



## BIIAB Level 5 Diploma in Leadership and Management for Adult Care

Level 5 Diploma – 610/1838/7



## About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

## Sources of Additional Information

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The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

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Version	Date	Details of Change
1.0	March 2023	Launch of new qualification



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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.



## Qualification Summary

BIIAB Level 5 Diploma in Leadership and Management for Adult Care	
<b>Qualification Purpose</b>	Confirm Occupational Competence and mandatory component in the Leader in Adult Care Apprenticeship
<b>Age Range</b>	<b>Pre 16</b>   <b>16-18</b>   <b>18+</b> ✓   <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Internal assessment</li> <li>Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited website for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/03/2023
<b>Review Date</b>	31/12/2026
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	662 hours
<b>Total Qualification Time (TQT)</b>	900 hours
<b>Credit Value</b>	90
<b>BIIAB Qualifications Limited Sector</b>	Health and Social Care
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care
<b>Support from Trade Associations</b>	Skills for Care
<b>Administering Office</b>	See BIIAB Qualifications Limited web site



## Management for Adult Care

BIIAB is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
<b>BIIAB Level 5 Diploma in Leadership and Management for Adult Care</b>	610/1838/7

## 2. Objective and Purpose of this Qualification

The content of the BIIAB Level 5 Diploma in Leadership and Management for Adult Care has been specified by the sector skills council responsible for the adult care workforce, Skills for Care, in consultation with employers, learning providers and those who use these services.

Managers in adult social care hold a pivotal position in ensuring that services can respond fully to the needs and aspirations of those who use their provision. Managers must ensure that their service can rise to the challenge of delivering person-centred support in the context of increasing demand, through strong leadership, a robust values base, commitment to partnership working, willingness to innovate and shrewd business acumen.

The content is applicable both to Registered Managers and more widely to all those who manage adult care services such as Assistant Managers, Deputy Managers, Unit Managers or Service Managers.

The primary purpose of the qualification is to confirm occupational competence. The qualification is a mandatory component in the Leader in Adult Care Apprenticeship. As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Standard and / or



is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

### 3. About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or assuring the quality of this qualification.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

### 4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details:

Telephone: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing



Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The RoC will specify:

- the total credit value of the qualification
- the number of credits that must be achieved within specific groupings of units (e.g. Mandatory Units, Optional Units, and Optional groups)
- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number (URN) and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 6. BIIAB Level 5 Diploma in Leadership and Management for Adult Care Rules of Combination (RoC) and Structure

To achieve the BIIAB Level 5 Diploma in Leadership and Management for Adult Care learners **must** gain a **total of 90** credits. This **must** consist of:

- Minimum total credit: **90**
- Total Qualification Time: **900 hours**
- Mandatory Group A **minimum** credit: **76**
- Optional Group B **minimum** credit: **14**
- Guided Learning Hours: **662 hours**

This qualification has been developed based upon industry feedback as to the fundamental knowledge required at this level.



## Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
AC501	K/650/4881	Governance and regulatory processes for leading and managing a care service	5	9	63	Assessment Activity Module
AC502	L/650/4882	Decision-making, and managing resources and businesses in care settings	5	7	52	Assessment Activity Module
AC503	M/650/4883	Health, safety and wellbeing within a care service	5	8	64	Assessment Activity Module
AC504	R/650/4884	Leading and managing teams in adult care settings	5	8	59	Assessment Activity Module
AC505	T/650/4885	Effective communication and handling information in adult care settings	5	7	56	Assessment Activity Module
AC506	Y/650/4886	How to manage safeguarding and mental capacity in adult care settings	5	6	49	Assessment Activity Module
AC507	A/650/4887	Partnerships in adult care settings and dealing with comments and complaints	5	7	52	Assessment Activity Module
AC508	D/650/4888	Continuous improvement and leading the vision in adult care settings	5	7	49	Assessment Activity Module





AC509	F/650/4889	Understanding equality, diversity, inclusion and human rights for leading person-centred practice in adult care settings	5	10	74	Assessment Activity Module
AC510	K/650/4890	Personal wellbeing and continuous development for managers in adult care settings	5	7	50	Assessment Activity Module

### Optional Group B

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
5DAC12	F/617/1831	Undertake a research project within adult care services	5	10	80	Portfolio
5DAC13	F/617/1828	Facilitate the development of effective group practice in adult care	5	6	42	Portfolio
5DAC14	M/617/1825	Facilitate coaching and mentoring of practitioners in adult care	5	6	43	Portfolio
5DAC15	K/617/1824	Facilitate change in adult care	5	6	42	Portfolio
5DAC16	J/617/1829	Manage quality in adult care	5	5	36	Portfolio
5DAC17	M/617/1811	Manage domiciliary services	5	6	25	Portfolio
5DAC18	T/617/1812	Manage residential adult care services	5	6	25	Portfolio



Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
5DAC19	T/617/1826	Manage disciplinary processes in adult care	5	6	40	Portfolio
CA258	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	6	40	Portfolio
CA267	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	Portfolio
CA281	F/602/2853	Lead the management of transitions	5	4	29	Portfolio
CA283	K/602/3074	Develop provision for family support	5	5	33	Portfolio
CA285	H/601/7354	Lead active support	5	5	35	Portfolio
CA286	K/601/7355	Active support: lead interactive training	5	4	30	Portfolio
CA287	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44	Portfolio
CA288	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	Portfolio
CA298	H/601/5250	Support the use of assistive technology	5	4	31	Portfolio
CA299	K/601/5251	Explore models of disability	5	5	32	Portfolio
CA300	M/601/5252	Support individuals with sensory loss with communication	5	5	37	Portfolio



Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA301	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	Portfolio
CA312	D/504/2212	Lead and manage practice in dementia care	5	6	41	Portfolio
CA315	T/503/8134	Lead and manage end of life care services	5	7	45	Portfolio
CA316	L/503/8138	Lead a service that supports individuals through significant life events	5	4	31	Portfolio
CA323	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	6	38	Portfolio
CA329	J/504/2219	Appraise staff performance	5	5	32	Portfolio
CA335	T/602/3174	Lead and manage group living for adults	5	5	39	Portfolio
CA339	J/601/5242	Assess the individual in a health and social care setting	5	6	41	Portfolio
IT67	A/502/4400	Specialist Software	3	4	30	Portfolio
IT42	D/502/4258	IT Security for Users	3	3	20	Portfolio

The qualification in this guidance document is appropriate for use in the following age ranges:

- 18 +
- 19 +

## 8. Entry Requirements and Progression

There are no specific entry requirements for this qualification. However, learners **must** be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence. Learners will be expected to have qualifications and experience in management roles in the care sector prior to starting this qualification.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Adult Care at this level.

The qualification will equip learners to hold the role of Registered Manager.

Achievement of this qualification can also support progression to higher education.

## 9. Assessment

### Overview of Assessment Strategy

The qualification contains competence and knowledge units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Knowledge assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes

### Assessment Process

Assessment is the process used to judge the competence of a learner, against set standards. The assessor is the person who is responsible for determining learners'



competence. The assessor may be a workplace supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB Qualifications Limited, will assure the quality of the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will assure the quality of the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Assessment Principles**

The Assessment Principles for the Level 5 Diploma in Leadership and Management for Adult Care were designed by Skills for Care in March 2016. While BIIAB Qualifications Limited has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification, and it has agreed that it will monitor the compliance of BIIAB Qualifications Limited centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Assessment Principles for this qualification.

The Assessment Principles for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor/s and quality assurer(s) delivering, quality assuring and certifying the



qualification.

## Skills for Care and Development Assessment Principles

### 1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is an alliance of key organisations from England, Northern Ireland, Ireland, Scotland and Wales with varied roles across social care, social work and early years and with remits across workforce development and regulation.
- 1.2 This document sets out the minimum expected principles and approaches to assessment and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations<sup>1</sup>.
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skills for Health assessment principles should also be considered: <https://www.skillsforhealth.org.uk/info-hub/category/resources/>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.
- 1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout

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<sup>1</sup> See Appendix A for links to SfC&D partner organisations' websites



the evidence provided for a learner's practice<sup>2</sup>.

## 2. Assessment Principles

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.
- 2.4 Skills-based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.
- 2.5 Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills-based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Simulation may not be used as an assessment method for skills-based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have

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<sup>2</sup> See Appendix B for links to standards for conduct in UK nations



occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

- 2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.
- 2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 Assessment of knowledge based learning outcomes
- may take place in or outside of a real work environment
  - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
  - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor.
- 2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up-to-date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally, assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

### 3. Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence





is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

- 3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).
- 3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.
- 3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

## 4. Definitions

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
  - be occupationally competent in the area for which they are providing expert testimony
  - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

#### Appendix A: Skills for Care and Development partnership website links

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

#### Appendix B: Codes and Standards of Conduct

- <https://socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance>
- <https://niscc.info/standards-and-guidance/>



- <https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-people/Code-of-Conduct.aspx>
- [www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/](http://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/)

## Appendix C: Joint awarding body quality group – assessor qualifications

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

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- learners believe they are competent and that they have been misjudged

BIIAB Qualifications Limited expects most appeals from learners to be resolved



within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## 10. Initial Assessment and Induction

Prior to the start of any programme, centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 11. Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Activity Modules for the mandatory units
- Evidence matrices for the competence units
- A Learner Summative Reflection
- Access to the units.

All of these resources are available on request.



## Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document and makes all optional units available in the Unit Pack on the Customer Management System (CMS).

## Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## 12. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/classroom-based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT) which, as well as GLH, will include the estimated number of hours spent in preparation, study or any other unsupervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.



All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

## **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

## **Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included. BIIAB Qualifications Limited also assign unique unit numbers which are normally consistent when the unit is used in multiple BIIAB qualifications.

## **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

## **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

## **Guided Learning (GLH)**

This is the required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.



## Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

## Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## 14. Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System (CMS). Please refer to the Centre Guidance for using CMS.

### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an Equality and Diversity Policy, a copy of which can be found at <https://www.biiab.co.uk/policies-and-procedures/>



BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an Equality and Diversity policy.
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

## **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments **must** inform their assessor of their requirements, at the beginning of their course. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB Qualifications Limited approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>.

## **15. Qualification Review and Feedback**

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result.

This qualification will be reviewed periodically and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please contact us to request a unit pack.





### Governance and Regulatory Processes for Leading and Managing a Care Service

<b>Unit Reference</b>	K/650/4881
<b>BIIAB Reference</b>	AC501
<b>Level</b>	5
<b>Credit Value</b>	9
<b>Guided Learning (GL)</b>	63
<b>Unit Summary</b>	<p>This unit explores the understanding needed for the application of leadership and management in adult care, including the implementation of current theories. This unit also develops the learner's knowledge and understanding of legislation and statutory requirements influencing practice. The unit looks at the structure and governance of organisations in adult care, including the inspection process and the impact this has on own service.</p>
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.5)</b> The learner can:
1. Understand leadership and management theories and styles	1.1 Evaluate the differences between leadership and management  1.2 Analyse key theories of leadership and management  1.3 Assess how theoretical models can be used in own leadership  1.4 Analyse the range of different leadership styles  1.5 Evaluate how coaching and mentoring can be used to complement leadership style



<p>2. Understand leadership and management in adult care</p>	<p>2.1 Evaluate the impact of internal and external drivers on leadership and management in adult care services</p> <p>2.2 Assess the role of leadership and management skills in adult care services</p> <p>2.3 Examine how to adapt own leadership and management styles for:</p> <ul style="list-style-type: none"><li>• different situations</li><li>• different teams</li></ul> <p>2.4 Investigate the interaction between the values and culture of an adult social care organisation and own leadership behaviours</p>
<p>3. Understand legislation and statutory guidance that underpins adult care provision</p>	<p>3.1 Explain current legislation and statutory guidance that applies to all aspects of service provision</p> <p>3.2 Describe own role, accountability, and responsibility in applying legislation and statutory guidance within service provision</p> <p>3.3 Evaluate the key roles, remits, and responsibilities in registered services, including:</p> <ul style="list-style-type: none"><li>• the registered manager</li><li>• the nominated individual</li><li>• the 'fit and proper person'</li></ul>
<p>4. Understand internal governance arrangements within own organisation</p>	<p>4.1 Analyse internal governance procedures used within own organisation</p> <p>4.2 Appraise own role in applying, leading, and evaluating own service's governance procedures and agreed ways of working</p>



<p>5. Understand systems and requirements for the regulation of adult care services</p>	<p>5.1 Evaluate specific legislation and regulations underpinning the inspection system in England</p> <p>5.2 Describe the range of legislation and statutory guidance that support and relate to the inspection process in England</p> <p>5.3 Explain the types of service provision which are subject to registration and inspection</p>
<p>6. Understand the inspection process in adult social care</p>	<p>6.1 Describe how services are inspected and the role of the regulator</p> <p>6.2 Assess the purpose of the inspection system</p> <p>6.3 Evaluate the different types of inspection and key themes of the inspection process</p> <p>6.4 Explain how the ratings system is used</p> <p>6.5 Describe when and how enforcement action can be used</p> <p>6.6 Evaluate the ways in which information is collected about the service and used to inform inspection activities</p>
<p>7. Understand the inspection process in own service</p>	<p>7.1 Explain how the requirements of the regulations are met within own service</p> <p>7.2 Assess who needs to be aware of, and involved in, the inspection process</p> <p>7.3 Describe the range and types of evidence which can be used to demonstrate the service is meeting requirements</p>



	<p>7.4 Evaluate ways to address the outcome and impact of an inspection in own service</p> <p>7.5 Assess how outcomes of inspection can be used to drive service improvements</p>
<p>Details of the relationship of the unit and relevant national occupational standards: <b>LMAC5A/LM &amp; LMAC5A/GR</b></p>	



## Decision-Making and Managing Resources and Businesses in Care Settings

<b>Unit Reference</b>	L/650/4882
<b>BIIAB Reference</b>	AC502
<b>Level</b>	5
<b>Credit Value</b>	7
<b>Guided Learning (GL)</b>	52
<b>Unit Summary</b>	This unit explores the understanding needed to make effective decisions and how to work with others in this process. Once knowledge and understanding has been established, this can then be used to develop the skills required to implement these decisions. The unit will require research into resource management and how this can be done effectively to comply with legislation, policy, and procedures, including researching integrated approaches in health and social care.
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.4)</b> The learner can:
1. Understand effective decision-making	1.1 Explain the different types of decisions required in own role  1.2 Analyse the role of data, information, and intelligence in making evidence-based decisions to improve quality  1.3 Evaluate how own and others' values and priorities influence decision-making processes  1.4 Describe how to enable others to contribute to decision-making  1.5 Assess the importance of reviewing and evaluating decisions to improve quality



<p>2. Demonstrate effective decision-making</p>	<p>2.1 Identify when decisions need to be made</p> <p>2.2 Gather data, information, and intelligence to inform decision-making</p> <p>2.3 Identify a range of potential solutions</p> <p>2.4 Evaluate potential solutions and draw conclusions</p> <p>2.5 Involve individuals and others in the decision-making process and the implementation of the outcome</p> <p>2.6 Evaluate the decision and the decision-making process used</p>
<p>3. Understand principles for effective resource management</p>	<p>3.1 Analyse the impact of national and local strategies and priorities on resource planning and management in relation to:</p> <ul style="list-style-type: none"><li>• financial resources</li><li>• physical resources</li><li>• human resources</li></ul> <p>3.2 Evaluate the importance of accurate forecasting for resource requirements</p> <p>3.3 Assess the value of using assets and resources outside traditional services and in the community</p> <p>3.4 Analyse the place of technology as a resource in service delivery and service management</p> <p>3.5 Explain the meaning of sustainability in terms of resource management in adult care</p>



	<p>3.6 Evaluate the roles, responsibilities, and accountabilities for resource management within the organisation</p> <p>3.7 Describe the importance of business continuity planning and the processes available</p>
<p>4. Understand principles of effective human resource management</p>	<p>4.1 Analyse legislation, policy and practices underpinning safe and fair recruitment</p> <p>4.2 Evaluate approaches known to improve recruitment and retention of adult care staff</p> <p>4.3 Explain recruitment, selection and induction processes in the organisation and own role in them</p> <p>4.4 Describe the importance of ensuring employment practices are free from discrimination and harassment</p> <p>4.5 Explain how to identify the numbers and patterns of staffing required to provide a person-centred, outcomes-based service</p> <p>4.6 Analyse factors that could influence staffing requirements and patterns</p> <p>4.7 Explain how to manage staffing patterns and adjust them to meet changing circumstances</p> <p>4.8 Evaluate succession and contingency planning in relation to workforce</p> <p>4.9 Analyse the organisation's performance management procedures, and own role in these</p>



	4.10 Evaluate the organisation’s conduct, discipline and grievance procedures, and own role in these
5. Understand market provision in adult social care	<p>5.1 Assess how services are commissioned, procured, and funded</p> <p>5.2 Evaluate current drivers shaping adult care, funding mechanisms and related service gaps in current market provision</p> <p>5.3 Analyse how own service relates to the wider market and needs of the local population now and in the future</p> <p>5.4 Explain how own service will need to evolve to meet demand for social care services now and in the future</p>
6. Understand integrated approaches in health and social care	<p>6.1 Assess what is meant by an integrated health and social care system</p> <p>6.2 Evaluate the rationale and legislative context for integrated approaches to service provision</p> <p>6.3 Analyse local and national initiatives to better integrate health and social care systems and services</p> <p>6.4 Measure impact of more integrated systems and processes on working practices and relationships</p>
Details of the relationship of the unit and relevant national occupational standards: <b>LMAC5A/DM &amp; LMAC5A/BR</b>	





## Health, Safety and Wellbeing within a Care Service

<b>Unit Reference</b>	M/650/4883
<b>BIIAB Reference</b>	AC503
<b>Level</b>	5
<b>Credit Value</b>	8
<b>Guided Learning (GL)</b>	64
<b>Unit Summary</b>	This unit helps learners to understand the legislation and frameworks regarding health and safety which are required to manage a care establishment. It looks at risk management and the importance of allowing service-users to take risks in their everyday life. Learners will also need to understand the importance of wellbeing and their own role in promoting this for others.
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.6)</b> The learner can:
1. Understand health and safety requirements in adult social care	1.1 Evaluate 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. Lead the implementation of health and safety requirements in adult social care	2.1 Demonstrate your interpretation of 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 and procedures to help keep them safe  2.3 Monitor compliance with safe working practices and provide appropriate intervention where procedures are not adhered to



	<p>2.4 Evaluate working practices and make improvements to health and safety practices, policies and procedures</p> <p>2.5 Complete records and reports on health and safety and issues according to legislative and organisational requirements</p>
<p>3. Understand effective risk management</p>	<p>3.1 Assess the range of risk management requirements in adult care</p> <p>3.2 Evaluate own responsibilities to identify, assess and manage risk</p> <p>3.3 Analyse the range of mechanisms and tools available to inform and carry out risk management activities</p>
<p>4. Lead the implementation of policies, procedures and practices to effectively manage risk</p>	<p>4.1 Contribute to the development of policies, procedures and practices to identify, assess and manage risk</p> <p>4.2 Work with others to identify, assess and manage risks and issues</p> <p>4.3 Support team members to understand risk management and adhere to guidance which promotes safe practices</p>
<p>5. Lead a culture that promotes individuals' wellbeing and independence in all aspects of day-to-day practice</p>	<p>5.1 Facilitate a culture where individuals' histories, preferences, wishes, needs and strengths are prioritised, recognised, respected and responded to</p> <p>5.2 Facilitate a culture which enables individuals to lead full and meaningful lives connected to those important to them and to their communities</p>



	<p>5.3 Facilitate a culture which enables individuals and those important to them to influence and co-design how care and support services are provided</p>
<p>6. Understand the importance of promoting individuals' health and wellbeing</p>	<p>6.1 Assess the range of factors that may influence individuals' health and wellbeing</p> <p>6.2 Evaluate own role, and role of others, in monitoring, assessing and promoting individuals' wellbeing</p> <p>6.3 Analyse own role in providing sufficient training, support and supervision to enable others to monitor the individuals' health and wellbeing</p> <p>6.4 Explain how to ensure lines of accountability and responsibility are understood for delegated healthcare tasks</p>
<p>7. Lead practice in promoting individuals' health and wellbeing</p>	<p>7.1 Support others to meet identified health and wellbeing needs</p> <p>7.2 Support others to monitor, and assess changes to, individuals' health and wellbeing using appropriate tools</p> <p>7.3 Support others to understand the importance of early identification of deterioration in individuals' health and wellbeing</p> <p>7.4 Support others to record and respond to assessments and observations of individuals' health and wellbeing</p>



	<p>7.5 Implement protocols for involving others in response to changes in individuals' health and wellbeing</p> <p>7.6 Work in partnership with individuals, healthcare professionals and others to agree roles and responsibilities in achieving individuals' healthcare and wellbeing outcomes</p>
<p>Details of the relationship of the unit and relevant national occupational standards: <b>LMAC5G/HS &amp; LMAC5F/HW</b></p>	



## Leading and Managing Teams in Adult Care Settings

<b>Unit Reference</b>	R/650/4884
<b>BIIAB Reference</b>	AC504
<b>Level</b>	5
<b>Credit Value</b>	8
<b>Guided Learning (GL)</b>	59
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and understanding of the principles of learning and the importance of professional development within the Care industry. The learner will understand the requirements of professional supervision and the benefits of this to members of the team. The unit also allows learners to demonstrate their skills in providing leadership to the team which encompasses all the roles of building a strong team and ensures that the learner is able to manage and develop the team on an ongoing basis.
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.8)</b> The learner can:
1. Provide leadership for a team	<p>1.1 Adapt leadership styles to reflect different stages and cycles in the team's development</p> <p>1.2 Establish trust and accountability within the team</p> <p>1.3 Build and maintain the team's commitment to the service and its values</p> <p>1.4 Develop, implement and review strategies to support a positive value-based culture in the team</p>



	<p><b>1.5 Demonstrate values and behaviours</b> which recognise and champion diversity, equality, and inclusion within the team</p>
<p>2. Manage team work</p>	<p>2.1 Support the participation of team members in agreeing team objectives</p> <p>2.2 Encourage creativity and innovation in planning how to meet team objectives and agree a team plan</p> <p>2.3 Agree roles and responsibilities, taking account of the team's strengths and development needs</p> <p>2.4 Support the team to work towards team objectives</p> <p>2.5 Review team objectives and facilitate opportunity for the team to reflect on their progress</p> <p>2.6 Provide feedback and recognise progress on team performance</p>
<p>3. Understand principles of learning and professional development in adult care</p>	<p>3.1 Analyse the range of required and recommended learning and development in adult care</p> <p>3.2 Evaluate the differences between learning requirements and continuous professional development</p> <p>3.3 Examine the purpose and benefits of workforce planning and development</p> <p>3.4 Assess the importance of literacy, numeracy, and digital skills in adult care and how to develop these skills of the workforce</p>



	<p>3.5 Evaluate the benefits of continually improving own and team’s knowledge and practice and ways to achieve this</p> <p>3.6 Analyse the factors to consider when identifying, planning, selecting, and commissioning activities for learning and professional development</p> <p>3.7 Scrutinise the importance of reflective practice in improving own and team’s performance and different models that support this</p>
<p>4. Lead learning and professional development practices</p>	<p>4.1 Evaluate available mechanisms and resources that can support learning and professional development in adult care</p> <p>4.2 Promote a learning culture within own team</p> <p>4.3 Support team members to plan for, achieve, and review, their professional development goals</p> <p>4.4 Facilitate the development of others to enable effective delegation</p>
<p>5. Understand the purpose and practice of professional supervision in adult care settings</p>	<p>5.1 Describe how requirements of legislation, codes of practice and agreed ways of working influence and structure professional supervision requirements in adult care</p> <p>5.2 Evaluate the function of professional supervision in adult care</p> <p>5.3 Assess different supervision activities and processes which can be used in adult care</p>



	<p>5.4 Analyse how effective supervision should be used to support and protect:</p> <ul style="list-style-type: none"><li>• the supervisee</li><li>• individuals, carers, and families</li></ul> <p>5.5 Analyse how effective supervision can protect:</p> <ul style="list-style-type: none"><li>• the supervisor</li><li>• the organisation</li></ul> <p>5.6 Evaluate why the wellbeing of the supervisee should be included within effective supervision and supportive practices, and ways to enable and promote this</p> <p>5.7 Describe how external and internal factors influence practice and can be used within professional supervision objectives</p> <p>5.8 Explain how supervision can be used alongside appraisal and professional development processes to enhance performance and aspirations of the supervisee</p> <p>5.9 Evaluate the factors which can result in a power imbalance in professional supervision and how to address them</p> <p>5.10 Scrutinise ways to address challenges arising during professional supervision</p>
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<p>6. Provide regular professional supervision</p>	<p>6.1 Establish understanding and agreement with supervisee on key areas such as:</p> <ul style="list-style-type: none"> <li>• the purpose, frequency, and location of supervision activities</li> <li>• actions which can support preparation for supervision</li> <li>• sources of data and evidence that can be used to inform supervision</li> <li>• confidentiality, boundaries, roles, and accountability</li> </ul> <p>6.2 Use information from a range of sources to build an understanding of the supervisee’s performance</p> <p>6.3 Support the supervisee to review their own wellbeing and the range of strategies and support available to them</p> <p>6.4 Support the supervisee to reflect on and explore methods of addressing different situations in their work</p> <p>6.5 Provide constructive feedback to the supervisee that can be used to improve and develop performance</p> <p>6.6 Support the supervisee to identify, plan and achieve their own learning and professional development needs</p> <p>6.7 Agree, review and revise targets to meet objectives of the work setting and individual objectives of the supervisee</p> <p>6.8 Record and store outcomes of supervision activities in line with agreed ways of working</p>
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Details of the relationship of the unit and relevant national occupational standards:  
**LMAC5B/TL, LMAC5B/LD & LMAC5B/SO**



## Effective Communication and Handling Information in Adult Care Settings

<b>Unit Reference</b>	T/650/4885
<b>BIIAB Reference</b>	AC505
<b>Level</b>	5
<b>Credit Value</b>	7
<b>Guided Learning (GL)</b>	56
<b>Unit Summary</b>	This unit looks at communication including handling information within the adult care setting. It involves researching the different types of communication and when each model can be used. Learners will have to research conflict management and use their communication skills to resolve conflict within the organisation. Learners will have to research how to communicate effectively with others including those within the care profession. The learners' communication will have to be effective, and they will be required to demonstrate how to communicate to produce positive outcomes for the people who receive care. Learners will also have to research information management systems to ensure they remain effective and comply with legal and ethical requirements.
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.3)</b> The learner can:
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 Explain how to achieve maximum impact by using a range of appropriate communication skills and methods



	<p>1.3 Analyse how communication skills underpin:</p> <ul style="list-style-type: none"><li>• achievement of positive outcomes for individuals and others</li><li>• the leadership and management of teams</li><li>• sustainable relationships and partnerships</li></ul>
2. Know how to manage and resolve conflict	<p>2.1 Assess the models of conflict management and conflict resolution</p> <p>2.2 Evaluate factors that can cause friction and conflict within the workplace</p> <p>2.3 Analyse the skills that underpin conflict management and conflict resolution techniques</p>
3. Be able to communicate effectively with others	<p>3.1 Demonstrate a range of effective communication styles, methods and skills</p> <p>3.2 Apply communication skills appropriately in relation to message and audience for maximum impact</p> <p>3.3 Adapt communication style in response to the emotional context and communication style of others</p> <p>3.4 Identify and overcome barriers to communication with a range of people</p>
4. Develop communication practices that promote positive outcomes	<p>4.1 Monitor and evaluate the effectiveness of the communication systems and practices used in the workplace</p> <p>4.2 Monitor and evaluate the effectiveness of the communication practices to support positive outcomes for individuals</p>



	4.3 Propose improvements to communication systems and practices and lead their implementation
5. Understand effective information management	<p>5.1 Analyse own role and responsibilities in effective information management, and in supporting others to handle information effectively</p> <p>5.2 Explain how to respond to a data breach, including reporting procedures</p> <p>5.3 Assess how to initiate the service’s business continuity plan and the relevance to data and cyber security</p>
6. Implement systems for effective information management	<p>6.1 Lead the implementation of policies and systems for effective information management to meet legal and ethical requirements</p> <p>6.2 Lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information</p> <p>6.3 Identify the team’s training needs in relation to handling information and implement a plan to address these needs</p>
Details of the relationship of the unit and relevant national occupational standards: <b>LMAC5E/EC &amp; LMAC5E/HI</b>	



## How to Manage Safeguarding and Mental Capacity in Adult Care Settings

<b>Unit Reference</b>	Y/650/4886
<b>BIIAB Reference</b>	AC506
<b>Level</b>	5
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	49
<b>Unit Summary</b>	This unit looks at safeguarding within adult care settings and learners will develop their knowledge, skills and understanding regarding the vital role played by safeguarding in an adult care service. Learners will have to research mental capacity so that they can develop an understanding of the importance of identifying this and how to promote services that protect people who are unable to make decisions for themselves. The unit also looks at restrictive practices and learners will have to understand the legal and ethical implications of these.
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1 to 4.7)</b> The learner can:
1. Understand requirements for safeguarding in adult care	<p>1.1 Evaluate current legislative framework and national guidance that underpins the safeguarding of adults</p> <p>1.2 Assess local systems, procedures and agencies relating to adult safeguarding and own role within these</p> <p>1.3 Assess how national and local guidelines, policies and procedures for safeguarding affect</p> <ul style="list-style-type: none"> <li>• day to day work with individuals</li> <li>• own responsibilities towards individuals, their families and carers as well as team members</li> </ul>



	<p>1.4 Evaluate how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on national policy</p> <p>1.5 Analyse legal provisions in relation to whistleblowing and information sharing</p> <p>1.6 Evaluate own role in leading a response to suspected or disclosed abuse or neglect</p> <p>1.7 Explain how and when to engage others in relation to responding to safeguarding concerns</p> <p>1.8 Assess issues relating to consent to share information and own responsibilities to share information about suspicions or disclosures of abuse or neglect</p> <p>1.9 Assess local systems, procedures and agencies relating to children's safeguarding and own role within these</p>
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<p>2. Lead the implementation of practices, policies and procedures to support safeguarding in adult care</p>	<p>2.1 Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements and local and national guidance</p> <p>2.2 Embed safeguarding principles throughout all practices, policies and procedures</p> <p>2.3 Support team members to develop the knowledge and skills they need to safeguard adults at risk</p> <p>2.4 Ensure team members understand their role in responding to concerns about the safeguarding of a child or young person</p> <p>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</p> <p>2.6 Embed practices that encourage and empower adults at risk, and those who are important to them, to share concerns</p> <p>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</p>
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<p>3. Understand mental capacity and consent</p>	<p>3.1 Assess key provisions of legislation, codes of practice and policy regarding mental capacity and how these relate to the service</p> <p>3.2 Evaluate own role in applying and upholding key principles of mental capacity legislation and code of practice</p> <p>3.3 Explain the support available when mental capacity needs to be assessed, and how to access this support</p> <p>3.4 Evaluate own role in the assessment of risk in situations where an individual's capacity is a concern</p> <p>3.5 Assess practices which support individuals' ability to provide valid consent</p> <p>3.6 Evaluate own and team members' development needs relating to mental capacity and their practice</p>
<p>4. Understand the use and impact of restrictive practices</p>	<p>4.1 Assess what is meant by 'restrictive practices', 'restraint' and 'deprivation of liberty' and how they apply to practices within own work setting</p> <p>4.2 Analyse the legal and ethical considerations of restricting an individual's rights and freedoms</p> <p>4.3 Evaluate own responsibilities in relation to restrictive practices and deprivations of liberty</p> <p>4.4 Assess appropriate and proportionate responses to restrictions on an individual's rights and freedoms</p>





	<p>4.5 Explain the potential impacts of restrictive practices on individuals and others</p> <p>4.6 Describe how person-centred, outcomes-based practices can mitigate the use of restrictive practices</p> <p>4.7 Assess own and team members' development needs relating to the use of restrictive practices</p>
<p>Details of the relationship of the unit and relevant national occupational standards: <b>LMAC5C/SG &amp; LMAC5C/MC</b></p>	



## Partnerships in Adult Care Settings and Dealing with Comments and Complaints

<b>Unit Reference</b>	A/650/4887
<b>BIIAB Reference</b>	AC507
<b>Level</b>	5
<b>Credit Value</b>	7
<b>Guided Learning (GL)</b>	52
<b>Unit Summary</b>	<p>This unit requires learners to research partnership working and how legislation and regulation influences the relationships with others. Learners will have to understand the importance of partnership working and the communication systems and methods used to try to promote a seamless service. Learners will have to demonstrate their competence through the systems they have developed and their skills so that they can manage change effectively. Learners will also have to understand how to manage comments and complaints and use these to improve the service provided.</p>
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1. to 6.4)</b> The learner can:
1. Understand the context of relationships and partnership working	<p>1.1 Evaluate how legislation and regulation influence working relationships with others</p> <p>1.2 Assess how relationships with individuals and carers underpin person-centred practice and affect the achievement of positive outcomes for individuals and their families</p> <p>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</p>



	<p>sustainability and reach of the organisation</p> <p>1.4 Evaluate how integrated working with other agencies delivers better outcomes for individuals and the place of systems leadership in this</p> <p>1.5 Analyse the methods, protocols, and limitations of different communication methods used to forge relationships and partnerships with other professionals and agencies</p> <p>1.6 Explain the features of effective, collaborative partnership working across agencies and ways to overcome barriers</p> <p>1.7 Analyse own role and responsibilities in establishing positive relationships within and beyond the organisation</p>
<p>2. Lead effective relationships with individuals, carers and families</p>	<p>2.1 Model open, respectful, and supportive relationships with individuals, carers and their families</p> <p>2.2 Embed co-production within day-to-day practices of team</p>
<p>3. Manage working relationships with colleagues in own setting to achieve positive outcomes for individuals</p>	<p>3.1 Develop systems and procedures to facilitate effective working relationships with colleagues in the organisation</p> <p>3.2 Develop and agree common objectives when working with colleagues</p> <p>3.3 Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise</p>



	<p>3.4 Deal constructively with conflicts or dilemmas that arise</p> <p>3.5 Evaluate own working relationships with colleagues</p>
<p>4. Work in partnership with professionals and other agencies</p>	<p>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</p> <p>4.2 Use agreed ways of working to carry out own role and support others to carry out their responsibilities</p> <p>4.3 Deal constructively with any challenges in ways that promote change, any poor practice or failure to work in agreed ways</p> <p>4.4 Implement and use communication and recording systems that comply with current legislation for information sharing between agencies</p> <p>4.5 Evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements</p>
<p>5. Understand the management of comments and complaints</p>	<p>5.1 Analyse the relationship between the management of comments and complaints, risk management and safeguarding</p> <p>5.2 Explain regulatory requirements, codes of practice and guidance for managing comments and complaints</p>



	<p>5.3 Assess why those using services and others may be reluctant to raise comments or make complaints</p> <p>5.4 Evaluate attitudes and approaches that ensure comments and complaints can prompt continuous improvement of the service</p>
<p>6. Lead practice in listening and responding to comments and complaints</p>	<p>6.1 Support team members to understand systems and procedures that ensure individuals' comments and complaints are listened and responded to</p> <p>6.2 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</p> <p>6.3 Implement open and transparent systems and procedures that address and respond compassionately to comments and complaints within agreed timeframes</p> <p>6.4 Learn from comments and complaints to drive improvements to the service</p>
<p>Details of the relationship of the unit and relevant national occupational standards: <b>LMAC5C/PS &amp; LMAC5C/CC</b></p>	



## Continuous Improvement and Leading the Vision in Adult Care Settings

<b>Unit Reference</b>	D/650/4888
<b>BIIAB Reference</b>	AC508
<b>Level</b>	5
<b>Credit Value</b>	7
<b>Guided Learning (GL)</b>	49
<b>Unit Summary</b>	This unit looks at the importance of organisations having a vision, and how learners can develop this and support their team and stakeholders to promote and deliver this. Learners will also have to understand the importance of quality improvements and how this is a continual process to meet the needs of the people who receive care. Learners will have to demonstrate their skills in leading their team to continually improve their practices and achieve positive outcomes which are based on person-centred approaches. Learners, as managers, will have to understand the change process and how to manage change effectively.
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.4)</b> The learner can:
1. Understand how to develop a vision for the service	<p>1.1 Assess own role in developing a vision for the service</p> <p>1.2 Evaluate how the vision, and future of the service, may be affected by a range of factors</p> <p>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</p>



<p>2. Lead commitment and implementation of the vision and future direction of the service</p>	<p>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</p> <p>2.2 Support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them</p> <p>2.3 Create a plan to implement the vision and future direction of the service</p> <p>2.4 Review and monitor stages of the plan and adapt approaches where needed</p>
<p>3. Understand continuous quality improvement in adult social care</p>	<p>3.1 Explain how to use continuous quality improvement tools and techniques to meet regulatory and best practice guidance requirements</p> <p>3.2 Evaluate the potential signs or indicators of poor practices</p> <p>3.3 Assess how quality assurance practices inform quality improvement activities</p> <p>3.4 Analyse how governance, audit processes and compliance activity can support person-centred, outcome-based practices</p>
<p>4. Lead continuous improvement in practice</p>	<p>4.1 Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person-centred practice</p> <p>4.2 Create opportunities for individuals and others to provide feedback on their experiences of the service</p>



	<p>4.3 Listen, respond to, and use the views of individuals and others</p> <p>4.4 Use evidence-based research to identify best practice in outcomes-based and person-centred practice</p> <p>4.5 Identify areas where digital technology could improve or enhance outcomes-based person-centred practice</p> <p>4.6 Identify and act on lessons learnt from incidents and events</p> <p>4.7 Review the extent to which systems, processes and practice facilitate positive outcomes for individuals</p> <p>4.8 Plan for and lead the implementation of improvements to systems, processes, and practice</p>
<p>5. Lead a culture that supports innovation and change to improve outcomes for individuals</p>	<p>5.1 Evaluate the achievement of person-centred outcomes to identify where improvements could be made</p> <p>5.2 Work with others to identify opportunities for service improvement through transformation and innovation</p> <p>5.3 Recognise and utilise the expertise of others when driving innovation, improvement, and change</p>
<p>6. Understand how to implement effective change</p>	<p>6.1 Evaluate the processes and models of best practice in 'change management'</p> <p>6.2 Assess the tools available and skills needed to inspire change, development, and innovation across the service</p>





	<p>6.3 Analyse the range of external drivers for change and how these impact on service</p> <p>6.4 Explain success factors and barriers to implementing effective change</p>
<p>Details of the relationship of the unit and relevant national occupational standards: <b>LMAC5D/LV &amp; LMAC5D/CI</b></p>	



## Understanding Equality, Diversity, Inclusion and Human Rights for Leading Person-Centred Practice in Adult Care Settings

<b>Unit Reference</b>	F/650/4889
<b>BIIAB Reference</b>	AC509
<b>Level</b>	5
<b>Credit Value</b>	10
<b>Guided Learning (GL)</b>	74
<b>Unit Summary</b>	This unit looks at person-centred, outcome-based practices and learners will be required to research and understand the importance of these and how they can implement them within their workplace to ensure that the people who use the service are treated appropriately. Learners will have to look at promoting health and wellbeing whilst recognising that individual people have the right to take risks in everyday life and to form meaningful relationships. Learners will also have to ensure that they fully understand equality, diversity, inclusion and human rights and that they are able to promote a culture within their organisation which promotes and celebrates these.
<b>Learning Outcomes (1 to 9)</b> The learner will:	<b>Assessment Criteria (1.1 to 9.5)</b> The learner can:
1. Understand person-centred, outcomes-based practice	1.1 Analyse the features, principles, drivers, and values of: <ul style="list-style-type: none"> <li>• strength-based approaches</li> <li>• person-centred practice</li> <li>• active participation</li> <li>• outcomes-based practice</li> </ul> 1.2 Evaluate 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 enabling individuals to achieve their desired outcomes	<p>2.1 Assess the role of partnerships, collaboration and co-production with individuals and others in enabling individuals to achieve their desired outcomes</p> <p>2.2 Evaluate own service's role in enabling individuals to build and maintain relationships and connections to their community</p> <p>2.3 Assess how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals</p>
3. Lead practice to facilitate positive outcomes for individuals through person-centred practice	<p>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</p> <p>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</p> <p>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</p> <p>3.4 Facilitate the development and review of individuals' care and support ensuring individuals and others are actively involved and that plans, and activities</p>



	<p>reflect individuals' preferences, wishes, strengths and needs</p> <p>3.5 Manage resources in ways that:</p> <ul style="list-style-type: none"> <li>• support individuals to make choices about their health and wellbeing, and achieve positive outcomes,</li> <li>• provide reasonable adjustments to enable individuals to access care and support</li> </ul> <p>3.6 Implement systems and processes for recording:</p> <ul style="list-style-type: none"> <li>• identification, progress towards and achievement of individuals desired outcomes,</li> <li>• the implementation of person-centred practice</li> </ul>
<p>4. Understand the role of relationships in promoting health and wellbeing</p>	<p>4.1 Explain the importance of proactive approaches in supporting individuals to build and maintain relationships</p> <p>4.2 Assess how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce or minimise risks</p> <p>4.3 Analyse the range and types of support an individual may need to maintain and build relationships, and when external services may be required</p>
<p>5. Lead practice in recognising individuals' relationships</p>	<p>5.1 Develop approaches which recognise individuals' sexuality and relationship needs</p> <p>5.2 Promote an open, proactive culture where individuals and others feel confident to discuss sexuality, relationships, and protection</p>



	5.3 Ensure individuals and others have access to support, information and advice about relationships and sexuality
6. Understand positive risk-taking in context of supporting individuals	<p>6.1 Explain how positive risk-taking can contribute to the achievement of positive outcomes for individuals</p> <p>6.2 Assess the impact of a risk-averse culture on person-centred practice and the wellbeing of individuals</p> <p>6.3 Evaluate the considerations which need to be applied in the management of positive risk-taking</p> <p>6.4 Analyse how supporting others to balance risks and rights promotes person-centred practices</p>
7. Lead the implementation of practices, policies, procedures to manage risk and positive risk-taking	<p>7.1 Lead a culture which recognises the benefits of positive risk-taking in person-centred practice and the wellbeing of individuals</p> <p>7.2 Facilitate a person-centred approach in the management of risks</p> <p>7.3 Evaluate own and others' practice in leading a balanced approach to risk-taking</p>
8. Understand equality, diversity, inclusion, and human rights	<p>8.1 Evaluate the legislation underpinning equality, diversity, inclusion, and human rights</p> <p>8.2 Analyse the societal, and historical influences underpinning equality, diversity, inclusion, and human rights</p>



	<p>8.3 Analyse the impact of legal, societal, and historical influencers on own role in promoting a culture that values equality, diversity, inclusion, and human rights</p> <p>8.4 Explain the impact of discriminatory or closed cultures on individuals and others</p> <p>8.5 Evaluate how own and others' values, beliefs and experience can impact practices and behaviours relating to equality, diversity, inclusion, and human rights</p>
<p>9. Lead a culture that promotes, values, and celebrates equality, diversity, inclusion, and human rights</p>	<p>9.1 Evaluate own and others' ability to respond positively to people's differences to achieve better outcomes</p> <p>9.2 Evaluate how the service promotes, values, and celebrates equality, diversity, inclusion, and human rights</p> <p>9.3 Implement changes to practices, policy, or procedures to improve how the service promotes, values, and celebrates equality, diversity, inclusion, and human rights</p> <p>9.4 Monitor and review changes and improvements being made to lead to better outcomes for individuals and others</p> <p>9.5 Challenge, and support others to challenge, discrimination, harassment and exclusion in ways that are likely to achieve change and promote positive outcomes</p>
<p>Details of the relationship of the unit and relevant national occupational standards: <b>LMAC5F/PC &amp; LMAC5F/ED</b></p>	



## Personal Wellbeing and Continuous Development for Managers in Adult Care Settings

<b>Unit Reference</b>	K/650/4890
<b>BIIAB Reference</b>	AC510
<b>Level</b>	5
<b>Credit Value</b>	7
<b>Guided Learning (GL)</b>	50
<b>Unit Summary</b>	This unit explores professional development and how learners can demonstrate that they are encouraging continuous development within their organisation for all staff including themselves. Learners will be expected to research self-awareness and use this knowledge to manage their own workload effectively, taking into account the resources available to ensure their own wellbeing. They will have to research and develop strategies and coping mechanisms to help reduce stress and anxiety, including who to call upon for help, if needed.
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.6)</b> The learner can:
1. Demonstrate commitment to own development	<p>1.1 Evaluate own knowledge and performance using standards and benchmarks</p> <p>1.2 Identify and prioritise own professional development needs and aspirations and implement plans to meet these</p> <p>1.3 Create and engage with opportunities for others to provide feedback on own performance across all aspects of role</p> <p>1.4 Identify a range of opportunities to support own professional development that reflect own learning style and needs</p>

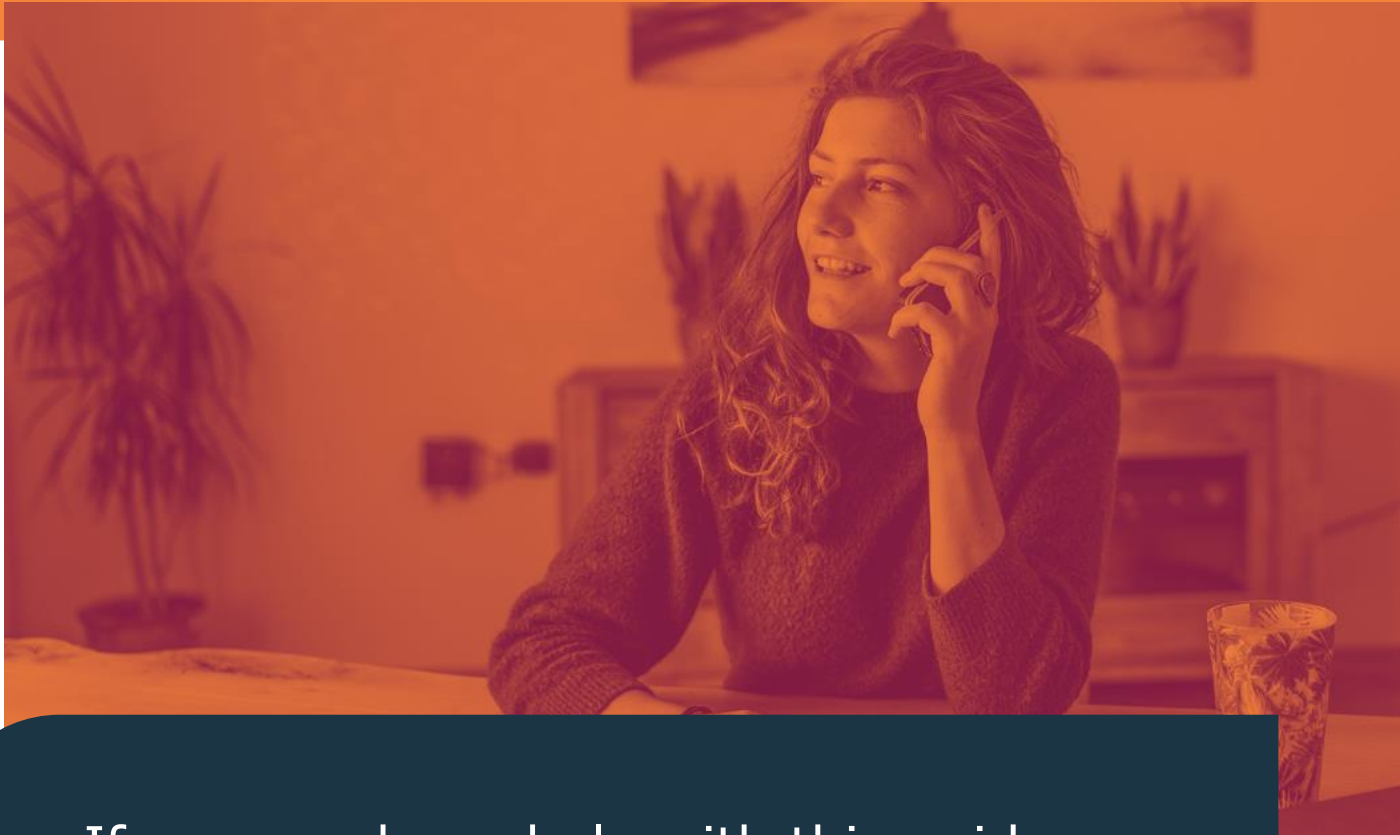


	<p>1.5 Evaluate how own practice has been improved through:</p> <ul style="list-style-type: none"><li>• the implementation of the professional development plan</li><li>• reflection on feedback from others</li><li>• learning from achievements and adverse events</li></ul>
2. Demonstrate commitment to self-awareness	<p>2.1 Use feedback and reflective practice to increase own self-awareness</p> <p>2.2 Analyse how own values, belief systems and experiences impact own practices</p> <p>2.3 Analyse how own emotions affect behaviour and the impact this has on others</p>
3. Manage own workload effectively	<p>3.1 Use strategies and tools to plan and identify priorities for work and revise plans when priorities change</p> <p>3.2 Use digital technology to enhance own and others' efficiency</p> <p>3.3 Facilitate the development of others to enable effective delegation</p> <p>3.4 Evaluate the impact on own wellbeing when planning and responding to organisation priorities</p> <p>3.5 Plan strategies and support mechanisms to access when workload is difficult to manage</p>
4. Understand own wellbeing	<p>4.1 Evaluate what is meant by 'personal wellbeing', 'self-care' and 'resilience'</p> <p>4.2 Assess factors that positively and negatively influence own wellbeing</p>





	4.3 Assess indicators of own wellbeing and wellbeing deterioration
5. Understand the importance of maintaining and improving own wellbeing	5.1 Assess how own wellbeing impacts role and behaviour  5.2 Evaluate how own wellbeing impacts others
6. Know how to maintain and improve own wellbeing	6.1 Evaluate strategies to maintain and improve own wellbeing  6.2 Assess a range of wellbeing support offers available and how to access them  6.3 Explain how to access professional help if needed
7. Know how to manage own stress and anxiety	7.1 Explain what is meant by 'stress' and 'anxiety'  7.2 Assess indicators of stress and anxiety in oneself  7.3 Evaluate factors that can trigger stress and anxiety in oneself  7.4 Analyse how stress and anxiety may affect own reactions and behaviours towards others  7.5 Analyse strategies for managing own stress and anxiety  7.6 Explain how to access a range of support offers
Details of the relationship of the unit and relevant national occupational standards: <b>LMAC5H/CD &amp; LMAC5H/PW</b>	



If you need any help with this guide please contact our team.

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