

Qualification Criteria

Level 5 Diploma in Leading and Managing an Adult Care Service

for awarding organisations developing new
qualifications

May 2021

Context

Through consultation with the adult care sector, Skills for Care has reviewed and updated the content of the Level 5 Diploma. The new criteria are detailed in this document.

During the consultation and development process, Skills for Care engaged with a wide range of sector stakeholders and subject matter experts¹. Key themes emerged which included:

- digital skills
- personal wellbeing
- supervising, supporting, and developing of others
- contingency planning.

The process for approving qualifications against Skills for Care criteria was introduced to support the transition from the QCF to RQF. The intention is that awarding organisations use the criteria in developing their qualifications. Awarding organisations then submit their qualification to Skills for Care to approve – providing it meets the criteria outlined later in this document. Skills for Care then make the adult care sector aware of which qualifications meet the requirements of the consultation.

Approving qualifications against set criteria supports the quality, consistency and clarity of core qualifications across the adult social care sector.

[Find out more](#) about the Skills for Care Approval Process.

¹ Further information about the consultation and development process can be found *in Appendix 1: Consultation and development process*.

Our thanks

Skills for Care are exceptionally grateful to all those who were able to participate in the consultation and development process during, what has been, a particularly challenging year for the sector. Whilst it's not practical to thank everyone individually, we would like to extend a special thank you to the following people and organisations:

The people who attended the focus groups we ran for sharing their own experiences of care and support, as well as their priorities for the workforce's development. Most importantly, thank you for challenging us and enabling us to make real improvements to the qualification.

Brightening Lives and Opening Minds for their support and facilitation skills. And, more importantly, for bringing together a focus group for people accessing care services to influence the content of this qualification.

Freebird Associates for providing extensive feedback on some of the more complex subjects to ensure that learning made improvements to the lives of those accessing services.

Qualification criteria

The criteria below set out the **minimum requirements** for a Level 5 Diploma in Leading and Managing an Adult Care Service that will develop and confirm the competence of those working in adult social care in England.

The criteria are presented in 4 sections:

Section A: summary of qualification content and accreditation requirements

Section B: minimum learning outcome requirements for the qualification

Section C: additional requirements

Section D: appendices.

Section A

Summary of qualification content and accreditation requirements

Learner profile

Learners will work in adult social care and have responsibility for leading and managing a service. This will include managing and improving care and support for those accessing the service; supporting and developing the workforce; and driving the vision for their service or organisation.

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

Content

Approved qualifications for the Level 5 Diploma in Leading and Managing an Adult Care Service will require learners to demonstrate understanding and effective practice in the following areas:

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

Within each of the 8 topic areas, content is split into sub-topics to support unit development and learner achievement.

Each sub-topic provides:

- a brief overview of the content
- minimum knowledge and practice requirements
- guidance notes – which include terminology, amplification, and advice.

Accreditation

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

Assessment

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

Units

Qualifications developed to meet the criteria within this document must be presented as units as indicated. This is to aid consistency and understanding amongst learners and their employers. In this document a code number has been assigned to each area of content designated as a unit.

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

Current Level 5 Diploma in Leadership and Management in Adult Care qualifications (those which the criteria will supersede) are included in the Leader in Adult Care apprenticeship standard. The status of these new qualifications within future apprenticeship standards is currently unknown. Employer-led trailblazer groups will make these decisions.

Total Qualification Time

To gain Skills for Care approval, qualifications developed against the criteria must:

- have a TQT of 900-950 hours
- have 750-800 hours allocated to the minimum content outlined under the 8 topic areas in Section B.
- have 100-200 hours allocated to optional content.

This will allow for mandatory (minimum) content to be covered in sufficient depth and takes account of additional content required for learners to contextualise their learning.

Where an awarding organisation wishes to include significant additional content in the 8 topic areas (therefore increasing the learning hours here and reducing hours of optional content), please outline the rationale for this when submitting the qualification for approval.

Qualification title

To clearly identify the new Level 5 Diploma from the most current Level 5 Diploma in Leadership and Management for Adult Care, Skills for Care suggest renaming the qualification to support employers to navigate the qualification marketplace. We have titled this qualification criteria Level 5 Diploma in Leading and Managing an Adult Care Service to reflect content and purpose.

Skills for Care request that members of the Joint Awarding Body Quality Group consider a new, shared, title and make Skills for Care aware of their decision. Skills for Care will only support qualifications that adhere to the shared title.

Launch of qualification

To support employers', learners' and learning providers' understanding and use of available qualifications, once launched, Skills for Care ask that all similar qualifications that this one supersedes be withdrawn. We recognise this may not be a straightforward process in some cases, but require awarding organisations to have a clear plan in place to close similar qualifications to new learners and withdraw them from the market in a timely manner.

Section B

Minimum learning outcome requirements for the qualification

| | |
|------------------------|--|
| LMAC5A | Leading and Managing in Adult Social Care |
| Overview: | |
| This section includes: | |
| LMAC5A/LM | Leadership and Management |
| LMAC5A/GR | Governance and regulatory processes |
| LMAC5A/DM | Decision making |
| LMAC5A/BR | Business and resource management |

| | |
|---|----------------------------------|
| LMAC5A/LM | Leadership and Management |
| Knowledge requirements | |
| <p>A. Understand leadership and management theories and styles including:</p> <ol style="list-style-type: none">1. the differences between leadership and management2. key theories of leadership and management3. how theoretical models can be used in own leadership4. analyse the range of different leadership styles5. how coaching and mentoring can be used to compliment leadership style. <p>B. Understand leadership and management in adult care including:</p> <ol style="list-style-type: none">1. the impact of internal and external drivers on leadership and management in adult care services2. the role of leadership and management skills in adult care services3. how to adapt own leadership and management style for:<ul style="list-style-type: none">▪ different situations▪ different teams | |

4. the interaction between the values and culture of an adult social care organisation and own leadership behaviours.

Guidance notes:

Internal and external: drivers may include, but are not limited to, internal or external policy or strategy changes, changes to the market, organisational cultural changes or challenges.

Different situations: may include the formality of situations, working under different pressures, own role within a particular situation

Different teams: including, but not limited to, size of team, location of team, culture of team, experiences of teams and resources required to manage different teams.

Knowledge requirements

- A. Understand legislation and statutory guidance that underpins adult care provision:
1. current legislation and statutory guidance that applies to **all aspects** of service provision
 2. own role, accountability, and responsibility in applying legislation and statutory guidance within service provision
 3. the key roles, remits and responsibilities in registered services, including:
 - the registered manager
 - the nominated individual
 - the 'fit and proper person'.
- B. Understand internal governance arrangements within own organisation including:
1. internal governance procedures used within own organisation
 2. own role in applying, leading and evaluating own service's governance procedures and agreed ways of working.
- C. Understand systems and requirements for the regulation of adult care services including:
1. specific legislation and regulations underpinning the inspection system in England
 2. range of legislation and statutory guidance that support and relate to the inspection process in England
 3. types of service provision which are subject to registration and inspection
- D. Understand the inspection process in adult social care, including:
1. how services are inspected and the role of the regulator
 2. the purpose of the inspection system
 3. the different **types of inspection** and **key themes** of the inspection process

4. how the ratings system is used
5. when and how enforcement action can be used
6. the ways in which information is collected about the service and used to inform inspection activities.

E. Understand the inspection process in own service, including:

1. how the requirements of the regulations are met within own service
2. who needs to be aware of, and involved in, the inspection process
3. the range and types of evidence which can be used to demonstrate the service is meeting requirements
4. ways to address the outcome and impact of an inspection in own service
5. how outcomes of inspection can be used to drive service improvements.

Guidance notes:

All aspects: relating to all aspects of responsibilities held within own organisation. If the learner is not currently providing regulated activity, then they should explore the formal role of a registered manager.

Types of Inspection: the different inspections carried out by the regulator within Adult Social Care services

Key themes: the areas looked at during the inspection process

Knowledge and skill requirements

A. Understand effective decision-making, including:

1. the different **types of decisions** required in own role
2. the role of data, information and intelligence in making evidence-based decisions to improve quality
3. how own and **others** values and priorities influence decision making processes
4. how to enable others to contribute to the decision making
5. the importance of reviewing and evaluating decisions to improve quality.

B. Demonstrate effective decision-making, including:

1. identify when decisions need to be made
2. gather data, information and intelligence to inform decision making
3. identify a range of potential solutions
4. evaluate potential solutions and draw conclusions
5. involve **individuals** and **others** in the decision-making process and the implementation of the outcome
6. evaluate the decision and the decision-making process used.

Guidance notes:

Types of decisions: May include but not limited to strategic, tactical, operational, short term and long term.

Others: in this context, others might include:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors

- professionals from other services, including delivery partners and senior leaders
- visitors to the work setting
- members of the community
- volunteers.

Knowledge requirements

- A. Understand principles for effective resource management including:
1. the impact of national and local strategies and priorities on resource planning and management in relation to:
 - financial resources
 - physical resources
 - human resources.
 2. the importance of accurate forecasting for resource requirements
 3. the value of using assets and resources outside traditional services and in the community
 4. the place of technology as a resource in service delivery and service management
 5. the meaning of sustainability in terms of resource management in adult care
 6. roles, responsibilities, and accountabilities for resource management within the organisation
 7. the importance of business continuity planning and the processes available.
- B. Understand principles of effective human resource management, including:
1. **legislation, policy and practices** underpinning safe and fair recruitment
 2. **approaches** known to improve recruitment and retention of adult care staff
 3. recruitment, selection and induction processes in the organisation and own role in them
 4. the importance of ensuring employment practices are free from discrimination and harassment
 5. how to identify the numbers and patterns of staffing required to provide a person-centred, outcomes-based service
 6. **factors** that could influence staffing requirements and patterns
 7. how to manage staffing patterns and adjust them to meet changing circumstances
 8. succession and contingency planning in relation to workforce

9. the organisation's **performance management procedures**, and own role in these
10. the organisation's conduct, discipline and grievance procedures, and own role in these.

C. Understand market provision in adult social care, including:

1. how services are commissioned, procured, and funded
2. current **drivers** shaping adult care, funding mechanisms and related services gaps in current market provision
3. how own service relates to the wider market and needs of the local population now and in the future
4. how own service will need to evolve to meet demand for social care services now and in the future.

D. Understand integrated approaches in health and social care, including:

1. what is meant by an **integrated health and social care system**
2. the **rationale** and legislative context for integrated approaches to service provision
3. **local and national initiatives** to better integrate health and social care systems and services
4. impact of more integrated systems and processes on **working practices and relationships**.

Guidance notes:

Legislation, regulations and guidance: This may include, but is not limited to:

- Equality Act 2010
- Working Time Regulations 1998
- CQC regulations
- disclosure and Barring Service checks
- confirming identify and seeking references.

Approaches: These may include, but are not limited to:

- recruiting people with the right values and behaviours
- understanding the local area to inform business planning
- innovative strategies to attract candidates in the local community e.g. referral programmes
- offering a supportive induction, quality training, career progression routes, good working conditions, rewards, recognition, flexibility and competitive pay rates.

Factors: Factors could include, but are not limited to:

- changing care and support needs of individuals
- increases/decreases in demand for support services
- holiday/festive periods
- sickness
- weather conditions.

Performance management procedures: the policies and procedures used within the service to plan, monitor, develop and improve employees' performance.

Drivers: may include, but not limited to national policy or local initiatives and which may impact planned and expected outcomes or activities.

Integrated health and social care system: better outcomes for people through a seamless experience. Systems work together in a coordinated way. Builds support around the individual.

Rationale: Including:

- providing person-centred, compassionate care and support in a way that makes sense to the individual accessing services to reflect their lives, needs and wishes
- the changing patterns of population needs e.g. aging population, complex care and health needs, financial pressures, widening health inequalities, stalling improvements in life expectancy
- prevention and early intervention

- move to more community-based practices that breakdown traditional barriers.

Local and national initiatives: These may include, but are not limited to:

- integrated Care Systems
- sustainability and Transformation Partnerships
- primary Care Networks
- Enhanced Health in Care Homes Framework
- Ageing Well programme.

Working practices and relationships: May include, but are not limited to:

- discharge arrangements
- integrated assessment and care planning
- multi-disciplinary working arrangements
- data governance.

| | | | | | | | |
|--|-----------------------------------|-----------|-----------------|-----------|-------------------------------|-----------|--------------------|
| LMAC5B | Leading and Managing teams | | | | | | |
| <p>Overview:</p> <p>This section includes:</p> <table> <tr> <td>LMAC5B/TL</td> <td>Team leadership</td> </tr> <tr> <td>LMAC5B/LD</td> <td>Team learning and development</td> </tr> <tr> <td>LMAC5B/SO</td> <td>Supervising others</td> </tr> </table> | | LMAC5B/TL | Team leadership | LMAC5B/LD | Team learning and development | LMAC5B/SO | Supervising others |
| LMAC5B/TL | Team leadership | | | | | | |
| LMAC5B/LD | Team learning and development | | | | | | |
| LMAC5B/SO | Supervising others | | | | | | |

| | |
|---|------------------------|
| LMAC5B/TL | Team leadership |
| <p>Skill requirements</p> <p>A. Provide leadership for a team including:</p> <ol style="list-style-type: none"> 1. adapt leadership styles to reflect different stages and cycles in the team's development 2. establish trust and accountability within the team 3. build and maintain team's commitment to the service and its values 4. develop, implement and review strategies to support a positive values-based culture in the team 5. demonstrate values and behaviours which recognise and champion diversity, equality, and inclusion within the team. <p>B. Manage team work, including:</p> <ol style="list-style-type: none"> 1. the participation of team members in agreeing team objectives 2. encourage creativity and innovation in planning how to meet team objectives and agree a team plan 3. agree roles and responsibilities, taking account of the team's strengths and development needs 4. support the team to work towards team objectives 5. review team objectives and facilitate opportunity for the team to reflect on their progress 6. provide feedback and recognise progress on team performance. | |

Guidance notes:

Stages and cycles: the different stages of team development, for instance 'forming, storming, norming and performing'. The different cycles teams encounter in their work in Adult Social Care e.g. new team members and changes to working practices.

Values-based: workplace values are the guiding principles that are most important in the service. They help to define the right and wrong ways of working and help to inform decisions and choices.

Knowledge and skill requirements

- A. Understand principles of learning and professional development in adult care:
1. the range of required and recommended learning and development in adult care
 2. the differences between **learning requirements** and continuous professional development
 3. the purpose and benefits of **workforce planning and development**
 4. the importance of literacy, numeracy and digital skills in adult care and how to develop these skills of the workforce
 5. the benefits of continually improving own and team's knowledge and practice and ways to achieve this
 6. the **factors** to consider when identifying, planning, selecting and commissioning activities for learning and professional development
 7. the importance of reflective practice in improving own and team's performance and different models that support this.
- B. Lead learning and professional development practices, including:
1. evaluate **available mechanisms and resources** that can support learning and professional development in adult care
 2. promote a **learning culture** within own team
 3. support team members to plan for, achieve, and review, their professional development goals
 4. facilitate the development of others to enable effective delegation

Guidance notes:

Learning requirements: may include but not limited to induction, statutory, mandatory, and service specific specialist learning.

Workforce planning and development: workforce planning is an essential part of ensuring that you have the right people with the right attitudes, skills, values and experience providing the care and support your business offers.

Factors: should include potential barriers and constraints.

Available mechanisms and resources: this will include traditional methods used for learning and development and should include advanced approaches with technology within learning and development e.g. remote learning, platforms, e-learning, electronic portfolios

Learning culture: leading practice which embraces, provides opportunity, and recognises the benefits of learning and professional development.

Knowledge and skill requirements

- A. Understand the purpose and practice of professional supervision in adult care settings, including:
1. how requirements of **legislation**, codes of practice and agreed ways of working influence and structure professional supervision requirements in adult care
 2. the **function** of professional supervision in adult care
 3. different **supervision activities and processes** which can be used in adult care
 4. how effective supervision should be used to support and protect:
 - the supervisee
 - individuals, carers and families.
 5. how effective supervision can protect:
 - the supervisor and organisation.
 6. why the **wellbeing** of the supervisee should be included within effective supervision and supportive practices, and ways to enable and promote this
 7. how **external and internal factors** influence practice and can be used within professional supervision objectives
 8. how supervision can be used alongside appraisal and **professional development processes** to enhance performance and aspirations of the supervisee
 9. the factors which can result in a power imbalance in professional supervision and how to address them
 10. ways to address challenges arising during professional supervision.
- B. Provide regular professional supervision, including:
1. establish understanding and agreement with supervisee on key areas such as:
 - the purpose, frequency and location of supervision activities
 - actions which can support preparation for supervision

- sources of data and evidence that can be used to inform supervision
 - confidentiality, boundaries, roles and accountability.
2. use information from a range of sources to build an understanding of the supervisee's performance
 3. support the supervisee to review their own well-being and the range of **strategies** and **support** available to them
 4. support supervisee to reflect on and explore methods of addressing **different situations** in their work
 5. provide constructive feedback to the supervisee that can be used to improve and develop performance
 6. support supervisee to identify, plan and achieve their own learning and professional development needs
 7. agree, review and revise targets to meet **objectives of the work setting** and individual objectives of the supervisee
 8. record and store outcomes of supervision activities in line with agreed ways of working.

Guidance notes:

Legislation: should include regulations where appropriate

Function: should include the principles, scope and purpose of professional supervision

Supervision activities and processes: will include formal and informal ways supervision can be planned and provided in the environment e.g. group, individual, team, observations of competencies, validating knowledge, shadowing activities, induction and learning processes.

Wellbeing: wellbeing is broad concept referring to a person's quality of life taking in to account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.

External and internal factors: external factors may include, but not limited to: updated national policy or local procedures, emerging best practice, societal

movements and campaigns. Internal factors may include, but are not limited to: lessons learnt/learning reviews, concerns or complaints, skills development/training, emerging needs of individuals accessing services

Professional development processes: may include personal development plans, learning logs, development requests.

Strategies: strategies may include those which are personal to the worker. Strategies should include those that enable the worker to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.

Support offers: the range should include offers available inside and outside the workplace. For example:

- internal: supervision, employee assistance scheme, mentor or buddying systems
- external: self-help tools, apps and websites, local groups and networks

Different situations: may include challenges the supervisee or team face in their work.

Objectives of the work setting: should include the range of skills required to meet people's needs.

| | | | | | | | | | |
|--|-------------------------|-----------|--------------|-----------|-----------------|-----------|--------------|-----------|-------------------------|
| LMAC5C | Responsibilities | | | | | | | | |
| <p>Overview:</p> <p>This section includes:</p> <table> <tr> <td>LMAC5C/SG</td> <td>Safeguarding</td> </tr> <tr> <td>LMAC5C/MC</td> <td>Mental capacity</td> </tr> <tr> <td>LMAC5C/PS</td> <td>Partnerships</td> </tr> <tr> <td>LMAC5C/CC</td> <td>Comments and complaints</td> </tr> </table> | | LMAC5C/SG | Safeguarding | LMAC5C/MC | Mental capacity | LMAC5C/PS | Partnerships | LMAC5C/CC | Comments and complaints |
| LMAC5C/SG | Safeguarding | | | | | | | | |
| LMAC5C/MC | Mental capacity | | | | | | | | |
| LMAC5C/PS | Partnerships | | | | | | | | |
| LMAC5C/CC | Comments and complaints | | | | | | | | |

| | |
|--|---------------------|
| LMAC5C/S | Safeguarding |
| <p>Knowledge requirements</p> <p>A. Understand requirements for safeguarding in adult care, including:</p> <ol style="list-style-type: none"> 1. current legislative framework and national guidance that underpins the safeguarding of adults 2. local systems, procedures and agencies relating to adult safeguarding and own role within these 3. how national and local guidelines, policies and procedures for safeguarding affect: <ul style="list-style-type: none"> ▪ day to day work with individuals, ▪ own responsibilities towards individuals, their families and carers as well as team members. 4. how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on national policy 5. legal provisions in relation to whistle-blowing and information sharing 6. own role in leading a response to suspected or disclosed abuse or neglect 7. how and when to engage others in relation to responding to safeguarding concerns 8. issues relating to consent to share information and own responsibilities to share information about suspicions or disclosures of abuse or neglect | |

9. local systems, procedures and agencies relating to children's safeguarding and own role within these.

B. Lead the implementation of practices, policies and procedures to support safeguarding in adult care, including:

1. ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements and local and national guidance
2. embed safeguarding principles throughout all practices, policies and procedures
3. support team members to develop the knowledge and skills they need to safeguard adults at risk
4. ensure team members understand their role in responding to concerns about the safeguarding of a child or young person
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
6. embed practices that encourage and empower adults at risk, and those who are important to them, to share concerns
7. follow agreed protocols to participate in inter-agency, joint or integrated working in order to achieve the best outcomes for adults at risk.

Guidance notes:

Leading a response: this would include, but is not limited to:

- safety and wellbeing of the individual and others where applicable
- own actions
- own role in implementing, following, and engaging others in policies and procedures
- own role in ensuring the individuals (and others where applicable) is kept informed and involved.

Others: in this context, this refers to those people who may need to be involved in a response, for instance:

- individuals accessing care and support services

- carers, loved ones, family, friends of those accessing care and support services
- team members
- managers and supervisors
- professionals from other services.

Review: this might take into account:

- outcomes from Safeguarding reviews and investigations
- current guidance arising from serious case reviews and its relevance to own organisation.

And might include reviewing:

- person-centred practices, policies and procedures
- when a response is required for external influences which impact internal practices, e.g. a pandemic or current reports published by CQC
- communication and support systems for staff and others within own organisation
- how own team/service liaises with others and/or external organisations.

Knowledge requirements

A) Understanding mental capacity and consent, including:

1. key provisions of **legislation, codes of practice and policy** regarding mental capacity and how these relate to the service
2. own role in applying and upholding key principles of mental capacity legislation and code of practice
3. the support available when mental capacity needs to be assessed, and how to access this support
4. own role in the assessment of risk in situations where an individual's capacity is a concern
5. practices which support individuals' ability to provide valid consent
6. own and team members' **development needs** relating to mental capacity and their practice.

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

1. what is meant by 'restrictive practices', '**restraint**' and 'deprivation of liberty' and how they apply to practices within own work setting
2. the **legal and ethical** considerations of restricting an individual's rights and freedoms
3. **own responsibilities** in relation to restrictive practices and deprivations of liberty
4. appropriate and proportionate responses to restrictions on an individual's rights and freedoms
5. the potential **impacts** of restrictive practices' on **individuals** and **others**
6. how person-centred, outcomes-based practices can mitigate the use of restrictive practices
7. own and team members' **development needs** relating to the use of restrictive practices.

Guidance notes:

Legislation, codes of practice and policy: including, but not limited to:

- Mental Capacity Act 2005
- Human Rights Act 1998
- Safeguarding Adults
- Dignity in Care
- Deprivation of Liberty Safeguards 2009
- Care Act 2014
- Making Safeguarding Personal.

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Development needs: including, but not limited to: Best Interest decisions, decision-maker responsibilities, maximising capacity and their role in assessment

Restrictive practices: includes any practice or intervention that limits the rights or freedoms of an individual.

Restraint: including, but not limited to, covert medication (sometimes referred to as 'hidden restraint').

Legal and ethical: including but not limited to:

- Statutory principles of the Mental Capacity Act 2005
- duty of Care
- deprivation of Liberty Safeguards
- individuals' wishes
- advanced decisions
- decision-making authorities e.g. Lasting Power of Attorney, Court of Protection request
- best Interest decisions.

Own responsibilities: to include how to apply for an authorisation.

Impacts: may include, but not limited to, impacts on safety, dignity, relationships and wellbeing of individuals. Learners may also wish to consider the impact on team members responsible for implementing restrictions.

Others: in this context, others refers to adult care workers who are required to restrict an individual's rights or freedoms.

Knowledge and skill requirements

- A. Understand the context of relationships and partnership working, including:
1. how **legislation** and **regulation** influence working relationships with **others**
 2. how relationships with **individuals** and **carers** underpin person centred practice and affect the achievement of **positive outcomes** for individuals and their families
 3. how networking and **working collaboratively** with other agencies and community groups brings benefits both for those using the service and for the sustainability and reach of the organisation
 4. how integrated working with other agencies delivers better outcomes for individuals and the place of **systems leadership** in this
 5. the methods, protocols and limitations of using **different communication methods** used to forge relationships and partnerships with other professionals and agencies
 6. the **features** of effective, **collaborative** partnership working across agencies and ways to overcome barriers
 7. own role and responsibilities in establishing positive relationships within and beyond the organisation.
- B. Lead effective relationships with individuals, carers and families, including:
1. model open, respectful and supportive relationships with individuals, carers and their families
 2. embed **co-production** within day-to-day practices of team.
- C. Manage working relationships with colleagues in own setting to achieve positive outcomes for individuals, including:
1. develop systems and procedures to facilitate effective working relationships with colleagues in the organisation
 2. develop and agree common objectives when working with colleagues
 3. implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise

4. deal constructively with conflicts or dilemmas that arise
5. evaluate own working relationships with colleagues.

D. Work in partnerships with professionals and other agencies:

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
2. use agreed ways of working to carry out own role and support others to carry out their responsibilities
3. deal constructively with any challenges in ways that promote change, any poor practice or failure to work in agreed ways
4. implement and use communication and recording systems that comply with current legislation for information sharing between agencies
5. evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements.

Guidance notes:

Legislation: Learners should consider how different legislation relate to and influence working with others. This may include but is not limited to:

- Care Act 2014
- Mental Capacity Act 2005
- Health and Social Care Act 2012
- general Data Protection Regulations
- data Security and Protection
- subject Access Requests
- data Control
- sharing information
- safeguarding.

Regulation: regulations underpinning the adult social care inspection system in England.

Others: in this context, others may include agencies and other organisations.

Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Carers: a person who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help. This is distinct from a care worker, who is paid to care for people.

Positive outcomes: an 'outcome' refers to individuals' aims or objectives – the things individuals want to achieve or need to happen. For example; continuing to live at home or being able to go out and about.

Working collaboratively/collaborative: working with other partners, understanding and prioritising their needs and establishing mutually beneficial and respectful relationships, whilst remaining focused on own desired outcomes, needs and agenda.

Systems leadership: systems leadership seeks to affect change for good across interconnecting systems e.g. health and social care, through leadership and collaboration that extends the usual limits of resources and responsibility.

Different communication methods: learners must consider a range of communication methods including digital communications.

Features: features should include, but are not limited to:

- building transparency and sharing information openly and honestly (in line with regulations)
- a diversity of skills and perspectives
- creating psychological safety within partnerships and teams which includes a willingness to cooperate and an ability to openly disagree
- an ability to understand and prioritise the needs of other partners, without compromising on your own desired outcomes.

Co-production: an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together.

Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care.

Knowledge and skill requirements

- A) Understand the management of comments and complaints including
1. the relationship between the management of comments and complaints, risk management and safeguarding
 2. regulatory requirements, codes of practice and guidance for managing comments and complaints
 3. why those using services and others may be reluctant to raise comments or make complaints
 4. attitudes and approaches that ensure comments and complaints can prompt continuous improvement of the service.
- B) Lead practice in listening and responding to comments and complaints, including:
1. support team members to understand systems and procedures that ensure individuals' comments and complaints are listened and responded to
 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
 3. implement open and transparent systems and procedures that compassionately address and respond to comments and complaints within agreed time frames
 4. learn from comments and complaints to drive improvements to the service.

Guidance notes:

No guided notes included.

| | |
|------------------------|-------------------------------------|
| LMAC5D | Improvements and Innovations |
| Overview: | |
| This section includes: | |
| LMAC5D/LV | Leading the vision |
| LMAC5C/CI | Continuous improvement |

| | |
|--|---------------------------|
| LMAC5D/LV | Leading the vision |
| Knowledge and skill requirements | |
| <p>A. Understand how to develop a vision for the service including:</p> <ol style="list-style-type: none"> 1. own role in developing a vision for the service 2. how the vision, and future of the service, may be affected by a range of factors 3. 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>B. Lead commitment and implementation of the vision and future direction of the service including:</p> <ol style="list-style-type: none"> 1. build support for the vision and future direction of the service and ensure it is shared and owned by those who will be implementing and communicating it 2. support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them 3. create a plan to implement the vision and future direction of the service 4. review and monitor stages of the plan adapting approaches where needed. | |
| Guidance notes: | |

Adult care system: the local and national systems which support and also integrate the provision of adult social care.

Knowledge and skill requirements

- A. Understand continuous quality improvement in adult social care, including:
1. how to use continuous quality improvement tools and techniques to meet regulatory and best practice guidance requirements
 2. the potential signs or indicators of poor practices
 3. how quality assurance practices inform quality improvement activities
 4. how governance, audit processes and compliance activity can support person-centred, outcome-based practices.
- B. Lead continuous improvement in practice, including:
1. monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person-centred practice
 2. create opportunities for **individuals** and **others** to provide feedback on their experiences of the service
 3. listen, respond to, and use the views of individuals and others
 4. use evidence-based research to identify best practice in outcomes based and person-centred practice
 5. identify areas where digital technology could improve or enhance outcomes based person-centred practice
 6. identify and act on lessons learned from incidents and events
 7. review the extent to which systems, **processes** and practice facilitate positive outcomes for individuals
 8. plan for and lead the implementation of improvements to systems, processes and practice.
- C. Lead a culture that supports innovation and change to improve outcomes for individuals, including:
1. evaluate the achievement of person-centred outcomes to identify where improvements could be made
 2. work with others to identify opportunities for service improvement through transformation and innovation

3. recognise and utilise the expertise of **others** when driving innovation, improvement and change.

D. Understand how to implement effective change, including:

1. the processes and models of best practice in 'change management'
2. the tools available and skills needed to inspire change, development and innovation across the service
3. the range of external drivers for change and how these impact on service
4. **success factors** and barriers to implementing effective change.

Guidance notes:

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: in this context, others might include:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Processes: governance, audit processes and compliance activity

Success factors: how outcomes are measured as a result of change.

| | |
|--|----------------------|
| LMAC5E | Communication |
| <p>Overview:</p> <p>This section includes:</p> <p>LMAC5E/EC Effective communication</p> <p>LMAC5E/HI Handling Information</p> | |

| | |
|--|--------------------------------|
| LMAC5E/EC | Effective communication |
| <p>Knowledge and skill requirements</p> <p>A. Know how to use communication skills to achieve positive interactions, including:</p> <ol style="list-style-type: none"> 1. different communication skills, methods and models, and the circumstances they may be most appropriately used in 2. how to achieve maximum impact by using a range of appropriate communication skills and methods 3. how communication skills underpin: <ul style="list-style-type: none"> ▪ achievement of positive outcomes for individuals and others ▪ the leadership and management of teams ▪ sustainable relationships and partnerships. <p>B. Know how to manage and resolve conflict, including:</p> <ol style="list-style-type: none"> 1. the models of conflict management and conflict resolution 2. factors that can cause friction and conflict within the workplace 3. skills that underpin conflict management and conflict resolution techniques. <p>C. Be able to communicate effectively with others, including:</p> <ol style="list-style-type: none"> 1. demonstrate a range of effective communication styles, methods and skills | |

2. apply communication skills appropriately in relation to message and **audience** for maximum impact
3. adapt communication style in response to the emotional context and communication style of others
4. identify and overcome barriers to communication with a range of people.

- D. Develop communication practices that promote positive outcomes, including:
1. monitor and evaluate the effectiveness of the communication systems and practices used in the workplace
 2. monitor and evaluate the effectiveness of the communication practices to support positive outcome for individuals
 3. propose improvements to communication systems and practices and lead their implementation.

Guidance notes:

Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: In this context, others may include:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Relationships and Partnerships: may include those involved in care service provisions e.g. networks, communities and other professionals and organisations.

Communication styles, methods and skills: communication styles, methods and skills: Learners should consider:

- verbal: words, voice, tone, pitch, spoken and written,
- non-verbal: body language, proximity, eye contact, touch, gestures, behaviour
- additional methods to support communication: signs, symbols and pictures, objects of reference
- face to face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations.
- active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement.
- interpretation of non-verbal communication.
- ability to use silence to provide space and support.

Knowledge and skill requirements

- A. Understand **effective information management**, including:
1. own role and responsibilities in effective information management, and in supporting others to effectively handle information
 2. how to respond to a data breach, including reporting procedures
 3. how to initiate service's business continuity plan and relevance to data and cyber security.
- B. Implement systems for effective information management including:
1. lead the implementation of policies and systems for effective information management to meet **legal and ethical** requirements
 2. lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information
 3. identify team's training needs in relation to handing information and implement a plan to address these needs.

Guidance notes:

Effective information management: Effective information management will include consideration of:

- privacy notices
- transparency information
- data and cyber security
- how devices are secured
- confidentiality, availability and integrity of records/information
- reducing the risk of data breaches.

Legal and ethical:

- general Data Protection Regulation
- data Security and Protection

- subject Access Requests
- CQC Regulations
- data Control
- sharing information
- safeguarding.

| | | | | | | | |
|--|---|-----------|---------------------------------|-----------|----------------------|-----------|---|
| LMAC5F | Values and behaviours | | | | | | |
| <p>Overview:</p> <p>This section includes:</p> <table> <tr> <td>LMAC5F/PC</td> <td>Leading person-centred practice</td> </tr> <tr> <td>LMAC5F/HW</td> <td>Health and wellbeing</td> </tr> <tr> <td>LMAC5F/ED</td> <td>Equality, diversity, inclusion and human rights</td> </tr> </table> | | LMAC5F/PC | Leading person-centred practice | LMAC5F/HW | Health and wellbeing | LMAC5F/ED | Equality, diversity, inclusion and human rights |
| LMAC5F/PC | Leading person-centred practice | | | | | | |
| LMAC5F/HW | Health and wellbeing | | | | | | |
| LMAC5F/ED | Equality, diversity, inclusion and human rights | | | | | | |

| | |
|--|--|
| LMAC5F/PC | Leading person-centred practice |
| <p>Knowledge and skill requirements</p> <p>A. Understand person-centred, outcomes-based practice, including:</p> <ol style="list-style-type: none"> the features, principles, drivers, and values of: <ul style="list-style-type: none"> strength-based approaches person-centred practice active participation outcomes-based practice. the relationship between strength-based approaches and person-centred practice on outcomes-based practices, and the individuals' health and wellbeing, independence, choice, and control <p>B. Understand the value of person-centred practice in partnership working to enabling individuals to achieve their desired outcomes, including:</p> <ol style="list-style-type: none"> the role of partnerships, collaboration and co-production with individuals and others in enabling individuals to achieve their desired outcomes own service's role in enabling individuals to build and maintain relationships and connections to their community how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals. | |

- C. Lead practice to facilitate positive outcomes for individuals through person-centred practice, including:
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
 2. support and develop team members to work in partnership with individuals and others and to recognise and respond to individuals' changing strengths, needs and preferences
 3. support and develop others to apply person-centred approaches in complex situations to ensure positive outcomes for individuals and those important to them
 4. facilitate the development and review of individuals' care and support ensuring **individuals** and **others** are actively involved and that plans and activities reflect individuals' preferences, wishes, strengths and needs
 5. manage resources in ways that:
 - supports individuals to make choices about their health and wellbeing, and achieve positive outcomes,
 - provide reasonable adjustments to enable individuals to access care and support.
 6. implement systems and processes for recording:
 - identification, progress towards and achievement of individuals desired outcomes,
 - the implementation of person-centred practice.
- D. Understand the role of relationships in promoting health and wellbeing, including:
1. the importance of proactive approaches in supporting individuals to build and maintain relationships
 2. how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce or minimise risks
 3. the range and types of support an individual may need to maintain and build relationships, and when external services may be required
- E. Lead practice in recognising individuals' relationships, including:

1. develop approaches which recognise individuals' sexuality and relationship needs
2. promote an open, proactive culture where individuals and **others** feel confident to discuss sexuality, relationships and protection
3. ensure individuals and others have access to support, information and advice about relationships and sexuality.

F. Understand positive risk-taking in context of supporting individuals, including:

1. how positive risk-taking can contribute to the achievement of positive outcomes for individuals
2. the impact of a risk-averse culture on person centred practice and the wellbeing of individuals
3. the **considerations** which need to be applied in the management of positive risk-taking
4. how supporting **others** to balance risks and rights promotes person centred practices.

G. Lead the implementation of practices, policies, procedures to manage risk and positive risk-taking, including:

1. lead a culture which recognises the benefits of positive risk taking in person centred practice and the wellbeing of individuals
2. facilitate a person-centred approach in the management of risks
3. evaluate own and others practice in leading a balanced approach to risk taking.

Guidance notes:

Strength-based approaches: also referred to as 'asset-based approaches'. This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence.

Person-centred practice: an approach that sees the individual accessing social care services as an equal partner in their care and support who is at the centre of all decisions relevant to them.

Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Outcome-based practice: an 'outcome' refers to individuals' aims or objectives – the things individuals want to achieve or need to happen. Outcomes-based practice focuses on supporting individuals to achieve the outcomes most important to them and offers innovative approaches to enable this.

Partnerships: working with the individual, networks, communities and other professionals and organisations.

Collaboration: working with other partners, understanding and prioritising their needs and establishing mutually beneficial and respectful relationships, whilst remaining focused on own desired outcomes, needs and agenda.

Co-production: an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions together.

Co-production recognises that people who use social care services (and their families) have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care.

Individuals: the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services

- visitors to the work setting
- members of the community
- volunteers.

Relationships: learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality and sexual relationships.

Community: may include but not limited to how the individual is supported to engage with and access their local community, i.e. social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.

Integrated service provision: joined up, coordinated care and support that is planned and organised around the desires, needs and preferences of the individual. It may involve health, social care, housing, education and other services.

Considerations: including, but not limited to mental capacity, safeguarding, individuals' rights, duty of care.

Knowledge and skill requirements

- A. Lead a culture that promotes **individuals'** wellbeing and independence in all aspects of day to day practice, including:
1. facilitate a culture:
 - where individuals' histories, preferences, wishes, needs and strengths are prioritised, recognised, respected and responded to
 - which enables individuals' to lead full and meaningful lives connected to **those important to them** and to their **communities**
 - which enables individuals and **those important to them** to them to influence and co-design how care and support services are provided.
- B. Understand the importance of promoting individuals' health and wellbeing, including:
1. the range of **factors** that may influence an individuals' health and wellbeing
 2. own role, and role of **others**, in monitoring, assessing and promoting individuals' wellbeing
 3. own role in providing sufficient training, support and supervision to enable others to monitor the individuals health and wellbeing
 4. how to ensure lines of accountability and responsibility are understood for delegated healthcare tasks.
- C. Lead practice in promoting individuals' health and wellbeing, including:
1. support others to:
 - meet identified health and wellbeing needs
 - monitor, and assess changes to, individuals' health and wellbeing using appropriate tools
 - understand the importance of early identification of deterioration in individuals' health and wellbeing
 - record and respond to assessments and observations of individuals' health and wellbeing.
 2. implement protocols for involving others in response to changes in individuals' health and wellbeing

3. work in partnership with individuals, healthcare professionals and others to agree roles and responsibilities in achieving individuals' healthcare and well being outcomes.

Guidance notes:

Individuals: a the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Those important to them: may include but not limited to those the individual chooses to be involved in their life, e.g. families, carers and advocates.

Communities: may include but not limited to how the individual is supported to engage with and access their local community, i.e. social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.

Others: in this context, others could refer to

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- colleagues and peers
- advocates
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community

- volunteers.

Factors: factors affecting health and wellbeing will be different for different people. Learners should show consideration for environmental, physical, social and psychological factors.

Knowledge and skill requirements

- A. Understand equality, diversity, inclusion, and human rights, including:
1. the legislation underpinning equality, diversity, inclusion and human rights
 2. the societal, and historical influences underpinning equality, diversity, inclusion and human rights
 3. the impact of legal, societal and historical influencers on own role in promoting a culture that values equality, diversity, inclusion and human rights
 4. the impact of discriminatory or **closed cultures** on **individuals** and **others**
 5. how own and others' values, beliefs and experience can impact practices and behaviours relating to equality, diversity, inclusion, and human rights
- B. Lead a **culture** that promotes, values and celebrates equality, diversity, inclusion, and human rights, including:
1. evaluate own and others ability to positively respond to people's differences to achieve better outcomes
 2. evaluate how the service promotes, values and celebrates equality, diversity, inclusion, and human rights
 3. implement changes to practices, policy or procedures to improve how the service promotes, values, and celebrates equality, diversity, inclusion, and human rights
 4. monitor and review changes and improvements being made to lead to better outcomes for **individuals** and **others**
 5. challenge, and support **others** to challenge, discrimination, harassment and exclusion in ways that are likely to achieve change and promote positive outcomes.

Guidance notes:

Closed cultures: a closed culture is a poor culture in a health or care service that increases the risk of harm. This includes abuse and human rights breaches. The development of closed cultures can be deliberate or unintentional – either way it can cause unacceptable harm to a person and their loved ones.

Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: in this context, others may include:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- team members
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Culture: when considering the culture, learners should consider how they lead this for individuals accessing services and for the workforce.

| | |
|---|--------------------------|
| LMAC5G | Health and safety |
| <p>Overview:</p> <p>This section includes:</p> <p>LMAC5G/HS Health and safety</p> | |

| | |
|--|--------------------------|
| LMAC5C/HS | Health and safety |
| <p>Knowledge and skill requirements</p> | |
| <p>A. Understand health and safety requirements in adult social care, including:</p> <ol style="list-style-type: none"> 1. the legislative framework for health and safety in adult care settings 2. key sources of information and guidance for health and safety in the workplace. <p>B. Lead the implementation of health and safety requirements in adult social care, including:</p> <ol style="list-style-type: none"> 1. interpret legislation and guidance and apply to organisational health and safety policies and working practices 2. support others to comply with relevant organisational health and safety practices, policies, procedures to help keep them safe 3. monitor compliance with safe working, practices and provide appropriate intervention where procedures are not adhered to 4. evaluate working practices and make improvements to health and safety practices, policies and procedures 5. complete records and reports on health and safety and issues according to legislative and organisational requirements. <p>C. Understand effective risk management, including:</p> <ol style="list-style-type: none"> 1. the range of risk management requirements in adult care | |

2. own responsibilities to identify, assess and manage risk
3. range of mechanisms and tools available to inform and carry out risk management activities.

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

1. contribute to the development of policies, procedures and practices to identify, assess and manage risk
2. work with **others** to identify, assess and manage risks and issues
3. support team members to understand risk management and adhere to guidance which promotes safe practices.

Guidance notes:

Legislative framework: this should include the range of Health and Safety legislation and specific regulations applicable to the environment and care service being provided.

Key sources of information and guidance: should include the role of government agencies and advisory bodies e.g Health and Safety Executive, Public Health England, may also include other internal and external support mechanisms.

Legislation and guidance: this may include local guidance, changing and updated guidance and specific information available to support legislation and regulations e.g. The Code of Practice on the prevention and control of infections and related guidance.

Others: in this context, others might include, but not limited to:

- carers, loved ones, family, friends of those accessing care and support services
- team members
- professionals from other services
- visitors to the work setting
- volunteers.

| | | | | | |
|--|---------------------------------|-----------|------------------------|-----------|--------------------|
| LMAC5H | Professional development | | | | |
| <p>Overview:</p> <p>This section includes:</p> <table data-bbox="220 450 906 562"> <tr> <td>LMAC5H/CD</td> <td>Continuous development</td> </tr> <tr> <td>LMAC5H/PW</td> <td>Personal wellbeing</td> </tr> </table> | | LMAC5H/CD | Continuous development | LMAC5H/PW | Personal wellbeing |
| LMAC5H/CD | Continuous development | | | | |
| LMAC5H/PW | Personal wellbeing | | | | |

| | |
|--|-------------------------------|
| LMAC5H/CD | Continuous development |
| <p>Skill requirements</p> <p>A. Demonstrate commitment to own development, including:</p> <ol style="list-style-type: none"> 1. evaluate own knowledge and performance using standards and benchmarks 2. identify and prioritise own professional development needs and aspirations and implement plans to meet these 3. create and engage with opportunities for others to provide feedback on own performance across all aspects of role 4. identify a range of opportunities to support own professional development that reflect own learning style and needs 5. evaluate how own practice has been improved through: <ul style="list-style-type: none"> ▪ the implementation of the professional development plan ▪ reflection on feedback from others ▪ learning from achievements and adverse events. <p>B. demonstrate commitment to self-awareness, including:</p> <ol style="list-style-type: none"> 1. use feedback and reflective practice to increase own self-awareness | |

2. analyse how own values, belief systems and experiences impact own practices
3. analyse how own emotions affect behaviour and the impact this has on others.

C. Manage own workload effectively, including:

1. use strategies and tools to plan and identify priorities for work and revise plans when priorities change
2. use digital technology to enhance own and others' efficiency
3. facilitate the development of others to enable effective delegation
4. consider impact on own wellbeing when planning and responding to organisation priorities
5. plan strategies and support mechanisms to access when workload is difficult to manage.

Guidance notes:

Standards: may include Codes of Practice, regulations, minimum standards, national occupational standards.

Others: in this context, others might include:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- volunteers

Range of opportunities: may include:

- formal or informal support
- supervision, Appraisal, Mentoring, Peer support

- opportunities within and outside the organisation
- different types of learning and ways to achieve
- self-led and directed learning opportunities.

Adverse events: an incident or disruption with associated risks which could lead to unexpected, unintended, and preventable harm to others.

Knowledge requirements

- A. Understand **own wellbeing**, including;
1. what is meant by 'personal wellbeing', 'self-care' and 'resilience'
 2. **factors** that positively and negatively influence own wellbeing
 3. **indicators** of own wellbeing and wellbeing deterioration.
- B. Understand the importance of maintaining and improving own wellbeing, including
1. how own wellbeing impacts role and behaviour
 2. how own wellbeing impacts **others**.
- C. Know how to maintain and improve own wellbeing, including:
1. **strategies** to maintain and improve own wellbeing
 2. a range of wellbeing **support offers** available and how to access them
 3. how to access professional help if needed.
- D. Know how to manage own **stress** and anxiety, including:
1. what is meant by 'stress' and 'anxiety'
 2. indicators of stress and anxiety in oneself
 3. **factors** that can trigger stress and anxiety in oneself
 4. how stress and anxiety may affect own reactions and behaviours towards others
 5. **strategies** for managing own stress and anxiety
 6. how to access a range of **support offers**.

Guidance notes:

Own wellbeing: in this context, wellbeing refers to that of learner. Wellbeing is broad concept referring to a person's quality of life taking into account health,

happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.

Factors: these should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace.

Indicators: these should be specific to the learner.

Others: may include team members, other colleagues, individuals accessing care and support services, families, carers and other professionals. Learners may also wish to consider their personal relationships.

Strategies: learner strategies should be personal to them. Strategies should include those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.

Stress: stress can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress.

Support offers: the range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to. For example:

- internal: Supervision, employee assistance scheme, mentor or buddying systems
- external: self-help tools, apps and websites, local groups and networks.

Section C:

Additional requirements

1. Optional units/content

The qualification must include additional areas of content that can be taken as optional units. These should be sufficient in range, number, content and level to enable learners to contextualise their learning to meet their specific development needs.

In the development of optional content, awarding organisations must show consideration for their centres' abilities to deliver and assess this learning. Optional content must indicate genuine choice for learners.

See *Appendix 2: Recommendations for optional content*.

2. Digital skills

Digital skills have been highlighted a key learning and development priority for care managers. The use of digital technologies has been referred to throughout the qualification criteria where relevant to all level 5 learners.

Skills for Care encourages awarding organisations to embed digital skills within appropriate optional qualification content wherever practicable and relevant to enable to evolution of the workforce.

Skills for Care welcomes optional content specific to digital skills, e.g. content aligned to essential digital skills qualifications or units.

To support your content development, below are some key themes that emerged from our consultation work on the qualification review in relation to priorities for care managers' digital skills:

- building own confidence in using digital skills
- enabling and encouraging the workforce to embrace digital skills
- using technology to support and monitor people accessing care and support
- digital security and safety
- availability and use of different digital platforms and systems
- learning online/remotely

Appendix 1: Consultation and development process

Overview of the consultation and development process:

During 2020/21, Skills for Care engaged and consulted with a variety of sector stakeholders to understand the learning and development needs and priorities of, and for, care managers undertaking level 5 practice.

What we did:

To understand high level priorities and needs, we:

- carried out 4 online consultation events
- ran an online survey.

To understand priorities and needs for specific areas of content, we:

- ran online surveys asking for feedback on a small number topics
- held focus groups with people accessing care services
- spoke to colleagues in CQC
- spoke to subject matter experts
- reviewed best practice developments.

To develop and update content, we:

- applied what we'd learnt from our consultation and engagement activity
- took direction from subject matter experts
- rationalised outcomes and criteria.

To ensure the new content accurately reflected what we'd heard from the sector, we:

- ran a final online survey
- made final changes based on feedback.

Who we spoke to:

- awarding organisations
- care workers
- CQC (various roles)
- learning and development leads
- learning providers
- people accessing care and support

- registered managers
- social care employers.

Appendix 2: Recommendations for optional content

Skills for Care's recommendations are based on our sector consultation during 2020/21 as well as previous optional content and sector priorities.

Digital skills:

See Section C: Additional requirements

Leading and managing different adult social care service models e.g.

- community services
- domiciliary services
- extra care services
- individual employers
- integrated services
- residential services
- shared Lives services
- supported accommodation
- telecare and remote services.

Aspects of support e.g.

- assistive technology
- advocacy
- care planning and assessment
- co-production
- clinical skills
- digital technology
- end of life care
- family support
- group living
- integration and integrated services
- mental health and wellbeing
- personalisation
- positive behavioural support
- transition between services.

Aspects of leadership and management e.g.

- audits
- business development
- coaching and mentoring
- concerns and complaints
- contingency planning
- disciplinary procedures
- finance and budgeting
- induction
- infection prevention and control
- inter-professional teams
- mental health and wellbeing of others
- operational planning
- recording and reporting
- recruitment and selection
- regulation and governance (skills)
- research
- risk management
- quality assurance

- quality improvement.