

# **LEVEL 5 DIPLOMA IN LEADERSHIP AND MANAGEMENT FOR ADULT CARE CRITERIA FOR THE QUALIFICATION**

**JANUARY 2016**

## Context

Managers in adult social care hold a pivotal position in ensuring that services can respond fully to the needs and aspirations of those 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.

It is the role of Skills for Care to define the content of this Specification, working in partnership with employers, regulators and those who use services. The content is applicable both to Registered Managers and more widely to all those who manage adult care services.

## Qualification criteria

The criteria below set out the minimum requirements for qualifications that develop and confirm the competence of those who manage care and support services for adults in England.

The criteria are presented in two sections:

Section A: Summary of Qualification content and accreditation requirements

Section B: Minimum content requirements for the Qualification

## Supporting information

A short glossary of key terms is included at the end of this specification: terms included in the glossary are highlighted in **bold** within the criteria.

## Section A: Summary of Qualification content and accreditation

### Content

All **LEVEL 5 DIPLOMA IN LEADERSHIP AND MANAGEMENT FOR ADULT CARE** qualifications will require learners to demonstrate in-depth understanding and effective practice in leadership and management for adult care services, including the following areas:

- 1. Leadership and management**
- 2. Governance and regulatory processes**
- 3. Communication**
- 4. Relationships and partnership working**
- 5. Person centred practice for positive outcomes**
- 6. Professional development, supervision and performance management**
- 7. Resources**
- 8. Safeguarding, protection and risk**
- 9. Manage self**
- 10. Decision-making**
- 11. Entrepreneurial skills and innovation**
- 12. Additional requirements**

Details of required content under each of these headings are given in the following pages.

The content links with requirements for the *National Occupational Standards (NOS) for Leadership and Management in Care Services*. Each section of the criteria begins with a table showing links to specific NOS as well as pre-existing QCF units.

The full suite of NOS can be found at

[http://www.skillsforcareanddevelopment.org.uk/Careersincare/Leadership\\_and\\_Management\\_in\\_Care\\_Services\\_Standards.aspx](http://www.skillsforcareanddevelopment.org.uk/Careersincare/Leadership_and_Management_in_Care_Services_Standards.aspx)

References to MIS are to the Manager Induction Standards published by Skills for Care in 2016.

## Accreditation

Qualifications developed to meet the criteria in this specification must also meet the General Conditions of Recognition set by Ofqual for fit for purpose qualifications. They should be valid, reliable, comparable, and manageable and minimise bias.

## Assessment

Qualifications developed to meet the criteria in this specification must be assessed in accordance with the Assessment Principles developed by Skills for Care & Development to complement Ofqual requirements.

## Units

Qualifications developed to meet the criteria in this specification must be presented as units as indicated within the specification. This is to aid consistency and understanding amongst learners and their employers, as well as allowing for funding mechanisms based on unit achievement such as the Workforce Development Fund. In this document a code number has been assigned to each area of content designated as a unit, to facilitate identification of eligible units in due course.

## Recognition of prior learning

To facilitate continuing professional development it is recommended that units within this qualification be assigned a credit value, so that they can be readily used for recognition of prior learning (RPL). Alternative robust approaches to RPL may be considered.

## Apprenticeships

While SASE Apprenticeship Frameworks remain in use, qualifications to be included in Frameworks must be creditised. Qualifications to be included in the *Higher Apprenticeship in Care Leadership and Management* must be confirmed as meeting the requirements of this specification and must continue to carry a minimum of 90 credits.

## Total Qualification Time

It is anticipated that all **LEVEL 5 DIPLOMA IN LEADERSHIP AND MANAGEMENT FOR ADULT CARE** qualifications will have a minimum Total Qualification Time of 800 hours. This will allow for mandatory content to be covered in appropriate depth and takes account of additional content required for learners to contextualise their learning to their own work role (See section 12).

## Section B

### MINIMUM CONTENT REQUIREMENTS FOR THE LEVEL 5 DIPLOMA IN LEADERSHIP AND MANAGEMENT FOR ADULT CARE

(Terms in **bold** are defined in the glossary at the end of the Specification.)

<b>1. LEADERSHIP AND MANAGEMENT</b>	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>LM1C Lead and manage a team within a health and social care or children and young people's H/602/3171</li> <li>LM 507 Understand professional management and leadership F/504/2218</li> <li>LM501 Professional practice in health and social care for adults or children and young people T/504/2197</li> </ul>
NOS	<ul style="list-style-type: none"> <li>SCDLMCA2 Lead and manage change within care services</li> <li>SCDLMCA5 Manage the allocation, progression and quality of work in care service provision</li> </ul> <p>Core knowledge requirements repeated throughout the Leadership &amp; Management suite especially items K73-87 (Leading and Managing Practice)</p>
MIS 2016	Standard 1

#### **UNIT DILMAC 1A LEADERSHIP AND MANAGEMENT IN ADULT CARE**

Understand the application of theories of leadership and management including:

key theories of management and leadership

how theoretical models are applied to practice

potential conflicts between the application of leadership and management models and how to address these

Understand leadership and management in adult care settings including:

the impact of national policy drivers on management and leadership in adult care services

why managers in social care settings need both leadership and management skills and what these are

why leadership and management styles may need to be adapted to manage different situations

the two way interaction between leadership and the values/culture of an organisation

how to establish a culture of continual learning and development in the setting and the importance of learning from experience

Lead commitment to a vision for the service

communicate own ideas and enthusiasm about the service and its future confidently and in a way which engages others

support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them

build support for the vision and ensure it is shared and owned by those who will be implementing and communicating it

### UNIT DILMAC 1B TEAM LEADERSHIP IN ADULT CARE

Provide leadership for a team including:

adapt leadership styles to reflect different stages in the team's development

establish trust and accountability within the team

build team commitment to the service and its values by consistently demonstrating own commitment and expressing own vision

develop, implement and review strategies to support a positive **values-based** culture in the team

model and promote team practice that champions diversity, equality and inclusion and challenges discrimination and exclusion

Manage team work including:

facilitate the participation of team members in agreeing team objectives

encourage creativity and innovation in planning how to meet team objectives and agree a team plan

agree roles, responsibilities and personal work objectives with team members taking account of their individual skills, interests, knowledge, expertise and development needs

support team members to work towards personal and team objectives and monitor progress

provide feedback on performance to

- individual team members
- the team

work with team members to address any issues with performance and identify opportunities for continuing development

recognise progress achieved towards team and personal work objectives

<b>2. GOVERNANCE AND REGULATORY PROCESSES</b>	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>LM501 Professional practice in health and social care for adults or children and young people T/504/2197</li> </ul>
NOS	<ul style="list-style-type: none"> <li>SCDLMCE3 Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements</li> </ul>
MIS 2016	Standard 2

### **UNIT DILMAC 2A GOVERNANCE OF ADULT CARE**

Understand legislation and statutory requirements that underpin adult care provision including:

- legislation and statutory frameworks that apply to service providers
- the effect of legislation and policy on person centred and outcomes based procedures and practice
- how to use local and/or national forums to draw attention to potential conflicts between statutory frameworks and values/principles for good practice

Understand internal governance arrangements within own organisation including:

- its governance mechanisms and how these relate to its identity as a statutory, private, voluntary or independent organisation
- own position of accountability within the governance structure
- how **agreed ways of working** such as protocols, policies and procedures relate to governance and accountability

### **UNIT DILMAC 2B REGULATORY PROCESSES FOR ADULT CARE**

Understand systems and requirements for the regulation of adult care services including:

- reasons for the inspection system in England, key drivers and legislation underpinning it
- which services are subject to registration and to inspection
- key areas of enquiry for inspection
- the grading system and implications of each grade

sources of information and support

Understand key roles, remits and responsibilities in registered services including:

the Registered Manager

the Nominated Individual (and who may be appointed to this role)

the 'fit and proper person'

inspectors

Understand the inspection process including:

Who needs to be aware of and/or involved in the inspection process

How to prepare for an inspection

What is involved during an inspection and the information required

Ways to address the outcome and impact of an inspection

Understand the wider range of regulatory requirements that apply to the service including:

the range of regulation processes that apply to the service or aspects of it (eg in relation to health and safety)

types of information required for each

areas where different regulatory frameworks may present conflicting requirements and ways to address such conflicts

<b>3. Communication</b>	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>• SHC51 USE AND DEVELOP SYSTEMS THAT PROMOTE COMMUNICATION F/602/2335</li> <li>• LM502 Develop, maintain and use records and reports A/504/2198</li> </ul>
NOS	<ul style="list-style-type: none"> <li>• SCDLMCE1 - Lead and manage effective communication systems and practice</li> <li>• SCDHSC 0434 – Lead practice for managing and disseminating records and reports</li> </ul>
MIS 2016	Standard 3

### **UNIT DILMAC 3A COMMUNICATION AND INFORMATION MANAGEMENT IN ADULT CARE**

Understand models of communication including:

theoretical models of communication

how to recognise models of communication used in the work setting and why this is important

why different systems of communication can be needed in different contexts or with different people in adult care settings

how communication underpins

- sustainable relationships
- positive outcomes for individuals, families and carers
- leadership and management of teams
- conflict resolution
- partnership working
- information sharing

Develop communication systems and practices that support positive outcomes including:

monitor and evaluate the effectiveness of the communication systems and practices used in own workplace

propose improvements to communication systems and practices and lead their implementation

Implement systems for effective information management including:

lead the implementation of systems for effective information management to meet legal and ethical requirements

lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information

4. RELATIONSHIPS AND PARTNERSHIP WORKING	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>• M2C Work in partnership in health and social care or children and young people's settings A/602/3189</li> <li>• LM504 Lead practice in assessing and planning for the needs of families and carers A/504/2217</li> </ul>
NOS	<ul style="list-style-type: none"> <li>• SCDLMCD1 Lead and manage work with networks, communities, other professionals and organisations for care service provision</li> <li>• SCDLMCB4 Lead practice that involves key people to achieve positive outcomes</li> </ul>
MIS 2016	Standard 4

### UNIT DILMAC 4A PARTNERSHIP WORKING IN ADULT CARE

Understand the context of relationships and partnership working including:

how legislation and regulation influence working relationships with others

how relationships with individuals and carers underpin person centred practice and affect the achievement of positive outcomes for individuals and their families

how networking with other agencies and community groups brings benefits both for those using the service and for the sustainability of the organisation

how **integrated working** with other agencies delivers better outcomes for individuals and the place of **systems leadership** in this

the features of effective partnership working across agencies and ways to overcome barriers

own role and responsibilities in establishing positive relationships within and beyond the organisation

Lead effective relationships with individuals, carers and families including

model open, respectful and supportive relationships with individuals, carers and their families

support others to recognise the value of **co-production**, recognising the contribution and expertise of individuals, carers and families

ensure individuals and carers are aware of their statutory rights

implement systems that engage individuals and those important to them for day to day practice, decision-making and review

Manage working relationships with colleagues in the organisation to achieve positive outcomes for individuals including:

- develop procedures to facilitate effective working relationships with colleagues in the organisation

- develop and agree common objectives when working with colleagues

- implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise

- deal constructively with conflicts or dilemmas that arise

- evaluate own working relationships with colleagues

Work in partnership with professionals in other agencies including:

- 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

- use agreed ways of working to carry out own role and support others to carry out their responsibilities

- deal constructively with any challenges that arise

- implement communication and recording systems that comply with current legislation for information sharing between agencies

- challenge, in ways that promote change, any poor practice or failure to work in agreed ways

- evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements

<b>5. PERSON CENTRED PRACTICE FOR POSITIVE OUTCOMES</b>	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>• HSCM1 Lead person centred practice D/602/2844</li> <li>• M3 Manage health and social care practice to ensure positive outcomes for individuals M/602/2850</li> <li>• LM501 Professional practice in health and social care for adults or children and young people T/504/2197</li> <li>• SHC 53 Champion equality, diversity and inclusion Y/602/3183</li> </ul>
NOS	<ul style="list-style-type: none"> <li>• SCDLMCB4 Lead practice that involves key people to achieve positive outcomes</li> <li>• SCDLMCB2 Lead service provision that promotes the wellbeing of individuals</li> </ul>
MIS 2016	Standard 5

### UNIT DILMAC 5A OUTCOMES BASED PERSON CENTRED PRACTICE IN ADULT CARE

Understand **outcomes** based and **person centred practice** including:

the features, principles and values of outcomes based practice and how outcomes based practice relates to the **wellbeing** of individuals

the features, principles and values of person centred practice and how person centred practice relates to choice and control

how outcomes based practice and person centred practice interlink to support positive change for individuals

how **active participation** contributes to wellbeing and the achievement of positive outcomes

ways of working needed in order for individuals to have choice and control over decisions affecting them and the outcomes they wish to achieve

how integrated service provision that crosses traditional boundaries (eg between health, housing and social care) achieves better outcomes for individuals

Lead practice to facilitate positive outcomes for individuals through person centred practice including:

facilitate a culture that considers in day to day practice all aspects of individuals' well-being and their history, preferences, wishes, needs and strengths

develop and implement a plan to ensure team members have the training and development they need to support individuals in person centred ways for the achievement of positive outcomes

manage others to work with individuals and to adapt approaches in response to individuals' evolving needs and preferences

manage the review of individuals' preferences, wishes, needs and strengths, and of the approaches used in their care and support

manage resources in ways that

- support individuals to make choices and achieve positive outcomes
- promote good health and healthy choices

implement systems and processes for recording

- identification, progress towards and achievement of outcomes
- the implementation of person centred practice

Lead practice to achieve healthcare outcomes including:

support others to

- recognise and record individuals' current and emerging health needs
- understand why early identification is important
- maintain healthcare records in line with requirements

implement protocols for involving healthcare professionals

use **appropriate healthcare methods** to work towards health outcomes with individuals

work with healthcare professionals to ensure team members have appropriate training to carry out healthcare procedures where required

ensure lines of accountability for continuing healthcare procedures are understood and agreed

## **UNIT DILMAC 5B EQUALITY, DIVERSITY AND INCLUSION IN ADULT CARE**

Champion equality, diversity and inclusion to achieve positive outcomes including:

understand the legal context underpinning equality, diversity and inclusion and the effects of discrimination and inclusion

understand the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in adult care

evaluate and improve policies, systems, processes and practices that promote equality, diversity and inclusion

support others to challenge discrimination and exclusion in ways that are likely to achieve change and promote positive outcomes

**UNIT DILMAC 5C CONTINUOUS IMPROVEMENT IN ADULT CARE**

Lead continuous improvement in practice including:

monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person centred practice

listen to the views of individuals and carers about the care and support the service provides

use evidence-based research to identify best practice in outcomes based and person centred practice

identify and act on lessons learned from incidents that occur (eg accidents, errors, 'near misses')

review the extent to which systems, processes and practice facilitate positive outcomes

plan for and lead the implementation of improvements to systems, processes and practice

<b>6. PROFESSIONAL DEVELOPMENT, SUPERVISION AND PERFORMANCE MANAGEMENT</b>	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>LM2C Develop professional supervision practice in health and social care or children and young people's work settings M/602/3187</li> <li>LM501 Professional practice in health and social care for adults or children and young people T/504/2197</li> </ul>
NOS	<ul style="list-style-type: none"> <li>SCDLMCA1 Manage and develop yourself and your workforce within care services</li> <li>SCDLMCA5 Manage the allocation, progression and quality of work in care service provision</li> </ul>
MIS 2016	Standard 6

### **UNIT DILMAC 6A PROFESSIONAL DEVELOPMENT IN ADULT CARE**

Understand principles of professional development in adult care including:

the importance of continually improving learner's own knowledge and practice and that of the team

**mechanisms and resources that support learning and development** in adult care

potential barriers and constraints in relation to professional development in adult care settings

different **sources and systems of support** for professional development

the importance of reflective practice to improving performance and different models that support this

the importance of literacy, numeracy and digital skills in adult care

factors to consider when selecting and commissioning activities for keeping knowledge and practice up to date

### **UNIT DILMAC 6B SUPERVISION AND PERFORMANCE MANAGEMENT IN ADULT CARE**

Understand the purpose and practice of professional **supervision** in adult care settings including:

the principles, scope and purpose of professional supervision

theories and models of professional supervision

how the requirements of legislation, codes of practice and **agreed ways of working** influence professional supervision

how findings from research, critical reviews and inquiries can be used within professional supervision

how professional supervision can protect:

- the supervisor
- the supervisee
- individuals, carers and families

how professional supervision can be used to inform performance management

the rationale for using a 'performance management cycle' model

how performance indicators can be used to measure practice

factors which can result in a power imbalance in professional supervision and how to address them

the use of conflict resolution models to address challenges arising during professional supervision

how appraisal processes can be used alongside supervision to manage and improve performance

Provide professional supervision including:

establish agreement with the supervisee on key areas such as

- confidentiality, boundaries, roles and accountability
- the frequency and location of supervision sessions
- sources of data and evidence that can be used to inform supervision
- actions to be taken in preparation for supervision

analyse information from a range of perspectives to build an evidence based understanding of the supervisee's performance

support supervisee to reflect on their practice using the range of information available and their own insights

provide constructive feedback (positive and negative) that can be used to improve performance

support supervisee to identify their own development needs

review and revise targets to meet objectives of the work setting and individual objectives of the supervisee

support supervisees to explore different methods of addressing challenging situations in their work

record agreed supervision decisions

adapt own approaches to professional supervision in light of feedback from supervisees and others

Understand procedures to address performance management and related issues including:

the organisation's procedures for addressing conduct and performance issues and the learner's own role in them

the organisation's discipline and grievance procedures and the learner's own role in them

<b>7. RESOURCES</b>	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>E8 Manage physical resources K/600/9711</li> </ul>
NOS	<ul style="list-style-type: none"> <li>SCDLMCE5 Develop operational plans and manage resources to meet current and future demands on the provision of care services</li> </ul>
MIS 2016	Standard 7

### **UNIT DILMAC 7A RESOURCE MANAGEMENT IN ADULT CARE**

Understand principles for effective resource management including:

the impact of national and local strategies and priorities on resource planning and management in relation to

- financial resources
- physical resources
- human resources

the importance of accurate forecasting for resource requirements

the value of using assets and resources outside traditional services and in the community

the place of technology as a resource in service delivery and service management

the meaning of sustainability in terms of resource management in adult care

roles, responsibilities and accountabilities for resource management within the organisation

Understand principles of human resource management including:

factors and approaches known to improve recruitment and retention of adult care staff

recruitment, selection and induction processes in the organisation and learner's own role in them

the importance of ensuring employment practices are free from discrimination and harassment

how to identify the numbers and patterns of staffing required to provide a person-centred outcomes-based service

how to manage staffing patterns and adjust them to meet changing circumstances

8. Safeguarding, protection and risk	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>• LM 503 Lead practice which supports individuals to take positive risks H/504/2213</li> <li>• M1 Develop health and safety and risk management policies procedures and practices K/602/3172</li> <li>• P1 Safeguarding and protection of vulnerable adults R/602/2856</li> <li>• P5 Understand safeguarding of children and young people for those working in the adult sector Y/602/2860</li> </ul>
NOS	<ul style="list-style-type: none"> <li>• SCDLMCB1 Lead and manage practice that promotes the safeguarding of individuals</li> <li>• SCDLMCC1 Lead and manage practice for health and safety in the work setting</li> <li>• SCDHSC0450 Develop risk management plans to promote independence in daily living</li> <li>• SCDLMCB8 Lead and manage provision of care services that supports the development of positive behaviour</li> </ul>
MIS 2016	Standard 8

### UNIT DILMAC 8A SAFEGUARDING AND PROTECTION IN ADULT CARE

Understand requirements for safeguarding of vulnerable adults including:

the current legislative framework that underpins the safeguarding of vulnerable adults

how national and local guidelines, policies and procedures for safeguarding affect

- day to day work with individuals
- the managers' responsibilities towards individuals, their families and carers as well as team members

legal provisions in relation to whistle-blowing

Lead the implementation of **policies and procedures to support safeguarding** of vulnerable adults including:

ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements

support team members to develop the knowledge and skills they need to safeguard vulnerable adults

plan and implement the review and revision of policies and procedures to ensure continuous improvement in safeguarding of vulnerable adults, the review to include:

- the views of vulnerable adults and those who are important to them
- current guidance arising from serious case reviews
- support systems for staff and others
- liaison with external organisations

follow agreed protocols to participate in inter-agency, joint or integrated working in order to protect vulnerable adults

Support safeguarding of children and young people encountered in an adult care service including:

understand local systems for safeguarding children and young people and the manager's responsibilities

support team members to understand why everyone has a responsibility to act on concerns about the abuse of a child or young person, and the actions to take if a concern, disclosure or allegation arises

Understand the use and impact of **restrictive practices** including:

definitions of 'restrictive practices', 'restraint' and 'hidden restraint'

the impact on safety, dignity, relationships and wellbeing if restrictive practices are used

how person centred practice and accurate assessment can minimise the use of restrictive practices

organisational requirements and legal implications relating to restrictive practices including their use as a last resort

## **UNIT DILMAC 8B HEALTH AND SAFETY IN ADULT CARE**

Lead the implementation of procedures for health and safety requirements including:

understand the legislative framework for health and safety in adult care settings

support **others** to comply with legislative and organisational health and safety policies, procedures and practices relevant to their work

ensure others are aware of actions if procedures and practices are not complied with

complete records and reports on health and safety issues according to legislative and organisational requirements

evaluate and improve health and safety policies, procedures and practices

## UNIT DILMAC 8C RISK-TAKING AND RISK MANAGEMENT IN ADULT CARE

Understand positive risk-taking including:

how risk-taking can contribute to the achievement of positive outcomes for individuals

the impact of a risk-averse culture on person centred practice and the well-being of individuals

how supporting others to balance risks and rights informs practice

Understand issues around mental capacity and **consent** including:

links between consent, risk management and safeguarding

key provisions of legislation regarding mental capacity and how these relate to the service

the support available when mental capacity needs to be assessed

systems that support individuals to give informed consent

ways to address situations where consent cannot be given

Lead the implementation of policies, procedures and practices to manage risk including:

contribute to the development of policies, procedures and practices to identify, assess and manage risk

balance the management of risks with an individual's rights and the duty of care of the organisation

work with others to assess and manage risks and issues

evaluate own practice in leading a balanced approach to risk taking and risk management

## UNIT DILMAC 8D MANAGING CONCERNS AND COMPLAINTS IN ADULT CARE

Understand the management of concerns and complaints including

links between the management of concerns/complaints, risk management and safeguarding

regulatory requirements, codes of practice and guidance for managing concerns and complaints

why those using services may be reluctant to raise concerns or make complaints

attitudes and approaches that ensure concerns and complaints can prompt continuous improvement of the service

Lead practice to address concerns and complaints including

support team members to understand systems and procedures relating to concerns and complaints

ensure information and support is in place to enable those using services and their carers to raise concerns and make complaints when they wish to

implement systems and procedures that address and respond to concerns and complaints within agreed time frames

use outcomes from concern and complaint investigations to make improvements to the service

9. MANAGE SELF	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>• SHC52 Engage in professional development L/602/2578</li> <li>• LM501 Professional practice in health and social care for adults or children and young people T/504/2197</li> </ul>
NOS	<ul style="list-style-type: none"> <li>• SCDHSC0033 Develop your practice through reflection and learning</li> <li>• SCCLMCA1 Manage and develop yourself and your workforce within care services</li> </ul> <p>Knowledge requirements throughout the suite especially K17 and K18 (Your practice), K47 and 48 (Continuing professional development)</p>
MIS 2016	Standard 9

### UNIT DILMAC 9A MANAGE SELF FOR LEADERSHIP IN ADULT CARE

Understand the importance of self-awareness including:

- how learner's own values, belief systems and experiences affect working practice
- how learner's own emotions affect own behaviour and the behaviour of others
- strategies for keeping aware of own stress levels and for maintaining well-being
- how to use feedback and reflective practice to increase own self-awareness

Manage own behaviour including:

- ensure own actions reflect a high standard of personal integrity
- manage own emotions when interacting with others
- adapt actions and behaviour in response to feedback
- adapt communication in response to the emotional context and communication style of others
- ensure own words and actions reinforce the vision and values of the service
- challenge views, actions, systems and routines that do not match the vision and values of the service

Manage own workload including:

- use strategies and tools to identify priorities for work
- plan ways to meet responsibilities and organisational priorities while maintaining own wellbeing
- use digital technology to enhance own efficiency

delegate responsibilities appropriately to others

revise plans to take account of changing circumstances

Undertake own professional development including:

evaluate own knowledge and performance against

- **standards and benchmarks**
- feedback from others

prioritise own development goals and targets and produce a plan to meet these using learning opportunities that meet objectives and reflect own learning style

establish a process to evaluate the effectiveness of own professional development plan

evaluate how own practice has been improved through:

- reflection on feedback from others
- reflection on failures and mistakes, successes and achievements
- implementation of the professional development plan

<b>10.DECISION MAKING</b>	
	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>• LM501 Professional practice in health and social care for adults or children and young people T/504/2197</li> <li>• LM502 Develop, maintain and use records and reports A/504/2198</li> <li>• OP 5.25: Undertake a research project within services for health and social care or children and young people J/602/3499</li> </ul>
NOS	Knowledge requirements throughout the suite especially items K40 (continuing professional development), K71 (handling information) and K77 (leading and managing practice)
MIS 2016	Standard 10

### UNIT DILMAC 10A DECISION MAKING IN ADULT CARE

Understand effective decision-making including:

the range of purposes and situations for which decisions can be required as a manager in social care

the role of evidence-based decisions in improving quality

key stages in formal and informal decision-making processes

the relationship between **data**, information and intelligence

how to analyse and use data to ensure decisions are evidence based

the purposes and benefits of engaging with **individuals** and others and respecting their contributions during the decision-making process

the range of stakeholders to whom the decision may need to be communicated

the importance of reviewing decisions made and the decision-making process

Carry out effective decision making including:

research relevant and accurate information

engage others in the decision-making process

structure factual data, recommendations, suggestions and ideas in a logical and meaningful way

review all available information and make a valid decision

present conclusions and rationale cogently to different stakeholders so that the decision wins support

review the decision-making process including learner's own research and thought processes, the contributions made by others and the impact of decisions made

record and disseminate learning points so as to improve future decision-making in the service

## 11. ENTREPRENEURIAL SKILLS AND INNOVATION

	The content of this section links to:
QCF	<ul style="list-style-type: none"> <li>LM505 Manage business redesign in health and social care or children or young people's services J/504/2236</li> </ul>
NOS	SCDLMCA2 Lead and manage change within care services
MIS 2016	Standard 11

### UNIT DILMAC 11A ENTREPRENEURIAL SKILLS IN ADULT CARE

Work with others to support an entrepreneurial culture including:

recognise aspects of the organisation that are no longer effective in providing a person centred service

work with others to identify opportunities for growth and development or redesign as a service and a business

maintain a culture that supports innovation, change and growth in relation to the service provided and recognises the resource available in the expertise of those using or working in the service

Understand the market of provision for adult care services including:

how services are commissioned, procured and funded

current drivers shaping adult care, funding mechanisms and related services

how own service relates to the wider market

gaps in current market provision

the importance of **entrepreneurial skills** in ensuring that the market is able to meet future demand for adult care services

### UNIT DILMAC 11B INNOVATION AND CHANGE IN ADULT CARE

Understand how to develop a vision for the future of the service including:

the role of the learner within the wider organisation in relation to developing a vision for the service

ways to engage with colleagues and key influencers, including people who use services and others in the organisation and the local community, about the future of the service

factors likely to have an impact on service provision and the organisation

how to use evidence-based research, analysis and reflection to formulate options for the future of the service and develop a vision which is bold, innovative and embodies core values of adult care

how to express the vision succinctly in a way which engages and inspires others (including 'statement of purpose' etc)

how to monitor developments within the wider adult care system to review the vision and ensure it continues to be compatible and appropriate

Understand principles of effective change management including:

how to critically evaluate theories and models of good practice about change management

how to use change management tools and techniques to support innovation and business development

## 12. ADDITIONAL REQUIREMENTS

All qualifications for the **LEVEL 5 DIPLOMA IN LEADERSHIP AND MANAGEMENT FOR ADULT CARE** must include some additional areas of content that can be taken as optional units. These should be sufficient in range, number, level and content to enable learners to contextualise their learning to meet their own specific development needs. Pre-existing QCF units may be taken as the starting point for content where applicable.

Optional areas are likely to be drawn from the following:

### I Management of specific modes for service delivery eg

- domiciliary services
- residential services
- supported accommodation/extra care services
- telecare/remote services
- community services

### II Specialisms eg

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• dementia</li> <li>• physical disability</li> <li>• sensory loss</li> <li>• acquired brain injury</li> <li>• learning disability</li> </ul> | <ul style="list-style-type: none"> <li>• autistic spectrum needs</li> <li>• mental health needs</li> <li>• substance misuse</li> <li>• profound and complex needs</li> <li>• multiple conditions</li> </ul> |
|---|---|

### III Aspects of support eg

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• integration and integrated services</li> <li>• care planning and assessment</li> <li>• assistive technology and digital skills</li> <li>• positive behavioural support</li> <li>• group living</li> <li>• end of life care</li> <li>• advocacy</li> <li>• mental capacity</li> </ul> | <ul style="list-style-type: none"> <li>• support for sexuality and sexual health</li> <li>• support for families</li> <li>• support for transitions</li> <li>• infection prevention and control</li> <li>• spiritual wellbeing</li> <li>• clinical skills</li> </ul> |
|---|--|

### IV Aspects of management eg

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• business development</li> <li>• recruitment and selection</li> <li>• induction</li> <li>• quality assurance</li> <li>• concerns and complaints</li> <li>• resources</li> <li>• research</li> </ul> | <ul style="list-style-type: none"> <li>• change management</li> <li>• coaching and mentoring</li> <li>• disciplinary systems</li> <li>• inter-professional teams</li> <li>• operational plans</li> <li>• records and reports</li> <li>• study skills</li> </ul> |
|---|---|

## Glossary of terms

<b>Active participation</b>	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.
<b>Agreed ways of working</b>	Will include policies and procedures where these apply.
<b>Appropriate healthcare methods</b>	May include: <ul style="list-style-type: none"> <li>• Regular health checks</li> <li>• Agreed therapeutic activities</li> <li>• Administering prescribed medication or medical treatment</li> <li>• Promoting and supporting healthy lifestyle choices</li> </ul>
<b>Carer</b>	A person who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help.
<b>Consent</b>	Informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.
<b>Constructive feedback</b>	Feedback that addresses both positive and negative considerations expressed in a way that encourages reflection and change
<b>Co-production</b>	Regarding people who use social care, their families and carers as equal partners in decision-making, recognising that people who use support services and their families have expertise that can be used to help make services better not only for themselves but for others too
<b>Data</b>	Includes research, reports, statistics, internal and external feedback, suggestions, complaints
<b>Entrepreneurial skills</b>	The skills needed to ensure that the service is able to recognise and proactively adapt to trends, gaps and improvements in the provision of care and support.
<b>Decision-makers</b>	Those such as commissioners, council members, MPs, lobbyists, employer groups who determine future local and national policy that impacts on the social care sector
<b>Individual</b>	The person using the care or support service
<b>Integrated care</b>	Coordinated health and social care that is planned and organised around the needs and preferences of the individual, their carers and family. Integration may extend to other services, for example housing, that can offer holistic approaches to address individual circumstances
<b>Mechanisms and resources that support learning and development</b>	Includes qualifications, National Occupational Standards, apprenticeships, funding streams, endorsement schemes and quality marks
<b>Others</b>	May include:

	<ul style="list-style-type: none"> <li>• individuals</li> <li>• carers, family members and friends</li> <li>• advocates</li> <li>• paid workers</li> <li>• other professionals</li> </ul>
<b>Outcome</b>	An aim or objective that an individual would like to achieve or which needs to happen – for example, continuing to live at home, or being able to go out and about.
<b>Partnership Working</b>	Working effectively together with professionals, agencies and organisations to enhance well-being and support positive and improved outcomes.
<b>Person-centred practice</b>	An approach that puts the person receiving care and support at the centre, treating the individual as an equal partner and ensuring the service fits the person rather than making the person fit the service.
<b>Policies and procedures to support safeguarding</b>	<p>May include policies and procedures on</p> <ul style="list-style-type: none"> <li>• Listening to vulnerable adults</li> <li>• Sharing concerns and recording/ reporting incidents</li> <li>• Dealing with allegations</li> <li>• Duty of care</li> <li>• Whistleblowing</li> <li>• Propriety and behaviour</li> <li>• Physical contact/ Intimate personal care</li> <li>• Off site visits</li> <li>• Photography and video</li> <li>• Timely and accurate information sharing</li> <li>• Partnership working</li> </ul>
<b>Restrictive practices</b>	Restrictive practices may include any type of practice or intervention that limits the rights or freedom of movement of a person
<b>Sources and systems of support</b>	<p>Support for professional development may include:</p> <ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Mentoring</li> <li>• Funding for development activities</li> </ul> <p>These may be</p> <ul style="list-style-type: none"> <li>• Within the organisation</li> <li>• Beyond the organisation</li> </ul>
<b>Standards and benchmarks</b>	<p>May include:</p> <ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Regulations</li> </ul>

	<ul style="list-style-type: none"> <li>• Minimum / essential standards</li> <li>• National occupational standards</li> </ul>
<b>Supervision</b>	Supervision includes but is not limited to annual appraisal processes
<b>Systems leadership</b>	Systems leadership seeks to affect change for good across interconnecting systems eg health and social care, through leadership and collaboration that extends the usual limits of resources and responsibility
<b>Values-based</b>	Based on person centred values which include: <ul style="list-style-type: none"> <li>• individuality</li> <li>• rights</li> <li>• choice</li> <li>• privacy</li> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership</li> </ul>
<b>Wellbeing</b>	Wellbeing is a broad concept relating to the following areas in particular: personal dignity, physical and mental health, emotional wellbeing, protection from abuse and neglect, control over day-to-day life (including control over care and support and the way it is provided), participation in work, education or training, participation in recreation, social and economic wellbeing, and domestic, family and personal relationships.