma in Leading and Managing an Adult Care Service

Specification

Competence-based qualification

First registration June 2026

Approved by



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Contents

1	Introducing the qualification	1
	What are Pearson competence-based qualifications?	1
	Qualification purpose	1
	Industry support and recognition	2
	Funding	2
	Apprenticeships	2
	Relationship with previous qualifications	2
	Core Digital Skills in Adult Care	3
2	Qualification summary and key information	4
3	Qualification structure	6
	Pearson Level 5 Diploma in Leading and Managing an Adult Care Service	6
4	Assessment requirements	9
	Assessment strategy	9
	Language of assessment	9
	Internal assessment	9
	Presenting evidence	10
	Assessment of knowledge and understanding	10
	Assessor requirements	11
5	Centre recognition and approval	12
	Approvals agreement	12
	Centre resource requirements	13
6	Access to qualifications	14
	Access to qualifications for learners with disabilities or specific needs	14
	Reasonable adjustments and special consideration	14
7	Recognising prior learning and achievement	15
8	Quality assurance of centres	16

9	Units	17
	Unit 1: Leadership and Management	18
	Unit 2: Governance in Adult Care	21
	Unit 3: Decision-making in Adult Care	25
	Unit 4: Business and Resource Management	29
	Unit 5: Team Leadership in Adult Care	35
	Unit 6: Team Learning and Development	38
	Unit 7: Supervising Others	41
	Unit 8: Safeguarding in Adult Care	46
	Unit 9: Mental Capacity	51
	Unit 10: Partnerships in Adult Care	55
	Unit 11: Comments and Complaints in Adult Care	61
	Unit 12: Leading the Vision in Adult Care	64
	Unit 13: Continuous Improvement in Adult Care	67
	Unit 14: Effective Communication in the Workplace	72
	Unit 15: Handling Information	77
	Unit 16: Leading Person-centred Practice	81
	Unit 17: Health and Wellbeing in Adult Care	89
	Unit 18: Equality, Diversity, Inclusion and Human Rights	95
	Unit 19: Health and Safety in Adult Care	99
	Unit 20: Continuous Development in Adult Care	104
	Unit 21: Personal Wellbeing	109
10	Appeals	113
11	Malpractice	114
	Dealing with malpractice in assessment	114
	Learner malpractice	114
	Teacher/centre malpractice	115
12	Further information and publications	116
	Publisher information	116
13	Glossary	117
	Section A – General terminology used in specification	117
	Section B – Terms used in knowledge and understanding criteria	118

1 Introducing the qualification

What are Pearson competence-based qualifications?

Pearson competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

Learners will develop the knowledge, skills and behaviours to become competent in the area of work or job role.

Qualification purpose

In the Pearson Level 5 Diploma in Leading and Managing an Adult Care Service learners will work in adult social care and have responsibility for **leading** and **managing** a service. This will include managing and improving care and support for those accessing the service; supporting and developing the workforce; and driving the vision for their service or organisation.

Primarily, the qualification aims to support the development of registered managers of adult social-care services, specifically, those new to their role.

The Pearson Level 5 Diploma in Leading and Managing an Adult Care Service is suitable for learners who wish to:

- develop the fundamental technical skills and underpinning knowledge and understanding required to become competent in the job role. These cover the following areas: leadership and management, governance and regulatory process, decision making, business and resource management, team leadership, team learning and development, supervising others, safeguarding, mental capacity, partnerships, complaints and complaints, leading the vision, continuous improvement, effective communication, handling information, leading person-centred practice, health and wellbeing, equality, diversity, inclusion and human rights, health and safety, continuous development and personal wellbeing
- develop appropriate professional attitudes and behaviours that will support personal success in their job role and the long-term success of their organisation
- develop a range of interpersonal and intrapersonal skills to support progression to, and success in, further study and career advancement
- achieve a nationally recognised Level 5 qualification
- confirm competence in the role of Registered Manager in residential and domiciliary care services.

Industry support and recognition

The Pearson Level 5 Diploma Leading and Managing an Adult Care Service was developed through close collaboration with Skills for Care, a strategic workforce development and planning body for adult social care in England.

This qualification is supported by Skills for Care and is recognised by the Adult Care Trailblazer Group as an appropriate qualification to support the Leader in Adult Care Apprenticeship Standard.

Funding

Qualifications eligible and funded for post 19-year-old learners can be found on the funding hub.

Apprenticeships

The Level 5 Diploma in Leadership and Management for Adult Care is a mandatory requirement in the Leader in Adult Care Apprenticeship standard. Learners must achieve this qualification, together with all other specified requirements of the apprenticeship standard, before progressing to the end-point assessment. The Pearson Level 5 Diploma in Leadership and Management for Adult Care fulfils this mandatory qualification requirement.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson BTEC Level 5 Diploma in Leadership and Management for Adult Care (England) (610/1580/5) which has expired.

Core Digital Skills in Adult Care

Core digital skills are important for:

Organisations – so they can offer an efficient service that makes best use of resources.

Employees – so they can utilise all that the 'online' world has to offer, work more efficiently, move upwards or onwards from their role and use all the learning opportunities available, including those online.

People who use care and support services – so they can engage with ALT's, utilise the benefits of being able to use technology and so can choose to self-care via the use of information and peer networks.

How to use the core digital skills model (Skills for Care)

Skills for Care has undertaken research and worked with social care employers to explore policy implications and employers' views about core digital skills in social care. They have drawn on the work of Go-ON and its basic digital skills framework to develop the following model. The model explains the core digital skills that a social care worker should have or aim to develop.

There are four key digital skills areas or domains that a social care worker will need to have skills and knowledge in. These are:

- managing information
- sharing data
- using digital skills in direct care
- learning and development.

You can use this model in many ways. You may wish to:

- look at one domain at a time, either with individuals or with groups
- share the wheel with your board or directors to stimulate discussion about the skills of the organisation
- highlight domains or skills within them where you need to concentrate development
- appoint a 'digital champion' who can help others improve on their areas of weakness
- use the wheel to stimulate discussion about what else could be done using digital skills and ways of working.

For further information please refer to *Skills for Care: Core Digital Skills in Social Care*.

For learners who require further development of their digital skills, Pearson has created Essential Digital Skills qualifications, which are modern qualifications that enable adults to develop their knowledge and skills to use in their personal lives, or to support them in their careers. Please refer to

<https://qualifications.pearson.com/en/qualifications/edsq.html> for further information.

2 Qualification summary and key information

Qualification title	Pearson Level 5 Diploma in Leading and Managing an Adult Care Service
Qualification Number (QN)	610/7460/3
Regulation start date	15/05/2026
Operational start date	01/06/2026
Approved age ranges	19+
Total Qualification Time (TQT)	910 hours.
Guided Learning Hours (GLH)	653
Assessment	Internal assessment (portfolio of evidence).
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	It is expected that learners will have qualifications and/or experience in management roles in the health and social care sector in order to register for this qualification. If a learner is completing this qualification as part of the Apprenticeship Standard for Leader in Adult Care, achievement of Level 2 English and mathematics is required, as well as the Care Certificate. Centres must follow the information in our document, <i>A guide to Recruiting Learners onto Pearson Qualifications</i> and <i>Section 6 Access to Qualifications</i>.

Qualification title	Pearson Level 5 Diploma in Leading and Managing an Adult Care Service
Progression	Learners who achieve the Pearson Level 5 Diploma in Leadership and Management for Adult Care can, having achieved all other requirements of the apprenticeship standard, progress to achieving the full apprenticeship certification that confirms competency in the job role of Registered Manager. The qualification will equip learners to hold the role of Registered Manager. All Registered Managers will need to hold this qualification unless they can justify to CQC inspectors a different qualification route. Achievement of a Level 5 qualification can also support progression to higher education.
Apprenticeship	Level 5 Leader in Adult Care Apprenticeship

3 Qualification structure

Pearson Level 5 Diploma in Leading and Managing an Adult Care Service

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of credits that must be achieved	91
Number of mandatory credits that must be achieved	76
Minimum number of optional credits that must be achieved	15

Unit number	Mandatory unit	Level	Credit	Guided learning hours
1	Leadership and Management	5	4	30
2	Governance in Adult Care	5	4	32
3	Decision-making in Adult Care	5	3	24
4	Business and Resource Management	4	4	32
5	Team Leadership in Adult Care	3	3	20
6	Team Learning and Development	5	3	20
7	Supervising Others	5	3	20
8	Safeguarding in Adult Care	5	5	40
9	Mental Capacity	4	4	30
10	Partnerships in Adult Care	5	5	40
11	Comments and Complaints in Adult Care	5	3	20
12	Leading the Vision in Adult Care	5	3	20
13	Continuous Improvement in Adult Care	5	4	24
14	Effective Communication in the Workplace	4	4	24
15	Handling Information	5	3	20
16	Leading Person-centred Practice	5	5	35

Unit number	Mandatory unit	Level	Credit	Guided learning hours
17	Health and Wellbeing in Adult Care	5	3	20
18	Equality, Diversity, Inclusion and Human Rights	5	4	30
19	Health and Safety in Adult Care	5	4	32
20	Continuous Development in Adult Care	4	2	15
21	Personal Wellbeing	3	3	20

Unit number	Optional unit(s)	Level	Credit	Guided learning hours
22	Manage Domiciliary Adult Care Services	5	7	36
23	Manage Residential Adult Care Services	5	7	36
24	Support Community Partnerships in Health and Social Care	4	5	42
25	Understand Dementia Care	4	5	44
26	Understand Physical Disability in the Context of Adult Care	4	5	28
27	Manage Provision to Support Users of Services with Multiple Conditions and/or Disabilities	5	4	38
28	The Use of Assessment Processes in Care Settings	5	6	40
29	Lead Active Support in Adult Care	5	5	42
30	Manage Group Living for Adults	5	6	39
31	Support End-of-Life Care in Adult Care	4	7	48
32	Lead the Management of Transitions in Adult Care	5	7	29
33	Recruitment and Selection in Care Settings	4	6	54
34	Manage Quality in Care Settings	5	5	40
35	Develop Procedures and Practice to Respond to Concerns and Complaints in Adult Care	5	6	52

Unit number	Optional unit(s)	Level	Credit	Guided learning hours
36	Facilitate Change in Care Settings	5	5	45
37	Facilitate Coaching and Mentoring of Practitioners in Care Settings	5	6	56
38	Develop, Implement and Evaluate Operational Plans in Own Area of Responsibility in Adult Care	5	4	23
39	Carry out a Research Project in a Care Setting	5	10	30

4 Assessment requirements

The units in this qualification are all internally assessed.

Assessment strategy

The qualification must be assessed in line with the Skills for Care Assessment Principles, which can be accessed through the following link to the Skills for Care website

<https://www.skillsforcare.org.uk/resources/documents/Developing-your-workforce/Qualifications/Awarding-organisations/Skills-for-Care-and-Development-Assessment-Principles.pdf>.

Language of assessment

Learners must use English only during the assessment of this qualification.

A learner taking the qualification may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website.

Internal assessment

The units in this qualification are assessed through an internally and externally quality-assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit, learners must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

Learners must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

Presenting evidence

In line with the Skills for Care Assessment Principles, evidence for internally-assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- professional discussion (PD)
- authentic statements/witness testimony (WT) (*witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to assessment decisions*)
- expert witness testimony (EWT) (*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, who remains responsible for the final assessment decision*)
- evidence of Recognition of Prior Learning (RPL).

Learners can use abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learners' knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the Skills for Care Assessment Principles. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 9 Units*.

Assessor requirements

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. The requirements for assessor qualifications and experience are stated in the Skills for Care Assessment Principles
- for the occupational area this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. There must be evidence of continuing professional development (CPD) that maintains occupational competence
- assessment expertise can be evidenced by a qualification or current (within three years) experience of assessing or internal verification
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

The requirements for internal verifiers (IVs) are stated in the Skills for Care Assessment Principles.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered Pearson competence-based qualifications need to apply for, and be granted, centre recognition and approval to offer individual qualifications.

Existing Pearson centres seeking approval to offer Pearson competence-based qualifications, will be required to submit supplementary evidence for approval, aligned with the associated standards and/or assessment requirements.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example a workplace in line with industry standards or a Realistic Working Environment (RWE), where permitted)
- centres must meet any specific human resource requirements to support effective delivery
- staff assessing learners and internally verifying programmes must meet the occupational competence requirements in Skills for Care Assessment Principles
- systems to ensure continuing professional development (CPD) for staff delivering, assessing and internally verifying the qualification
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a Pearson competence-based qualification alongside other qualifications related to a similar Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for both qualifications.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance & quality assurance requirements – NVQs/SVQs; competence-based qualifications and BTEC Specialist qualifications.*

9 Units

This section of the specification contains the unit(s) that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. The unit assessment requirements must also be met by the evidence that is provided by the learner.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Leadership and Management

Level:	5
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is for learners who are working in a leadership role in an adult care organisation. It develops learners' understanding of key concepts, theories and models relating to leadership and management. Learners will then apply these in the context of their own complex leadership role to consider the impact and improve their practice.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria	
1	Understand leadership and management including regulatory, policy, legal requirements and management theories and styles	1.1	Analyse the difference between leadership and management
		1.2	Analyse key regulatory, policy and legal requirements
		1.3	Explain how theoretical models can be used in own leadership
		1.4	Analyse the range of different leadership styles
		1.5	Explain how own coaching and mentoring can be used to complement leadership style
2	Understand leadership and management in adult care	2.1	Evaluate the impact of internal and external drivers on leadership and management in adult care services
		2.2	Evaluate the role of leadership and management skills in adult care services
		2.3	Explain how to adapt own leadership and management style for: • different situations • different teams
		2.4	Describe the interaction between the values and culture of an adult social care organisation and own leadership behaviours

Unit guidance
Learning outcome 1: Understand leadership and management theories and styles
• Coaching and mentoring: including styles and approaches, but not limited to: ○ self-awareness ○ situational leadership ○ directive approach ○ non-directive approach ○ blending approaches.
Learning outcome 2: Understand leadership and management in adult care
• Internal and external: drivers may include, but are not limited to, internal or external policy or strategy changes, changes to the market, organisational cultural changes or challenges. • Adult care services: refers to learner's own care setting. • Different situations: may include the formality of situations, working under different pressures, own role within a particular situation. • Different teams: including, but not limited to, size of team, location of team, culture of team, experiences of teams and resources required to manage different teams.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Unit 2: Governance in Adult Care

Level:	5
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	32

Unit summary

In this unit, you will develop knowledge of legislation and regulatory processes, as well as knowledge of internal governance within the care organisation. You will also have the opportunity to explore own role in leading preparation for the inspection process.

As a manager in adult care, it is essential to understand the importance of the current legislation that informs policy development for the care organisation in which you work.

You need to have a clear understanding of the purpose of regulatory guidance and standards of care. These serve as benchmarks against which the performance of the care setting is measured. You will be involved in supporting inspection procedures from the Care Quality Commission or any other regulatory body linked to your organisation. Within the governance framework, you will begin to understand the purpose of maintaining a continuous overview of organisation development in supporting current and innovative practices, with evidence-based approaches.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand legislation and statutory guidance that underpins adult care provision	1.1 Analyse current legislation and statutory guidance that applies to all aspects of service provision 1.2 Evaluate own role, accountability and responsibility in applying legislation and statutory guidance within service provision 1.3 Explain how duty of candour relates to own role and management of the service 1.4 Explain the key roles, remits and responsibilities in registered services, including: - the registered manager - the nominated individual - the 'fit and proper person'
2 Understand internal governance arrangements within own organisation	2.1 Explain internal governance procedures used within own organisation 2.2 Explain own role in applying, leading and evaluating own service's governance procedures and agreed ways of working
3 Understand systems and requirements for the regulation of adult care services	3.1 Analyse specific legislation and regulations underpinning the inspection system in England 3.2 Explain the range of legislation and statutory guidance that support and relate to the inspection process in England 3.3 Explain the types of service provision which are subject to registration and inspection
4 Understand the inspection process in adult social care	4.1 Explain how services are inspected and the role of the regulator 4.2 Explain the purpose of the inspection system 4.3 Evaluate the different types of inspection and key themes of the inspection process

Learning outcomes	Assessment criteria
	4.4 Explain how the ratings system is used 4.5 Explain when and how enforcement action can be used 4.6 Describe the ways in which information is collected about the service and used to inform inspection activities
5 Understand the inspection process in own service	5.1 Explain how the requirements of the regulations are met within own service 5.2 Define who needs to be aware of, and involved in, the inspection process 5.3 Describe the range and types of evidence which can be used to demonstrate the service is meeting requirements 5.4 Describe ways to work with others before, during and after the inspection process 5.5 Analyse ways to address the outcome and impact of an inspection in own service 5.6 Justify how outcomes of inspection can be used to drive service improvements

Unit guidance
Learning outcome 1: Understand legislation and statutory guidance that underpins adult care provision
• All aspects: relating to all aspects of responsibilities held within own organisation. If the learner is not currently providing regulated activity, then they should explore the formal role of a registered manager.
Learning outcome 2: Understand internal governance arrangements within own organisation
• No additional guidance
Learning outcome 3: Understand systems and requirements for the regulation of adult care services
• No additional guidance
Learning outcome 4: Understand the inspection process in adult social care
• Enforcement: should include civil and criminal. • Types of inspection: the different inspections carried out by the regulator within adult social care services. • Key themes: the areas looked at during the inspection process.
Learning outcome 5: Understand the inspection process in own service
• Others: not limited to the local authority teams, safeguarding teams, health professionals, family, relatives and the local integrated care systems.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Unit 3: Decision-making in Adult Care

Level:	5
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	24

Unit summary

Decision-making is an everyday skill practised by leaders and managers in adult care. The ability to make decisions, based on an assessment of facts and equitable application of principles of care, is a required part of the skills mix of an effective manager. Making decisions is a skill that depends on effective communication skills, the ability to work as a part of a team and having an understanding of the needs of the users of services.

In this unit, you will review the situations that require you to make decisions in your role and the ways in which you interpret information to draw conclusions. You will be able to evidence your contribution to effective decision-making in your own role in adult care.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria	
1	Understand effective decision-making	1.1	Compare the different types of decisions required in own role
		1.2	Evaluate the role of data, information and intelligence in making evidence-based decisions to improve quality
		1.3	Describe how own and others' values and priorities influence decision-making processes
		1.4	Explain how to enable others to contribute to the decision-making
		1.5	Explain the importance of reviewing and evaluating decisions to improve quality
2	Be able to demonstrate effective decision-making	2.1	Identify when decisions need to be made
		2.2	Gather data, information and intelligence to inform decision making
		2.3	Identify a range of potential solutions
		2.4	Evaluate potential solutions and draw conclusions
		2.5	Involve individuals and others in the decision-making process and the implementation of the outcome
		2.6	Evaluate the decision and the decision-making process used

Unit guidance
Learning outcome 1: Understand effective decision-making
• Types of decisions: must relate to own role and may include, but are not limited to strategic, tactical, operational, short term and long term. • Others: in this context, others might include: ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ team members ○ managers and supervisors ○ professionals from other services, including delivery partners and senior leaders ○ visitors to the work setting ○ members of the community ○ volunteers.
Learning outcome 2: Be able to demonstrate effective decision-making
• Others: in this context, others might include: ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ team members ○ managers and supervisors ○ professionals from other services, including delivery partners and senior leaders ○ visitors to the work setting ○ members of the community ○ volunteers.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 4: Business and Resource Management

Level:	4
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	32

Unit summary

In this unit, you will take responsibility for the accurate application of legislation, regulations, and codes of practice to ensure compliance with national and organisational requirements. You will evaluate national and local strategies in resource development. You will consider ways to effectively manage resources, looking beyond traditional approaches.

You will also review the support and management of human resources in your own setting. The financial and organisational implications of poor planning and resourcing in adult care can have detrimental effects on users of services and will have serious implications for service delivery.

Recruitment and selection have a pivotal role in people management and staff retention. The implementation of safe recruitment measures is vital in any adult care organisation. The management of human resources is also a significant area of responsibility for the manager and there is a requirement to manage both physical and environmental resources in a way that best serves the users of services. Skills in organisation, planning and forecasting are required in order to ensure appropriate staff deployment, rota patterns and responses to emergency incidents.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand principles for effective resource management	1.1 Evaluate the impact of national and local strategies and priorities on resource planning and management in relation to: • financial resources • physical resources • human resources 1.2 Explain the importance of accurate forecasting for resource requirements 1.3 Analyse the value of using assets and resources outside traditional services and in the community 1.4 Evaluate the place of technology as a resource in service delivery and service management 1.5 Explain the meaning of sustainability in terms of resource management in adult care 1.6 Analyse roles, responsibilities and accountabilities for resource management within the organisation 1.7 Explain the importance of business continuity planning and the processes available
2 Understand principles of effective human resource management	2.1 Explain legislation, policy and practices underpinning safe and fair recruitment 2.2 Evaluate approaches known to improve recruitment and retention of adult care staff 2.3 Explain recruitment , selection and induction processes in the organisation and your own role in them 2.4 Explain the importance of ensuring employment practices are free from discrimination and harassment 2.5 Explain how to identify the numbers and patterns of staffing required to provide a person-centred outcomes-based service

Learning outcomes	Assessment criteria
	2.6 Analyse factors that could influence staffing requirements and patterns 2.7 Explain how to manage staffing patterns and adjust them to meet changing circumstances 2.8 Analyse succession and contingency planning in relation to workforce 2.9 Analyse the organisation's performance management procedures, and own role in these 2.10 Analyse the organisation's conduct, discipline and grievance procedures and own role in these
3 Understand market provision in adult social care	3.1 Explain how services are commissioned, procured and funded 3.2 Analyse current drivers shaping adult care, funding mechanisms and related services gaps in current market provision 3.3 Explain how own service relates to the wider market and needs of the local population now and in the future 3.4 Explain 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	4.1 Explain what is meant by an integrated health and social care system 4.2 Explain the rationale and legislative context for integrated approaches to service provision 4.3 Evaluate local and national initiatives to better integrate health and social care systems and services 4.4 Analyse the impact of more integrated systems and processes on working practices and relationships

Unit guidance
Learning outcome 1: Understand principles for effective resource management
• No additional guidance
Learning outcome 2: Understand principles of effective human resource management
• Legislation, regulations and guidance: These may include, but are not limited to: ○ Equality Act 2010 ○ Working Time Regulations 1998 ○ CQC regulations ○ Disclosure and Barring Service (DBS) checks ○ confirming identity and seeking references ○ Employment Rights Bill. • Approaches: These may include, but are not limited to: ○ recruiting people with the right values and behaviours ○ understanding the local area to inform business planning ○ innovative strategies to attract candidates in the local community e.g. referral programmes ○ offering a supportive induction, quality training, career progression routes, good working conditions, rewards, recognition, flexibility and competitive pay rates. • Recruitment: This may include is but not limited to: ○ international recruitment – requiring compliance with Home Office rules ○ organisational policies and procedures ○ legal requirements, e.g. Equality Act 2010, Employment Rights Bill and safeguarding/DBS checks ○ ethical recruitment standards. • Factors: This could include, but is not limited to: ○ changing care and support needs of individuals ○ increases/decreases in demand for support services ○ holiday/festive periods

Unit guidance
○ sickness ○ weather conditions. ● Performance management procedures: the policies and procedures used within the service to plan, monitor, develop and improve employees' performance.
Learning outcome 3: Understand market provision in adult social care
● Drivers: may include but are not limited to national policies, local initiatives, prevention, integration and personalised care that can influence planned outcomes, priorities and day-to-day activities within the service. ● Wider social care landscape and local population: essential in addressing the current and future needs of the local population. This involves recognising local and national priorities and may include but is not limited to: ○ prevention ○ community-based support ○ reducing health inequalities ○ promotion of personalised care and support ○ responding to demographic trends ○ collaboration.
Learning outcome 4: Understand integrated approaches in health and social care
● Integrated health and social care system: better outcomes for people through a seamless experience. Systems work together in a coordinated way and build support around the individual. ● Rationale: Including: ○ providing person-centred, compassionate care and support in a way that makes sense to the individual accessing services to reflect their lives, needs and wishes ○ the changing patterns of population needs, e.g. ageing population, complex care and health needs, financial pressures, widening health inequalities, stalling improvements in life expectancy ○ prevention and early intervention ○ move to more community-based practices that breakdown traditional barriers ○ digital and technology approaches to enhance and improve practices and person-centred care.

Unit guidance

- **Local and national initiatives:** These may include, but are not limited to:
 - Integrated Care Systems (ICS)
 - hospital to communities
 - prevention focused strategies
 - analogue to digital
 - Primary Care Networks
 - Enhanced Health in Care Homes Framework
 - Ageing Well programme.
- **Working practices and relationships:** These may include, but are not limited to:
 - discharge arrangements
 - integrated assessment and care planning
 - multi-disciplinary working arrangements
 - data governance
 - neighbourhood health agenda
 - digital data sharing.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Unit 5: Team Leadership in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

This unit will give you the knowledge, understanding and skills required to lead and manage a team in a health and social care setting. The Care Quality Commission assesses a service in relation to how well led it is. You will need to have leadership responsibilities in your own adult care organisation and to demonstrate your ability to lead and manage teams in an adult care setting.

In a leadership role in adult care, you will find yourself leading and managing teams who are at varying different stages in team development. You will explore theories and models of leadership and the management styles needed for effective teamwork. You will demonstrate how you work and manage the team and adapt your leadership style to reflect the team's abilities and skills. In care settings, it is expected that the team has a shared vision and that they can work well together to meet agreed objectives.

You will analyse team performance and review approaches to practice when supporting a shared purpose. You will further your understanding that team working means respecting and supporting the work of your colleagues and taking responsibility for your own work. You will explore the ways that you can support and motivate colleagues to work cohesively towards meeting objectives in your own organisations.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria	
1	Be able to provide leadership for a team	1.1	Adapt leadership styles to reflect different stages and cycles in the team's development
		1.2	Establish trust and accountability within the team
		1.3	Build and maintain the team's commitment to the service and its values
		1.4	Develop, implement and review strategies to support a positive values-based culture in the team
		1.5	Demonstrate values and behaviours which recognise and champion diversity, equality and inclusion within the team
2	Be able to manage teamwork	2.1	Facilitate the participation of team members in agreeing team objectives
		2.2	Encourage creativity and innovation in planning how to meet team objectives and agree a team plan
		2.3	Agree roles and responsibilities, taking account of the team's strengths and development needs
		2.4	Support the team to work towards team objectives
		2.5	Review team objectives and facilitate opportunity for the team to reflect on their progress
		2.6	Provide feedback and recognise progress on team performance

Unit guidance
Learning outcome 1: Be able to provide leadership for a team
• Stages and cycles: the different stages of team development, for instance ‘forming, storming, norming and performing’. The different cycles teams encounter in their work in adult social care, e.g. new team members and changes to working practices. • Values-based: workplace values are the guiding principles that are most important in the service. They help to define the right and wrong ways of working and help to inform decisions and choices.
Learning outcome 2: Be able to manage teamwork
• No additional guidance

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcomes 1 and 2 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 6: Team Learning and Development

Level:	5
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

In this unit, you will review the principles of learning and professional development. You will also explore the principles of learning and professional development by evaluating the mechanisms and resources that promote a learning culture within your organisation.

The role of the manager is to support all staff in reviewing their own development needs and to facilitate appropriate training activities that will extend their knowledge and lead to higher standards of care. As a part of this process, it is important that all practitioners have opportunities for regular reviews and planning their development.

As a manager, you will be responsible for ensuring that you undertake up-to-date training to address your own continuous professional developmental needs and identifying opportunities to demonstrate your skills as a reflective and reflexive practitioner.

Continuous professional development is a high priority for any organisation that provides adult care. Ongoing learning and development enables practitioners to provide higher standards of care, underpinned by evidence-based practice and reflective analysis.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand principles of learning and professional development in adult care	1.1 Analyse the range of required and recommended learning and development in adult care 1.2 Compare the differences between learning requirements and continuous professional development 1.3 Evaluate the purpose and benefits of workforce planning and development 1.4 Explain the importance of literacy, numeracy and digital skills in adult care and how to develop these skills of the workforce 1.5 Outline the benefits of: • a robust and supportive induction process • continually improving own and team's knowledge and practice and ways to achieve this. 1.6 Analyse the factors to consider when identifying, planning, selecting and commissioning activities for learning and professional development 1.7 Explain the importance of reflective practice in improving own and team's performance and different models that support this
2 Be able to lead learning and professional development practices	2.1 Evaluate available mechanisms and resources that can support learning and professional development in adult care 2.2 Promote a learning culture within own team 2.3 Support team members to plan for, achieve and review their professional development goals 2.4 Facilitate the development of others to enable effective delegation

Unit guidance
Learning outcome 1: Understand principles of learning and professional development in adult care
• Learning requirements: may include but are not limited to induction, statutory, mandatory and service specific specialist learning. • Workforce planning and development: workforce planning is an essential part of ensuring that you have the right people with the right attitudes, skills, values and experience providing the care and support your business offers. • Factors: should include potential barriers and constraints
Learning outcome 2: Be able to lead learning and professional development practices
• Available mechanisms and resources: this will include traditional methods used for learning and development and should include advanced approaches with technology within learning and development, e.g. remote learning, platforms, e-learning, electronic portfolios. • Learning culture: leading practice which embraces, provides opportunity, and recognises the benefits of learning and professional development.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 7: Supervising Others

Level:	5
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

In this unit, you will review the principles and purposes of professional supervision. Supervision is a legal and regulatory requirement in an adult care setting. You will explore the importance of ensuring the effective supervision supports the supervisee, looking at their wellbeing and professional development. You will look at how the professional supervision can be used alongside the appraisal and personal development plan.

In your role as a manager, it is important that all practitioners have opportunities for regular professional supervision and appraisals of their progress and development.

You will examine the role of legislation, codes of practice and agreed ways of working to ensure that professional supervisions are appropriate and supportive; and consider how external and internal factors influence practice. In your role, you will need to understand how you provide constructive feedback to the supervisee to plan and improve their performance where needed.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand the purpose and practice of professional supervision in adult care settings	1.1 Analyse how requirements of legislation, codes of practice and agreed ways of working influence and structure professional supervision requirements in adult care 1.2 Evaluate the function of professional supervision in adult care 1.3 Compare different supervision activities and processes which can be used in adult care 1.4 Analyse how effective supervision should be used to support and protect: • the supervisee • individuals, carers and families 1.5 Analyse how effective supervision can protect the supervisor and the organisation 1.6 Explain why the wellbeing of the supervisee should be included within effective supervision and supportive practices, and ways to enable and promote this 1.7 Describe how external and internal factors influence practice and can be used within professional supervision objectives 1.8 Evaluate how supervision can be used alongside appraisal and professional development processes to: • develop, improve and enhance performance of the supervisee • support aspirations of the supervisee 1.9 Analyse factors which can result in a power imbalance in professional supervision and how to address them 1.10 Evaluate ways to address challenges arising during professional supervision

Learning outcomes	Assessment criteria
2 Be able to provide regular professional supervision	2.1 Establish understanding and agreement with the supervisee on key areas such as: • the purpose, frequency and location of supervision activities • actions which can support preparation for supervision • sources of data and evidence that can be used to inform supervision • confidentiality, boundaries, roles and accountability 2.2 Use information from a range of sources to build an understanding of the supervisee's performance 2.3 Support the supervisee to review their own wellbeing and the range of strategies and support available to them 2.4 Support the supervisee to reflect on and explore methods of addressing different situations in their work 2.5 Provide constructive feedback to the supervisee that can be used to improve and develop performance 2.6 Support the supervisee to identify, plan and achieve their own learning and professional development needs 2.7 Agree, review and revise targets to meet objectives of the work setting and individual objectives of the supervisee 2.8 Record and store outcomes of supervision activities in line with agreed ways of working

Unit guidance

Learning outcome 1: Understand the purpose and practice of professional supervision in adult care settings

- **Legislation:** should include regulations where appropriate.
- **Function:** must include the principles, scope and purpose of professional supervision.
- **Supervision activities and processes:** will include formal and informal ways supervision can be planned and provided in the environment, e.g. group, individual, team, observations of competencies, validating knowledge, shadowing activities, induction, learning processes and clinical supervision where required.
- **Wellbeing:** wellbeing is a broad concept referring to a person's quality of life considering health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.
- **External and internal factors:** external factors may include but are not limited to: updated national policy or local procedures, emerging best practice, societal movements and campaigns.

Internal factors may include but are not limited to: lessons learnt/learning reviews, concerns or complaints, skills development/training, emerging needs of individuals accessing services.
- **Professional development processes:** may include personal development plans, learning logs, training and supporting the learner including embedding the Care Workforce Pathway.

Learning outcome 2: Be able to provide regular professional supervision

- **Strategies:** strategies may include those which are personal to the worker. Strategies should include those that enable the worker to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.
- **Support offers:** the range should include offers available inside and outside the workplace. For example:
 - internal: supervision, employee assistance scheme, mentor or buddying systems
 - external: self-help tools, apps and websites, local groups and networks.
- **Different situations:** may include challenges the supervisee or team face in their work.
- **Objectives of the work setting:** should include the range of skills required to meet people's needs.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 8: Safeguarding in Adult Care

Level:	5
Unit type:	Mandatory
Credit value:	5
Guided learning hours:	40

Unit summary

This unit aims to prepare managers and aspiring managers in adult care to meet the challenges of safeguarding the users of services in their care. With increased longevity, more users of services are presenting with vulnerability, including reduced mental capacity and an overall frailty. These factors increase the need for an understanding of safeguarding and protection in a changing legislative and regulatory framework.

This unit gives an insight into the role of the Care Act 2014 in establishing the rights of users of services in adult care. You will explore the Mental Capacity (Amendment) Act 2019 to introduce the Deprivation of Liberty Safeguards (DoLS) and examine the concept of acceptable risk to enable users of services to make choices with regard to their lifestyle and overall wellbeing. The unit also considers how to respond to the suspected or alleged abuse of children or young people encountered in the setting, whether they are relatives of, or visitors to, the residents or volunteering or on work experience in the setting.

You will understand the agreed protocols for working in partnership with other agencies and organisations in safeguarding and protecting vulnerable adults. You will also understand your role in this work, including how to support them in raising concerns during the safeguarding process.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand requirements for safeguarding in adult care	1.1 Analyse current legislative framework and national guidance that underpins the safeguarding of adults 1.2 Analyse local systems, procedures and agencies relating to adult safeguarding and own role within these 1.3 Explain how national and local guidelines, policies and procedures for safeguarding affect: • day-to-day work with individuals • your own responsibilities towards individuals, their families and carers, as well as team members 1.4 Analyse how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on national policy 1.5 Evaluate legal provisions in relation to whistleblowing and information sharing 1.6 Evaluate your own role in leading a response to suspected or disclosed abuse or neglect 1.7 Explain how and when to engage others in relation to responding to safeguarding concerns 1.8 Evaluate issues relating to consent to share information and own responsibilities to share information about suspicions or disclosures of abuse or neglect 1.9 Describe local systems, procedures and agencies relating to children's safeguarding and own role within these

Learning outcomes		Assessment criteria	
2	Be able to lead the implementation of practices, policies and procedures to support safeguarding in adult care	2.1	Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements and local and national guidance
		2.2	Embed safeguarding principles throughout all practices, policies and procedures
		2.3	Support team members to develop the knowledge and skills they need to safeguard adults at risk
		2.4	Ensure team members understand their role in responding to concerns about the safeguarding of a child or adults
		2.5	Plan and implement the review and revision of person-centred practices, policies and procedures to ensure continuous improvement in safeguarding of adults at risk of abuse or neglect
		2.6	Embed practices that encourage and empower adults at risk, and those who are important to them, to share concerns
		2.7	Follow agreed protocols to participate in inter-agency, joint or integrated working in order to achieve the best outcomes for adults at risk

Unit guidance

Learning outcome 1: Understand requirements for safeguarding in adult care

- **Leading a response:** this would include, but is not limited to:
 - safety and wellbeing of the individual and others where applicable
 - own actions
 - own role in implementing, following, and engaging others in policies and procedures
 - own role in ensuring the individual, (and others where applicable), is kept informed and involved.

Learning outcome 2: Be able to lead the implementation of practices, policies and procedures to support safeguarding in adult care

- **Others:** in this context, this refers to those people who may need to be involved in a response, for instance:
 - individuals accessing care and support services
 - carers, loved ones, family, friends of those accessing care and support services
 - team members
 - managers and supervisors
 - professionals from other services.
- **Review:** this might consider:
 - outcomes from safeguarding reviews and investigations
 - current guidance arising from serious case reviews and its relevance to own organisation
 - resolution and recovery of the adult at risk.
- And might include reviewing:
 - person-centred practices, policies and procedures
 - when a response is required for external influences which impact internal practices, e.g. a pandemic or current reports published by CQC
 - communication and support systems for staff and others within own organisation
 - how own team/service liaises with others and/or external organisations.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 9: Mental Capacity

Level:	4
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	30

Unit summary

The unit focuses on the rights of individuals and the ways in which the Mental Health Act 2007 is used to support and promote their best interests. Familiarising yourself with this legislation and the associated Code of Practice 2015 will enable you to understand your role as a manager in adult care. You will develop your knowledge in relation to mental capacity and consent in applying and upholding the key principles of the Mental Capacity Act. You will explore the types of situations that require appropriate restraint and develop an understanding of when it is lawful for people to be deprived of their basic human right to liberty.

Restraint and deprivation of liberty are serious matters. It is essential that anyone involved in supporting vulnerable adults is aware of the Mental Capacity (Amendment) Act 2019, so that they work within the law that protects both the worker and those they support. The Mental Capacity (Amendment) Act 2019 is designed to protect and empower individuals who may lack the mental capacity to make their own decisions about their care and treatment. It is a law that applies to individuals aged 16 and over, so that anyone involved in supporting vulnerable adults works within the law (which protects both them and those whom they support). This unit will give you an understanding of the key elements of the Mental Capacity (Amendment) Act 2019 and Code of Practice.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand mental capacity and consent	1.1 Evaluate key provisions of legislation, codes of practice and policy regarding mental capacity and how these relate to the service 1.2 Analyse own role in applying and upholding key principles of mental capacity legislation and a code of practice 1.3 Evaluate the support available when mental capacity needs to be assessed, and how to access this support 1.4 Analyse your own role in the assessment of risk in situations where an individual's capacity is a concern 1.5 Outline practices which support individuals' ability to provide valid consent 1.6 Evaluate own and team members' development needs relating to mental capacity and their practice
2 Understand the use and impact of restrictive practices	2.1 Explain what is meant by 'restrictive practices,' 'restraint' and 'deprivation of liberty' and how they apply to practices within own work setting 2.2 Analyse the legal and ethical considerations of restricting an individual's rights and freedoms 2.3 Describe own responsibilities in relation to restrictive practices and deprivations of liberty 2.4 Justify appropriate and proportionate responses to restrictions on an individual's rights and freedoms 2.5 Evaluate the potential impacts of restrictive practices on individuals and others 2.6 Explain how person-centred, outcomes-based practices can mitigate the use of restrictive practices 2.7 Evaluate own and team members' development needs relating to the use of restrictive practices

Unit guidance

Learning outcome 1: Understand mental capacity and consent

- **Legislation, codes of practice and policy:** including, but not limited to:
 - Mental Capacity Act 2005
 - Human Rights Act 1998
 - Safeguarding Adults
 - Dignity in Care
 - Deprivation of Liberty Safeguards 2009
 - Care Act 2014
 - Making Safeguarding Personal.
- **Development needs:** including but not limited to: best interest decisions, decision-maker responsibilities, maximising capacity and their role in assessment.

Learning outcome 2: Understand the use and impact of restrictive practices

- **Individual:** a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
- **Restrictive practices:** includes any practice or intervention that limits the rights or freedoms of an individual.
- **Restraint:** including, but not limited to, covert medication (sometimes referred to as 'hidden restraint')
- **Legal and ethical:** including but not limited to:
 - Statutory principles of the Mental Capacity Act 2005
 - Duty of Care
 - Deprivation of Liberty Safeguards
 - individuals' wishes
 - advanced decisions
 - decision-making authorities – lasting Power of Attorney or Court of Protection request
 - best interest decisions.
- **Own responsibilities:** to include how to apply for an authorisation.
- **Appropriate and proportionate:** appropriate – necessary and justified, proportionate – the least restrictive option possible to meet the intended outcome.

Unit guidance

- **Learners** may include key principles, but are not limited to:
 - rights-based approach
 - proportionality
 - justification and evidence
 - review and monitoring
 - leadership
 - accountability
 - person-centred care.
- **Impacts:** may include, but are not limited to, impacts on safety, dignity, relationships and wellbeing of individuals. Learners may also wish to consider the impact on team members responsible for implementing restrictions.
- **Others:** in this context, others refer to adult care workers who are required to restrict an individual's rights or freedoms.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Unit 10: Partnerships in Adult Care

Level:	5
Unit type:	Mandatory
Credit value:	5
Guided learning hours:	40

Unit summary

This unit will give you the knowledge, understanding and skills required to develop, implement and review procedures and practices to enable effective partnership working across all aspects of the leader in adult care worker role. The relevant regulatory requirements, codes of practice and guidance, and their impact on service provision are key to partnership working.

In the leadership role in adult care, you will need to work in partnership with users of services, carers and families, your colleagues and with other professionals and agencies. Being able to work with a wide range of people means that services can be offered more efficiently to the benefit of the users of services and ultimately the service. Partnership working is not always easy, and you will need to demonstrate your skills in negotiating challenges and developing agreed ways of working with the varied parties that you will engage with. A range of skills are required, and these will need to be reviewed to ensure effective practices are being used.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand the context of relationships and partnership working	1.1 Analyse how legislation and regulation influence working relationships with others 1.2 Explain how relationships with individuals and carers underpin person-centred practice and affect the achievement of positive outcomes for individuals and their families 1.3 Analyse how networking and working collaboratively with other agencies and community groups brings benefits both for those using the service and for the sustainability and reach of the organisation 1.4 Analyse how integrated working with other agencies delivers better outcomes for individuals and the place of systems leadership in this 1.5 Evaluate the methods, protocols and limitations of using different communication methods to forge relationships and partnerships with other professionals and agencies 1.6 Explain the features of effective, collaborative partnership working across agencies and ways to overcome barriers 1.7 Evaluate own role and responsibilities in establishing positive relationships within and beyond the organisation
2 Be able to lead effective relationships with individuals, carers and families	2.1 Model open, respectful and supportive relationships with individuals, carers and their families 2.2 Embed co-production within day-to-day practices of teams

Learning outcomes		Assessment criteria	
3	Be able to manage working relationships with colleagues in own setting to achieve positive outcomes for individuals	3.1	Develop systems and procedures to facilitate effective working relationships with colleagues in the organisation
		3.2	Develop and agree common objectives when working with colleagues
		3.3	Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise
		3.4	Deal constructively with conflicts or dilemmas that arise
		3.5	Evaluate own working relationships with colleagues
4	Be able to work in partnerships with professionals and other agencies	4.1	Negotiate with professionals in other agencies to agree objectives, roles and responsibilities, procedures and ways of working for a specific task or area of work
		4.2	Use agreed ways of working to carry out own role and support others to carry out their responsibilities
		4.3	Deal constructively with any challenges in ways that promote change, any poor practice or failure to work in agreed ways
		4.4	Implement and use communication and recording systems that comply with current legislation for information sharing between agencies
		4.5	Evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements

Unit guidance

Learning outcome 1: Understand the context of relationships and partnership working

- **Legislation:** Learners should consider how different legislation relates to and influences working with others. This may include but is not limited to:
 - Care Act 2014
 - Mental Capacity Act 2005
 - Health and Social Care Act 2012
 - General Data Protection Regulations
 - Data Security and Protection
 - Subject Access Requests
 - Data Control
 - sharing information
 - safeguarding.
- **Regulation:** regulations underpinning the adult social care inspection system in England.
- **Others:** in this context, others may include agencies and other organisations.
- **Individuals:** people accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
- **Carers:** are people who provide unpaid support to a partner, family member, friend or neighbour who could not manage without this help. This is distinct from a care worker, who is paid to care for people.
- **Positive outcomes:** an 'outcome' that refers to individuals' aims or objectives – the things individuals want to achieve or need to happen. For example, continuing to live at home or being able to go out and about.
- **Working collaboratively/collaborative:** working together and focusing on building respectful and positive outcomes with other agencies, professionals and community groups to improve the quality and consistency of care, whilst remaining focused on own desired outcomes, needs and agenda.
- **Systems leadership:** seeks to affect change for good across interconnecting systems e.g. health and social care, through leadership and collaboration that extends the usual limits of resources and responsibility.
- **Different communication methods:** learners must consider a range of communication methods including digital communications.

Unit guidance
• Features: features should include, but are not limited to: ○ building transparency and sharing information openly and honestly (in line with regulations) ○ a diversity of skills and perspectives ○ creating psychological safety within partnerships and teams which includes a willingness to cooperate and an ability to openly disagree ○ an ability to understand and prioritise the needs of other partners, without compromising on your own desired outcomes.
Learning outcome 2: Be able to lead effective relationships with individuals, carers and families
• Co-production: an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together. • Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care.
Learning outcome 3: Be able to manage working relationships with colleagues in own setting to achieve positive outcomes for individuals
• No additional guidance
Learning outcome 4: Be able to work in partnerships with professionals and other agencies
• Communication and recording systems: Learners must consider legislation relating to communication and recording systems that complies with current information sharing between agencies and should include but is not limited to: ○ General Data Protection Regulation (GDPR) ○ Data Protection Act 2018 ○ formal sharing agreements ○ Caldicott Principles.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcomes 2, 3 and 4 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording and storage protocols.

Unit 11: Comments and Complaints in Adult Care

Level:	5
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

This unit will give you the knowledge, understanding and skills required to develop, implement and review procedures and practices to address comments and complaints. It covers the relevant regulatory requirements, codes of practice and guidance, and their impact on service provision.

In a leadership role in adult care, you will find yourself responding to issues of complaints or comments in the setting. These complaints or comments could come from users of services in the setting, their family or friends, advocates or other members of staff in the multidisciplinary team. It is essential that individuals making complaints or comments are treated with respect and are advised clearly of their rights. They also need to be advised of the procedures for investigating and resolving the complaint and supported through the process. Complaints should be viewed as opportunities for development of the service. You will support your team to understand the importance of listening and how to respond to comments and complaints.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria	
1	Understand the management of comments and complaints	1.1	Analyse the relationship between the management of comments and complaints, risk management and safeguarding
		1.2	Review the regulatory requirements, codes of practice and guidance for managing comments and complaints
		1.3	Evaluate why those using services and others may be reluctant to raise comments or make complaints
		1.4	Analyse attitudes and approaches that ensure comments and complaints can prompt continuous improvement of the service
2	Be able to lead practice in listening and responding to comments and complaints	2.1	Support team members to understand systems and procedures that ensure individuals' comments and complaints are listened and responded to
		2.2	Ensure accessible information and support is in place to enable, empower and encourage individuals and others to raise and follow-up on comments and complaints
		2.3	Implement open and transparent systems and procedures that compassionately address and respond to comments and complaints within agreed time frames
		2.4	Demonstrate how to learn from comments and complaints to drive improvements to the service

Unit guidance
Learning outcome 1: Understand the management of comments and complaints
No additional guidance
Learning outcome 2: Be able to lead practice in listening and responding to comments and complaints
No additional guidance

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches regarding the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected by robust evidence recording and storage protocols.

Unit 12: Leading the Vision in Adult Care

Level:	5
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

In this unit, you are encouraged to examine your own role in developing a vision for the service and creating a plan to implement your vision. You are expected to critically examine current service provision and develop changes that will enhance and modernise services, responding to the current drivers that are shaping adult care.

Adult care is undergoing constant change, with demands on the service stretching resources to their limits. Consequently, the care system has many deficits and gaps in provision; it lacks structure and does not provide an equitable service across the nation. Leaders and managers in this system routinely encounter change and therefore require skills in change management.

Leaders in adult care benefit from understanding how to develop a vision for the service and how to lead and implement the vision. They need to look at ways of challenging existing delivery of service, nurturing relationships with other agencies and private investors, and reconsidering the constraints of existing practice. Leaders in adult care need to be able to review and monitor stages of the implementation of the plan and be able to adapt their approach when needed.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria	
1	Understand how to develop a vision for the service	1.1	Analyse own role in developing a vision for the service
		1.2	Evaluate how the vision, and future of the service, may be affected by a range of factors
		1.3	Analyse how to ensure the vision and future direction of the service remains compatible with internal aspirations of the service and the external adult care system
2	Be able to lead commitment and implementation of the vision and future direction of the service	2.1	Build support for the vision and future direction of the service and ensure it is shared and owned by those who will be implementing and communicating it
		2.2	Support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them
		2.3	Create a plan to implement the vision and future direction of the service
		2.4	Review and monitor stages of the plan, adapting approaches where needed

Unit guidance
Learning outcome 1: Understand how to develop a vision for the service
• Adult care system: the local and national systems which support and also integrate the provision of adult social care.
Learning outcome 2: Be able to lead commitment and implementation of the vision and future direction of the service
• No additional guidance

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 13: Continuous Improvement in Adult Care

Level:	5
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	24

Unit summary

The purpose of this unit is to develop the learner's knowledge, understanding and skills to facilitate organisational change and improvements in adult care settings. As a manager, it is necessary that you understand the principles of change management and quality improvement in care settings. Challenges that may arise during the process of change will need to be analysed and you will be required to promote the benefits of changes and improvements.

You will need to lead and create a culture that supports innovation and change to improve outcomes for the individuals who use the service. You will need to be able to implement effective changes to ensure that the quality of service for users is maintained during a period of change.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand continuous quality improvement in adult social care	1.1 Explain how to use continuous quality improvement tools and techniques to meet regulatory and best practice guidance requirements 1.2 Evaluate the potential signs or indicators of poor practices 1.3 Describe how quality assurance practices inform quality improvement activities 1.4 Explain how governance, audit processes and compliance activity can support person-centred, outcome-based practices
2 Be able to lead continuous improvement in practice	2.1 Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person-centred practice 2.2 Create opportunities for individuals and others to provide feedback on their experiences of the service 2.3 Listen, respond to and use the views of individuals and others 2.4 Use evidence-based research to identify best practice in outcomes-based and person-centred practice 2.5 Identify areas where digital technology could improve or enhance outcomes-based person-centred practice 2.6 Identify and act on lessons learned from incidents and events 2.7 Review the extent to which systems, processes and practice facilitate positive outcomes for individuals 2.8 Plan for and lead the implementation of improvements to systems, processes and practice

Learning outcomes	Assessment criteria
3 Be able to lead a culture that supports innovation and change to improve outcomes for individuals	3.1 Evaluate the achievement of person-centred outcomes to identify where improvements could be made 3.2 Work with others to identify opportunities for service improvement through transformation and innovation 3.3 Recognise and utilise the expertise of others when driving innovation, improvement and change
4 Understand how to implement effective change	4.1 Analyse the processes and models of best practice in 'change management' 4.2 Evaluate the tools available and skills needed to inspire change, development and innovation across the service 4.3 Evaluate the range of external drivers for change and how these impact on service 4.4 Evaluate success factors and barriers to implementing effective change

Unit guidance
Learning outcome 1: Understand continuous quality improvement in adult social care
• No additional guidance
Learning outcome 2: Be able to lead continuous improvement in practice
• Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. • Others: in this context, others might include: ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ team members ○ managers and supervisors ○ professionals from other services ○ visitors to the work setting ○ members of the community ○ volunteers. • Digital approaches and technology: these technologies help ensure care is tailored, responsive and promotes choice, control and wellbeing for the individuals. Examples of digital technologies could include but are not limited to: ○ digital care plans ○ video calling for family involvement ○ medication management apps ○ voice activated technology ○ outcome tracking tools ○ accessible communication tools ○ technology to support independence. • Processes: governance, audit processes and compliance activity.
Learning outcome 3: Be able to lead a culture that supports innovation and change to improve outcomes for individuals
• No additional guidance
Learning outcome 4: Understand how to implement effective change
• Success factors: how outcomes are measured because of change.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcomes 2 and 3 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording and storage protocols.

Unit 14: Effective Communication in the Workplace

Level:	4
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	24

Unit summary

This unit will give you the knowledge, understanding and skills required to develop, implement and review procedures and practices to enable effective partnership working across all aspects of the leader in adult care worker role. The relevant regulatory requirements, codes of practice and guidance, and their impact on service provision are key to partnership working.

In the leadership role in adult care, you will need to work in partnership with users of services, carers and families, your colleagues and with other professional agencies. Being able to work with a wide range of people means that services can be offered more efficiently to the benefit of the users of services and ultimately the service. Partnership working is not always easy, and you will need to demonstrate your skills in negotiating challenges and developing agreed ways of working with the varied parties that you will engage with. A range of skills are required, and these will need to be reviewed to ensure effective practices are being used.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Know how to use communication skills to achieve positive interactions	1.1 Evaluate different communication skills, methods and models, and the circumstances they may be most appropriately used in 1.2 Describe how to achieve maximum impact by using a range of appropriate communication skills and methods 1.3 Analyse how communication skills underpin: • achievement of positive outcomes for individuals and others • the leadership and management of teams • sustainable relationships and partnerships
2 Know how to manage and resolve conflict	2.1 Compare the models of conflict management and conflict resolution 2.2 Analyse factors that can cause friction and conflict within the workplace 2.3 Evaluate skills that underpin conflict management and conflict resolution techniques
3 Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication styles, methods and skills 3.2 Apply communication skills appropriately in relation to message and audience for maximum impact 3.3 Adapt communication style in response to the emotional context and communication style of others 3.4 Identify and overcome barriers to communication with a range of people

Learning outcomes		Assessment criteria	
4	Be able to develop communication practices that promote positive outcomes	4.1	Monitor and evaluate the effectiveness of the communication systems and practices used in the workplace
		4.2	Monitor and evaluate the effectiveness of the communication practices to support positive outcomes for individuals
		4.3	Propose improvements to communication systems and practices and lead their implementation

Unit guidance
Learning outcome 1: Know how to use communication skills to achieve positive interactions
• Communication skills, methods and models: must include a range of skills methods and models including digital. In context this may include but is not limited to: ○ Skills – active listening, open questioning and empathy ○ Methods – verbal, non-verbal, written, digital ○ Models – Tuckman’s stages of group development, transactional analysis, the Shannon-Weaver model. • Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. • Others: in this context, others may include: ○ individuals accessing care and support services ○ carers, loved ones, family, friends of those accessing care and support services ○ team members ○ colleagues and peers ○ managers and supervisors ○ professionals from other services ○ visitors to the work setting ○ members of the community ○ volunteers. • Relationships and partnerships: may include those involved in care service provisions, e.g. networks, communities and other professionals and organisations.
Learning outcome 2: Know how to manage and resolve conflict
• No additional guidance
Learning outcome 3: Be able to communicate effectively with others
• No additional guidance
Learning outcome 4: Be able to develop communication practices that promote positive outcomes
• Communication systems: learners must include manual and electronic systems.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcomes 3 and 4 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 15: Handling Information

Level:	5
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

This unit will give you the knowledge, understanding and skills required to implement and promote good practice in recording, sharing, storing and accessing information in care settings. It covers the key legislation and codes of practice that relate to handling information in care settings, and how they inform good practice.

You will understand the correct procedures for dealing with data and cyber security and their place in a modern care setting. You will explore what you consider to be a data breach and how to respond. You will be able to demonstrate how you provide support and guidance to all members of the team to ensure good practice with record keeping.

In order for services to function efficiently and effectively, handling information is an essential part of daily practice when working in care settings. It is important that any information, especially personal information, is accurately recorded, stored and shared according to the policies and procedures of the care setting. Everyone in an organisation has a responsibility to ensure that they follow these policies and procedures. However, some people have the additional responsibility of ensuring that good practice is supported and maintained.

You will understand the importance of implementing systems for effective information management and support others in managing and handling information, while promoting good practice. You will be able to review and update policies and procedures related to information and data information as required to ensure that all legal requirements are met and maintained.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and to pass the unit.

Learning outcomes		Assessment criteria	
1	Understand effective information management	1.1	Evaluate own role and responsibilities in effective information management , and in supporting others to effectively handle information
		1.2	Explain how to respond to a data breach, including reporting procedures
		1.3	Explain how to initiate service's business continuity plan and relevance to data and cyber security
2	Be able to implement systems for effective information management	2.1	Lead the implementation of policies and systems for effective information management to meet legal and ethical requirements
		2.2	Lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information
		2.3	Identify team's training needs in relation to handling information and implement a plan to address these needs

Unit guidance

Learning outcome 1: Understand effective information management

- **Supporting others:** in this context: supporting others to understand, apply and maintain high standards when handling data, particularly sensitive and confidential information. May include but is not limited to:
 - modelling best practice
 - supporting and developing others
 - meeting the requirements of the Data Security and Protection Toolkit (DSPT)
 - digital leadership
 - preventative approaches.
- **Effective information management:** includes the consideration of:
 - privacy notices
 - transparency information
 - data and cyber security
 - how devices are secured
 - confidentiality, availability and integrity of records/information including digital records
 - reducing the risk of data breaches.

Learning outcome 2: Be able to implement systems for effective information management

- **Legal and ethical:**
 - General Data Protection Regulations
 - data security and protection
 - ethical and secure use of monitoring of Artificial Intelligence (AI)
 - subject access requests
 - CQC regulations
 - data control
 - sharing information
 - safeguarding.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 16: Leading Person-centred Practice

Level:	5
Unit type:	Mandatory
Credit value:	5
Guided learning hours:	35

Unit summary

This unit is designed for practitioners who manage the provision of residential services. This area of care is expanding in response to an ageing population because of extended lifespans and an increase in other factors, such as employment and changing lifestyles, that prevent families from caring for their relatives at home. As a manager, you have a responsibility to support staff in delivering person-centred care to achieve positive outcomes for users of services.

You will model good practice in maintaining positive relationships with the team and in managing challenges that could arise. This will help to create a safe and non-discriminatory environment that enables staff and users of services to flourish. You will take responsibility for working in partnership, collaboration and co-production and the integration of services that enables the individual to achieve their desired outcome.

This will include the monitoring of policies and procedures within the setting, revising and replacing as necessary, to ensure positive outcomes and safe practice. This unit will give you an understanding of this whole system approach, including how to work in partnership with an individual, involving others and the multidisciplinary team.

You will explore the different features, principles and drivers for strength-based approaches and outcomes-based practice, along with active participation. You will examine the difference between positive risk-taking and the impact of a risk-averse culture. You will lead a proactive culture that is open and transparent so that individuals can discuss sexuality, relationships and their needs in confidence.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand a person-centred, outcomes-based practice	1.1 Evaluate the features, principles, drivers and values of: • strength-based approaches • co-production • person-centred practice • active participation • outcomes-based practice 1.2 Analyse the relationship between strength-based approaches and person-centred practice on outcomes-based practices and the individuals' health and wellbeing, independence, choice and control
2 Understand the value of person-centred practice in partnership working to enable individuals to achieve their desired outcomes	2.1 Analyse the role of partnerships, collaboration and co-production with individuals and others in enabling individuals to achieve their desired outcomes 2.2 Evaluate own service's role in enabling individuals to build and maintain relationships and connections to their community 2.3 Explain how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals
3 Be able to lead practice to facilitate positive outcomes for individuals through person-centred practice	3.1 Develop and implement a plan to ensure team members have the training and development they need to support individuals in person-centred ways to achieve individuals' desired outcomes 3.2 Support and develop team members to work in partnership with individuals and others and to recognise and respond to individuals' changing strengths, needs and preferences 3.3 Support and develop others to apply person-centred approaches in complex situations to ensure positive outcomes for individuals and those important to them

Learning outcomes	Assessment criteria
	3.4 Facilitate the development and review of individuals' care and support ensuring individuals and others are actively involved and that plans and activities reflect individuals' preferences, wishes, strengths and needs 3.5 Manage resources in ways that: • support individuals to make choices about their health and wellbeing, and achieve positive outcomes • provide reasonable adjustments to enable individuals to access care and support 3.6 Implement systems and processes for • recording: • identification, progress towards and achievement of individuals' desired outcomes • the implementation of person-centred practice
4 Understand the role of relationships in promoting health and wellbeing	4.1 Evaluate the importance of proactive approaches in supporting individuals to build and maintain relationships 4.2 Analyse how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce or minimise risks 4.3 Explain the range and types of support an individual may need to maintain and build relationships, and when external services may be required 4.4 Develop approaches which recognise individuals' sexuality and relationship needs
5 Be able to lead a practice in recognising individuals' relationships	5.1 Promote an open, proactive culture where individuals and others feel confident to discuss sexuality, relationships and protection 5.2 Ensure individuals and others have access to support, information and advice about relationships and sexuality 5.3 Analyse how positive risk-taking can contribute to the achievement of positive outcomes for individuals

Learning outcomes		Assessment criteria	
6	Understand positive risk-taking in context of supporting individuals	6.1	Evaluate the impact of a risk-averse culture on person-centred practice and the wellbeing of individuals
		6.2	Evaluate the considerations which need to be applied in the management of positive risk-taking
		6.3	Analyse how supporting others to balance risks and rights promotes person-centred practices
		6.4	Lead a culture which recognises the benefits of positive risk-taking in person-centred practice and the wellbeing of individuals
7	Be able to lead the implementation of practices, policies and procedures to manage risk and positive risk-taking	7.1	Lead a culture which recognises the benefits of positive risk taking in person-centred practice and the wellbeing of individuals
		7.2	Facilitate a person-centred approach in the management of risks
		7.3	Evaluate own and others' practice in leading a balanced approach to risk-taking

Unit guidance

Learning outcome 1: Understand person-centred, outcomes-based practice

- **Strengths-based approaches:** also referred to as 'asset-based approaches'. This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence.
- **Person-centred practice:** an approach that sees the individual accessing social care services as an equal partner in their care and support and who is at the centre of all decisions relevant to them.
- **Active participation:** a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
- **Outcome-based practice:** an 'outcome' refers to individuals' aims or objectives – the things individuals want to achieve or need to happen. Outcomes-based practice focuses on supporting individuals to achieve the outcomes most important to them and offers innovative approaches to enable this.

Learning outcome 2: Understand the value of person-centred practice in partnership working to enable individuals to achieve their desired outcomes

- **Collaboration:** working with other partners, understanding and prioritising their needs and establishing mutually beneficial and respectful relationships, whilst remaining focused on own desired outcomes, needs and agenda.
- **Co-production:** an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together.
- **Individuals:** the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
- **Others:** in this context, this refers to everyone a worker is likely to come in to contact with, including:
 - carers, loved ones, family, friends of those accessing care and support services
 - colleagues and peers
 - team members
 - managers and supervisors
 - professionals from other services
 - visitors to the work setting

Unit guidance

- members of the community
- volunteers.
- **Partnerships:** working with the individual, networks, communities and other professionals and organisations.
- **Relationships:** learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality and sexual relationships.
- **Community:** may include but is not limited to how the individual is supported to engage with and access their local community, i.e. social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.
- **Integrated service provision:** joined up, coordinated care and support that is planned and organised around the individual's needs, preferences and aspirations. It focuses on early intervention and preventative care. Bringing together health, social care, housing, education and other community services.

Learning outcome 3: Be able to lead practice to facilitate positive outcomes for individuals through person-centred practice

- **Individuals:** the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
- **Others:** in this context, this refers to everyone a worker is likely to come in to contact with, including:
 - carers, loved ones, family, friends of those accessing care and support services
 - colleagues and peers
 - team members
 - managers and supervisors
 - professionals from other services
 - visitors to the work setting
 - members of the community
 - volunteers.

Unit guidance
Learning outcome 4: Understand the role of relationships in promoting health and wellbeing
• No additional guidance
Learning outcome 5: Be able to lead practice in recognising individuals' relationships
• Others: in this context, this refers to everyone a worker is likely to come in to contact with, including: ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ team members ○ managers and supervisors ○ professionals from other services ○ visitors to the work setting ○ members of the community ○ volunteers.
Learning outcome 6: Understand positive risk-taking in context of supporting individuals
• Considerations: including, but not limited to mental capacity, safeguarding, individuals' rights, duty of care.
Learning outcome 7: Be able to lead the implementation of practices, policies and procedures to manage risk and positive risk-taking
• No additional guidance

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcomes 3, 5 and 7 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 17: Health and Wellbeing in Adult Care

Level:	5
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

This unit will give you an understanding of the whole system approach, including how to work in partnership with an individual, involving others and the multidisciplinary team to ensure the health and wellbeing of the individuals in your care. You will explore how to lead a team and facilitate a culture that promotes individuals' wellbeing to better meet the needs of, and improve outcomes for, the individual.

You will support colleagues to understand the importance of promoting the individual's wellbeing and identify the factors that may influence the individual. You will reflect on the wellbeing principle and its relevance when working with individuals, carers and families to meet the individual's needs.

As a manager, it is necessary that you understand the principles of change and how to implement protocols to ensure the involvement of others and how they respond to change. Challenges that may arise during the process of change will need to be analysed and you will be required to promote the benefits of change.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Be able to lead a culture that promotes individuals' wellbeing and independence in all aspects of day-to-day practice	1.1 Facilitate a culture: • where individuals' histories, preferences, wishes, needs and strengths are prioritised, recognised, respected and responded to • which enables individuals to lead full and meaningful lives connected to those important to them and to their communities • which enables individuals and those important to them to influence and co-design how care and support services are provided
2 Understand the importance of promoting individuals' health and wellbeing	2.1 Evaluate the range of factors that may influence an individual's health and wellbeing 2.2 Analyse own role, and role of others, in monitoring, assessing and promoting individuals' wellbeing 2.3 Describe own role in providing sufficient training, support and supervision to enable others to monitor the individual's health and wellbeing 2.4 Analyse how to ensure lines of accountability and responsibility are understood for delegated healthcare tasks

Learning outcomes	Assessment criteria
3 Be able to lead practice in promoting individuals' health and wellbeing	3.1 Support others to: • meet identified health and wellbeing needs • monitor, and assess changes to, individuals' health and wellbeing using appropriate tools • understand the concept of living and ageing well • access preventative healthcare advice, care and screening • understand the importance of early identification of deterioration in individuals' health and wellbeing • record and respond to assessments and observations of individuals' health and wellbeing 3.2 Implement protocols for involving others in response to changes in individuals' health and wellbeing, recognise and respond to individuals' changing strengths, needs and preferences 3.3 Work in partnership with individuals, healthcare professionals and others to agree roles and responsibilities in achieving individuals' healthcare and wellbeing outcomes

Unit guidance

Learning outcome 1: Be able to lead a culture that promotes individuals' wellbeing and independence in all aspects of day-to-day practice

- **Individuals:** the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
- **Those important to them:** may include but is not limited to those the individual chooses to be involved in their life, e.g. families, carers and advocates.
- **Communities:** may include but is not limited to how the individual is supported to engage with and access their local community, i.e. social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.

Learning outcome 2: Understand the importance of promoting individuals' health and wellbeing

- **Others:** in this context, others could refer to:
 - individuals accessing care and support services
 - carers, loved ones, family, friends of those accessing care and support services
 - team members
 - colleagues and peers
 - advocates
 - managers and supervisors
 - professionals from other services
 - visitors to the work setting
 - members of the community
 - volunteers.
- **Monitoring:** may include but is not limited to:
 - staff training to recognise the early signs of change
 - oversee appropriate monitoring tools
 - up-to-date assessments
 - referrals to healthcare professionals
 - maintain a culture of person-centred care
 - proactive support.
 - access to social prescribing.

Unit guidance

- **Assessing:** involves using structured tools to evaluate an individual's current health and risks. Assessment must also include the individual's own views and preferences, involving families or advocates where appropriate.
- **Promoting:** involves being a key role in shaping a culture where wellbeing is actively supported – through appropriate activities, healthy routines, emotional support, good nutrition and safe environments.
- **Factors:** factors affecting health and wellbeing will be different for different people and the local population, health and care needs should also be considered. Learners should show consideration for environmental, physical, social and psychological factors.

Learning outcome 3: Be able to lead practice in promoting individuals' health and wellbeing

- **Prevention:** in this context it involves leading a proactive, preventative approach to health and care.
- **Appropriate tools:** this involves using a range of tools that support evidence-based, decision making and early intervention. This could include but is not limited to:
 - water low score
 - Malnutrition Universal Screening Tool (MUST)
 - mood and wellbeing charts
 - behaviour monitoring tools
 - AI-driven monitoring systems
 - lifestyle monitoring technologies
 - early indicator monitoring tools
 - SBARD (Situation, Background, Assessment, Recommendation, Decision)
 - RESTORE2
 - Digital Social Care Records (DSCRs)
 - quality and outcomes frameworks
 - multidisciplinary meeting notes and communication logs.
- **Partnership:** could include but is not limited to national and local support and initiatives, e.g. integrated care systems and neighbourhood health agendas and services.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skills-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcomes 1 and 3 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 18: Equality, Diversity, Inclusion and Human Rights

Level:	5
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	30

Unit summary

In this unit, you will learn what is meant by 'equality', 'diversity', 'inclusion' and human rights, and how as a manager you will ensure that equality, diversity, inclusion and human rights are embedded in the provision of care. You will examine ways to ensure that you lead a culture that promotes, values and celebrates equality, diversity, inclusion and human rights. By treating people equally and appreciating their individual differences it means that society is open for all.

As a manager or leader in adult care, you need to have an in-depth understanding of the legislation that governs how we treat others and about the guidelines and codes that govern our work when caring for others. As a manager or leader, you must be able to support your team in understanding these requirements and how they are implemented to ensure safe and good practice in the provision of care.

You will explore how inequality affects individuals and why some people are intolerant of others. You will learn what is meant by 'inclusive practice' and how such practice can ensure that people are treated equally and with respect for their individuality. You will learn how to challenge discrimination, harassment and exclusion in ways that achieve a positive outcome and support others to do so, and how to assess the effectiveness of systems that are intended to promote equality and diversity. You will ensure that the use of person-centred approaches by you and by others can support equality, inclusion and diversity, using resources and sharing information to challenge discrimination, in order to implement changes to practices, policy or procedures that improve the service.

As a manager or leader, you will implement any changes in legislation and support your team in ensuring equality, diversity, inclusion and human rights are embedded into the recruitment of staff and in the delivery of care.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand equality, diversity, inclusion and human rights	1.1 Summarise the legislation underpinning equality, diversity, inclusion and human rights 1.2 Analyse the societal and historical influences underpinning equality, diversity, inclusion and human rights 1.3 Analyse the impact of legal, societal and historical influencers on own role in promoting a culture that values equality, diversity, inclusion and human rights 1.4 Evaluate the impact of discriminatory or closed cultures on individuals and others 1.5 Analyse how own and others' values, beliefs and experience can impact practices and behaviours relating to equality, diversity, inclusion and human rights
2 Be able to lead a culture that promotes, values and celebrates equality, diversity, inclusion and human rights	2.1 Evaluate own and others' ability to positively respond to people's differences to achieve better outcomes 2.2 Evaluate how the service promotes, values and celebrates equality, diversity, inclusion and human rights 2.3 Implement changes to practices, policy or procedures to improve how the service promotes values and celebrates equality, diversity, inclusion and human rights 2.4 Monitor and review changes and improvements being made to lead to better outcomes for individuals and others 2.5 Challenge, and support others to challenge, discrimination, harassment and exclusion in ways that are likely to achieve change and promote positive outcomes

Unit guidance

Learning outcome 1: Understand equality, diversity, inclusion and human rights

- **Closed cultures:** a closed culture is a poor culture in a health or care service that increases the risk of harm. This includes abuse and human-rights breaches. The development of closed cultures can be deliberate or unintentional – either way it can cause unacceptable harm to a person and their loved ones. Learners should consider how such cultures may overlook the full range of communication, cognitive or sensory needs associated with neurodiversity and how such cultures may not always reflect the full diversity of communication, cognitive or sensory profiles.
- **Culture:** when considering the culture, learners should consider how they lead this for individuals accessing services and for the workforce.
- **Individuals:** people accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
- **Others:** in this context, others may include:
 - individuals accessing care and support services
 - carers, loved ones, family, friends of those accessing care and support services
 - team members
 - colleagues and peers
 - managers and supervisors
 - professionals from other services
 - visitors to the work setting
 - members of the community
 - volunteers.

Learning outcome 2: Be able to lead a culture that promotes, values and celebrates equality, diversity, inclusion and human rights

- **Individuals:** People accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
- **Others:** in this context, others may include:
 - individuals accessing care and support services
 - carers, loved ones, family, friends of those accessing care and support services
 - team members
 - colleagues and peers

Unit guidance

- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.
- **Promotes:** can include but is not limited to how the workforce facilitates, advocates and challenges.
- **Individual needs:** in this context, individual needs may include, but not inclusive of:
 - physical
 - emotional
 - cognitive
 - cultural.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 19: Health and Safety in Adult Care

Level:	5
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	32

Unit summary

Everyone is responsible for health and safety, but managers and care workers must be clear about their own responsibilities if they are to maintain a safe working environment for themselves and others. In this unit, you will learn about health-and-safety legislation and how it is put into practice through policies and procedures. You will learn about your own and others' health-and-safety responsibilities and show you can lead and implement effective risk management to work safely.

You will explore a range of mechanisms and tools that are available to support you in carrying out risk-management activities. You will also develop the knowledge and skills needed to manage and assess risk and to support others to work safely. This will include developing policies, procedures and practices, implementing measures to reduce risks, and evaluating your own practice. You will learn about your responsibility for implementing policies, procedures and practices to effectively manage risk.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria	
1	Understand health-and-safety requirements in adult social care	1.1	Summarise the legislative framework for health and safety in adult care settings
		1.2	Analyse key sources of information and guidance for health and safety in the workplace
2	Be able to lead the implementation of health-and-safety requirements in adult social care	2.1	Interpret legislation and guidance and apply to organisational health-and-safety policies and working practices
		2.2	Support others to comply with relevant organisational health-and-safety practices, policies, procedures to help keep them safe
		2.3	Monitor compliance with safe working practices and provide appropriate intervention where procedures are not adhered to
		2.4	Evaluate working practices and make improvements to health-and-safety practices, policies and procedures
		2.5	Complete records and reports on health and safety and issues according to legislative and organisational requirements
3	Understand effective risk management	3.1	Analyse the range of risk-management requirements in adult care
		3.2	Evaluate own responsibilities to identify, assess and manage risk
		3.3	Assess a range of mechanisms and tools available to inform and carry out risk-management activities

Learning outcomes	Assessment criteria
4 Be able to lead the implementation of policies, procedures and practices to effectively manage risk	4.1 Contribute to the development of policies, procedures and practices to identify, assess and manage risk 4.2 Work with others to identify, assess and manage risks and issues 4.3 Support team members to understand risk management and adhere to guidance which promotes safe practices

Unit guidance
Learning outcome 1: Understand health and safety requirements in adult social care
• Legislative framework: this should include the range of health-and-safety legislation and specific regulations applicable to the environment and care service being provided. • Key sources of information and guidance: should include the role of government agencies and advisory bodies, e.g. Health and Safety Executive, UK Health Security Agency, may also include other internal and external support mechanisms.
Learning outcome 2: Be able to lead the implementation of health and safety requirements in adult social care
• Legislation and guidance: this may include local guidance, changing and updated guidance and specific information available to support legislation and regulations, e.g. The Code of Practice for the Control and Prevention of infections and related guidance. • Others: in this context, others might include, but are not limited to: ○ carers, loved ones, family, friends of those accessing care and support services ○ team members ○ professionals from other services ○ visitors to the work setting ○ volunteers.
Learning outcome 3: Understand effective risk management
• No additional guidance
Learning outcome 4: Be able to lead the implementation of policies, procedures and practices to effectively manage risk
• Others: in this context, others might include, but are not limited to: ○ carers, loved ones, family, friends of those accessing care and support services ○ team members ○ professionals from other services ○ visitors to the work setting ○ volunteers.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning outcomes 2 and 4 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 20: Continuous Development in Adult Care

Level:	4
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	15

Unit summary

As a manager, it is essential to recognise how personal beliefs and values can affect workplace practice, introducing bias and reducing the efficacy of work. This unit will support you in recognising the importance of continuous development to develop your own practice using a range of methods. Using a professional development plan to record, review and evaluate your development opportunities will support you. Further opportunities for development can be utilised such as communication and feedback from others, including Care Quality Commission inspectors, professionals, consultants and colleagues. You will need to be aware of how your beliefs, actions and behaviours affect yourself and others.

As a leader in adult care others will look to you for guidance and support, but you also need to be aware of your own health and wellbeing. Managing your own workload is a skill and there are activities that can assist with developing these practices. The recent developments of digital technology in the social care sector is one of these and can be used very effectively for recording activities carried out in the workplace.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Be able to demonstrate commitment to own development	1.1 Evaluate own knowledge and performance using standards and benchmarks 1.2 Identify and prioritise own professional development needs and aspirations and implement plans to meet these 1.3 Create and engage with opportunities for others to provide feedback on own performance across all aspects of role 1.4 Identify a range of opportunities to support own professional development that reflect own learning style and needs 1.5 Evaluate how own practice has been improved through: • the implementation of the professional development plan • reflection on feedback from others • learning from achievements and adverse events
2 Be able to demonstrate commitment to self-awareness	2.1 Use feedback and reflective practice to increase own self-awareness 2.2 Analyse how own values, belief systems and experiences impact own practices 2.3 Analyse how own emotions affect behaviour and the impact this has on others

Learning outcomes		Assessment criteria	
3	Be able to manage own workload effectively	3.1	Use strategies and tools to plan and identify priorities for work and revise plans when priorities change
		3.2	Use digital technology to enhance own and others' efficiency
		3.3	Facilitate the development of others to enable effective delegation
		3.4	Consider impact on own wellbeing when planning and responding to organisation priorities
		3.5	Plan strategies and support mechanisms to access when workload is difficult to manage

Unit guidance
Learning outcome 1: Be able to demonstrate commitment to own development
• Standards: may include codes of practice, regulations, minimum standards, national occupational standards. • Benchmarks: may include but not limited to: ○ regulatory standards ○ organisation benchmarks ○ sector and specialist specific frameworks ○ own development plan. • Others: in this context, others might include: ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ team members ○ managers and supervisors ○ professionals from other services ○ volunteers. • Range of opportunities: may include: ○ formal or informal support ○ supervision, appraisal, mentoring, peer support ○ opportunities within and outside the organisation ○ different types of learning and ways to achieve ○ self-led and directed learning opportunities. • Adverse events: an incident or disruption with associated risks which could lead to unexpected, unintended and preventable harm to others.
Learning outcome 2: Be able to demonstrate commitment to self-awareness
• No additional guidance
Learning outcome 3: Be able to manage own workload effectively
• No additional guidance

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

Learning outcomes 1, 2 and 3 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to the use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Unit 21: Personal Wellbeing

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

In this unit you will explore your own wellbeing, self-care and resilience and what this means to you and your team and how these impact on your role and behaviour. You will explore the indicators of your own wellbeing and wellbeing deterioration and the impact it has on your role as a manager or leader in adult care. You will identify strategies to maintain and improve your own wellbeing and the support available.

Care workplaces can also be stressful places to work, so understanding the common signs and triggers of stress and anxiety, different ways of coping with stress and anxiety, and where to go for support is important for managers in the care sector to enable them to maintain their own wellbeing.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand own wellbeing	1.1 Explain what is meant by 'personal wellbeing', 'self-care' and 'resilience' 1.2 Describe factors that positively and negatively influence own wellbeing 1.3 Explain indicators of own wellbeing and wellbeing deterioration
2 Understand the importance of maintaining and improving own wellbeing	2.1 Explain how own wellbeing impacts role and behaviour 2.2 Explain how own wellbeing impacts others
3 Know how to maintain and improve own wellbeing	3.1 Describe prevention and monitoring strategies which can be used to support positive outcomes in own wellbeing 3.2 Analyse a range of wellbeing support offers available and how to access them 3.3 Explain how to access professional help if needed
4 Know how to manage own stress and anxiety	4.1 Explain what is meant by 'stress' and 'anxiety' 4.2 Describe indicators of stress and anxiety in oneself 4.3 Analyse factors that can trigger stress and anxiety in oneself 4.4 Evaluate how stress and anxiety may affect own reactions and behaviours towards others 4.5 Compare strategies for managing your own stress and anxiety 4.6 Explain how to access a range of support offers

Unit guidance
Learning outcome 1: Understand own wellbeing • Own wellbeing: in this context, wellbeing refers to that of the learner. Wellbeing is a broad concept referring to a person's quality of life considering health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing. • Factors: these should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace. • Indicators: these should be specific to the learner.
Learning outcome 2: Understand the importance of maintaining and improving own wellbeing • Others: may include team members, other colleagues, individuals accessing care and support services, families, carers and other professionals. Learners may also wish to consider their personal relationships.
Learning outcome 3: Know how to maintain and improve own wellbeing • Strategies: learners should develop personal strategies that support their own wellbeing and help prevent issues before they arise. In addition, learners should have strategies for recognising early indicators of deterioration. A proactive preventative approach is key to sustaining wellbeing in demanding job roles. • Support offers: the range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to. For example: ○ internal: supervision, employee assistance scheme, mentor or buddying systems ○ external: self-help tools, apps and websites, local groups and networks.
Learning outcome 4: Know how to manage own stress and anxiety • Factors: these should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace. • Strategies: learners should develop personal strategies that support their own wellbeing and help prevent issues before they arise. In addition, learners should have strategies for recognising early indicators of deterioration. A proactive preventative approach is key to sustaining wellbeing in demanding job roles. • Stress: is a natural response to pressure or challenging situations and can have positive as well as negative effects on a person. In this context, we refer to the negative impacts of stress.

Unit guidance

- **Support offers:** the range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to. For example:
 - internal: supervision, employee assistance scheme, mentor or buddying systems
 - external: self-help tools, apps and websites, local groups and networks.

Unit assessment requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

‘Malpractice’ refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson’s *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre’s malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality-assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally).

Further information on appeals can be found in the *JCQ Appeals booklet* (<https://www.jcq.org.uk/exams-office/appeals>).

12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) or *Entries and information manual* (available online) (Pearson)
- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their resources on our website.

13 Glossary

Section A – General terminology used in specification

Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Credit value	All unit(s) in this qualification have a credit value – the unit in this qualification has a credit value. The minimum credit value is 1, and credits can be awarded in whole numbers only.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Competence	The minimum knowledge, skills and behaviours required to perform a job role effectively.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.
Workplace simulation	Realistic tasks carried out in the workplace that are additional to the normal work duties for the day to produce evidence for criteria that are very challenging to meet in the natural course of work.

Section B – Terms used in knowledge and understanding criteria

Term	Description
Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.

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