Qualification specification

NCFE CACHE Level 5 Diploma in Leadership and Management for Adult Care
QN: 610/0673/7

Approved by

(skillsforcare

Qualification summary

Qualification title	NCFE CACHE Level 5 Diploma in Leadership and Management for Adult Care		
Ofqual qualification number (QN)	610/0673/7	Aim reference	61006737
Guided learning hours (GLH)	790	Total qualification time (TQT)	950
Credit value	95		
Minimum age	19+		
Qualification purpose	This qualification is designed to support the development of registered managers of adult social care services. The qualification provides learners with the knowledge and skills needed to work in adult social care and to have responsibility for leading and managing a service. This will include managing and improving care and support for individuals accessing the service, supporting and developing the workforce, and driving the vision for their service or organisation. This qualification is most suitable for those working in a managerial role in adult care settings who are looking to progress their career. It is also appropriate for managers who have not yet achieved a vocational qualification at level 5.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	Learners will need to be working in a managerial role in an appropriate setting to be able to study for the Level 5 Diploma in Leadership and Management for Adult Care as they will need to show competence in both knowledge and skills.		
Apprenticeship standards	This qualification can be undertaken as part of the Leader in Adult Care apprenticeship standard. If learners have not already achieved qualifications in English and maths, level 2 functional skills in English and maths can also be taken. For apprenticeship standards, the latest standard and assessment plan documents, available from the Institute for Apprenticeships and Technical Education (IFATE) www.instituteforapprenticeships.org should always be consulted to ensure that all mandatory qualifications, units, assessment, on-the-job hours and apprenticeship conditions are achieved and evidenced.		

Contents

Section 1: introduction

Please note this is a draft version of the qualification specification and is subject to change before the final version is produced for the launch of the qualification.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

The Level 5 Diploma in Leadership and Management for Adult Care aims to develop and assess the knowledge and skills relating to leadership and management within adult care. Learners undertaking this qualification will be working in a managerial role in a variety of adult care settings.

As learners engage with the units of this qualification, they will learn more about how to develop leadership and management skills. As a leader in adult care, the learner will become an important role model for others, inspiring staff and raising aspirations. Learners will be able to respond to drivers in adult care through strong leadership, values base, innovation, and business insight.

We sincerely hope that learners will enjoy their study of the Level 5 Diploma in Leadership and Management for Adult Care and find that they are able to reflect on their own practice, implement changes that improve experiences and outcomes for individuals, and lead others within adult care services.

Aims and objectives

This qualification aims to:

- focus on the study of leadership and management within the adult care sector
- offer breadth and depth of study, incorporating a key core of knowledge and skills
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- support the development of registered managers of adult social care services
- specifically develop the leadership and management skills of learners

Support handbook

This qualification specification must be used alongside the mandatory support handbook on the qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Entry guidance

This qualification is designed for those working in a managerial role in adult care settings who are looking to progress their career. It is also appropriate for managers who have not yet achieved a vocational qualification at level 5.

Entry is at the discretion of the centre.

There are no formal entry requirements for this qualification but learners will need to be at least 19 years of age. It is also recommended that they hold a level 3 qualification or above in a related area.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 80 credits from the mandatory units and a minimum of 15 credits from the optional units (a minimum of 95 credits in total).

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where recognition of prior learning (RPL) is to be used extensively (for a whole unit or more), advice must be given by the External Quality Assurer.

Progression

Learners who achieve this qualification could progress to the following:

- employment within the adult care sector in job roles such as:
  - o deputy manager
  - o manager
  - o assistant manager
  - o care broker
  - o case manager
- further or higher education

Staffing requirements

Centres delivering any of our qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment

- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes. The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development assessment principles

Real work environment (RWE) requirement/ recommendation

Where the assessment requirements for a unit allows, it is essential that organisations wishing to operate a RWE do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

Placement in a real work environment (RWE)

Learners will need to be working in a managerial role in an appropriate setting to be able to study for the Level 5 Diploma in Leadership and Management for Adult Care.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured. The assessment consists of an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE. Internal quality assurance (IQA) must still be completed by the centre as usual.

This qualification must be assessed in line with Skills for Care and Development assessment principles.

The Level 5 Diploma in Leadership and Management for Adult Care is a competence-based qualification.

A competence-based qualification may be based on national occupational standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a RWE in accordance with the relevant assessment guidance.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a level 5 learner for each learning outcome.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

We have created a sample task for the internally assessed unit, which can be found within a separate document in the member's area of our website. This task is not mandatory. You can contextualise this task to suit the needs of your learners to help them build up their portfolio of evidence. For further information about contextualising the task, please contact the curriculum team.

A centre may create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, learning outcomes, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Please refer to the Skills for Care and Development assessment principles document for further information. This can be found at the end of section 2 in this specification and on the qualifications page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

Mandatory units

Theme 1: Leadership and management roles and responsibilities

LMAC 1A: Leadership and management in adult care (R/650/1921)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to lead and manage others within adult care settings.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand leadership and management theories and styles	1.1 Analyse key theories of leadership and management
	1.2 Explain the differences between leadership and management
	1.3 Describe how theoretical models of leadership and management are applied to own practice
	1.4 Explain potential conflicts which may occur when applying theoretical models of leadership and management
	1.5 Propose strategies to address potential conflicts which may occur when applying theoretical models of leadership and management
	1.6 Analyse the range of different leadership styles
	1.7 Explain how coaching and mentoring can be used to complement leadership style
2. Understand leadership and management in adult care	2.1 Explain the role of leadership and management skills in adult care services
	2.2 Evaluate the impact **of internal and external drivers** on leadership and management in adult care services
	2.3 Explain how to adapt own leadership and management styles for: • **different situations** • **different teams**
	2.4 Describe the interaction between own leadership styles and behaviours and the values and culture of an adult social care organisation
	2.5 Analyse the importance of leadership styles for professional development in adult care
	2.6 Discuss how to establish a culture of continual learning and development in own setting and the importance of learning from experience

Range
2. Understand leadership and management in adult care
2.2 Internal and external drivers:

Range
Could include: policy or strategy changes, changes to the market, organisational cultural changes or challenges. **2.3 Different situations:** Could include: the formality of situations, working under different pressures, own role within a particular situation **Different teams:** Could include, but not limited to: size of team, location of team, culture of team, experiences of teams and resources required to manage different teams.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: - action planning and quality improvement plans   - business review/planning   - collaborative working   - communication strategies   - community meetings   - decision-making processes and involvement   - examples of change management   - individuals, carer and family forums/meetings   - management reports and presentations   - networking activity   - operational review/planning   - partnership activity   - policy and procedural development   - self-assessment and quality improvement plans   - service re-design   - staff induction   - statement of purpose   - strategic and operational management meeting records   - supervision and appraisal   - team and personal objectives   - team meetings   - training, development and presentations   - value-based recruitment procedures   - vision and mission statements   - workforce planning   - role modelling

LMAC 1B: Team leadership in adult care (T/650/1922)

Unit summary				
The aim of this unit is to provide learners with the knowledge and skills required to lead a team within adult care settings.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to lead own team	1.1 Adapt leadership styles to reflect different **stages and cycles** in the team's development
	1.2 Establish trust and accountability within the team
	1.3 Build and maintain team commitment to the service and its values by consistently demonstrating own commitment and expressing own vision
	1.4 Develop, implement and review strategies to support a positive **values-based** culture in the team
	1.5 Model and promote values and behaviours that recognise and champion equality, diversity and inclusion and challenge discrimination and exclusion
2. Be able to manage teamwork	2.1 Facilitate the participation of team members in agreeing team objectives
	2.2 Encourage creativity and innovation when planning how to meet team objectives and agree a team plan
	2.3 Agree roles, responsibilities and personal work objectives with team members taking account of their individual skills, interests, knowledge, expertise and development needs
	2.4 Support team members to work towards personal and team objectives and monitor progress
	2.5 Review team objectives and facilitate opportunities for the team to reflect on their progress
	2.6 Provide **constructive feedback** on performance to: • individual team members • the team
	2.7 Work with team members to address any issues with performance and identify opportunities for continuing development
	2.8 Recognise progress towards team and personal work objectives

Range
1. Be able to lead own team.
1.1 Stages and cycles: The different stages of team development (for example, 'forming, storming, norming and performing'). The different cycles teams encounter in their work in adult social care (for example, new team members and changes to working practices).   **1.4 Values-based:**

Range
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. Examples could include: • person-centred values • strengths-based approaches • the 6Cs • openness (candour) and a 'just' culture • supporting a learning culture • collaboration

2. Be able to manage teamwork

2.6 Constructive feedback: Feedback that addresses both positive and negative considerations expressed in a way that encourages reflection and change.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • workforce planning • appraisal and end-of-year reviews • championing equality, diversity and inclusion • change management • coaching and mentoring activity • conflict management • continuous improvement • continuous professional development (CPD) activity and dissemination • effective delegation including role modelling, distributed leadership and empowerment strategies • feedback from individuals and others • how individual/team performance is celebrated • inspection reports and audits • use of leadership and management styles • organisational and team planning activity • peer and self-evaluations including examples of when practice has been challenged and improved • performance management • performance observations and feedback • performance, capability management and disciplinary records • policy and procedural development • quality improvement plans • recruitment processes • reporting lines evidencing roles/responsibilities and accountability • role modelling • skills gap analysis • staff induction • suggestions box • supervision and appraisal

- team collaboration and contribution to strategic and operational vision and plans
- team collaboration with regards to quality (inspection reports and subsequent planning)
- team meetings
- values-based recruitment
- work in collaboration with others to agree a team plan
- work with experienced staff
- workforce development

LMAC 7A: Resource management in adult care (A/650/1924)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding required to effectively manage resources in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**30 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand principles for effective resource management	1.1 Explain the impact of national and local strategies and priorities on resource planning and management including: • financial resources • physical resources • human resources
	1.2 Explain the importance of accurate forecasting for resource requirements
	1.3 Explain the value of using assets and resources outside traditional services and in the community
	1.4 Describe the place of technology as a resource in service delivery and service management
	1.5 Describe the meaning of sustainability in terms of resource management in adult care
	1.6 Explain roles, responsibilities and accountabilities for resource management within the organisation
	1.7 Explain the importance of business continuity planning and the processes available
2. Understand principles of effective human resource management	2.1 Explain the **legislation, policy and practices** underpinning safe and fair recruitment
	2.2 Describe **approaches** known to improve recruitment and retention of adult care staff
	2.3 Describe recruitment, selection and induction processes in the organisation and own role in these
	2.4 Explain the importance of ensuring employment practices are free from discrimination and harassment
	2.5 Describe how to identify the numbers and patterns of staffing required to provide a person-centred outcomes-based service
	2.6 Analyse **factors** that could influence staffing requirements and patterns
	2.7 Consider how to manage staffing patterns and adjust them to meet changing circumstances in own setting
	2.8 Explain succession and contingency planning for the workforce and ways to achieve this

Range
2. Understand principles of effective human resource management
2.1 Legislation, policy and practices:

Could include, but not limited to:

- Equality Act 2010
- Working Time Regulations 1998
- Care Quality Commission regulations
- Disclosure and Barring Service checks
- confirming identify and seeking references
- national minimum wage

2.2 Approaches:

Could include, but 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 (for example, referral programmes)
- offering a supportive induction, quality training, career progression routes, good working conditions, rewards, recognition, flexibility and competitive pay rates

2.6 Factors:

Could include, but not limited to:

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

Delivery and assessment guidance

Examples of evidence for the learner portfolio:

- annual leave entitlement and booking systems
- concerns and complaints procedures, transparency and practices
- contingency plans
- disciplinary and grievance records
- efficiency reports
- equality and anti-discriminatory policies
- exit interviews and feedback
- induction
- inspection reports and audits
- job descriptions
- operational and resource plans
- performance management
- planned coverage of staffing and contingency plans
- policy and procedural development
- profile of staff overview and succession planning
- quality assurance and improvement planning and development

Delivery and assessment guidance
• quality compliance systems
• values-based recruitment
• risk management
• service redesign
• skills audit
• staffing profile of skills mix
• staffing ratios and rotas
• strategic plan
• succession planning
• supervision and appraisal
• systems and approaches to workforce planning
• use of agency or temporary staffing
• use of information technology in scheduling work patterns
• work products designed for recruitment and induction
• workforce development plans

Theme 2: Governance and quality assurance

LMAC 2A: Governance of adult care (D/650/1925)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding in relation to the governance of adult care provision.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand legislation and statutory guidance that underpins adult care provision	1.1 Summarise current **legislation and statutory guidance** that applies to **all aspects** of service provision
	1.2 Analyse the impact of legislation and policy on person-centred and outcomes-based procedures and practice
	1.3 Explain own role, accountability and responsibilities in implementing legislation and statutory guidance within service provision
2. Understand models of service delivery within adult care	2.1 Explain the purpose and functions of different **models of service delivery**
	2.2 Explain management and governance across models of service delivery
	2.3 Explore innovation and alignment across models of service delivery
3. Understand internal governance arrangements within own organisation	3.1 Evaluate internal governance procedures used within own organisation
	3.2 Explain own role in applying, leading and evaluating own service's governance procedures and agreed ways of working

Range
1. Understand legislation and statutory guidance that underpins adult care provision
1.1 Legislation and statutory guidance: Must include: legislation and relevant guidance specific to adult care and within the wider context of service provision and delivery. **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. **2.1 Models of service delivery:** Could include, but not limited to: • domiciliary

Range
• residential • supported living/accommodation • extra care • telecare/remote • Shared Lives • community services • individual employers • integrated services

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • advocacy support • best interest decision records • board of governor visit reports • care planning cycle • complaints records • feedback from individuals and others • improvement action plan for Care Quality Commission or commissioning provider • inspection and audit reports • management meetings • manager quality assurance report • meetings with individuals • mental capacity assessments • networking activity • notifiable event transcript • partnership activity • partnership agreements • performance management • provider information return (PIR) • risk management • self-assessment reports or self-improvement report • statement of purpose • supervision and appraisal • team meetings • evidence of debrief/case review/reflective review of near miss events

LMAC 2B: Regulatory processes for adult care (F/650/1926)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding of their role within and the wider aspects of the regulatory and inspection processes for adult care service provision.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**40 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand systems and requirements for the regulation and inspection of adult care services	1.1 Describe specific legislation and regulations that underpin the **inspection system**
	1.2 Describe the range of legislation and statutory guidance that supports and relates to the **inspection process**
	1.3 Summarise the different types of service provision which are subject to registration and inspection
	1.4 Summarise the different **types of inspection** and **key themes** of the inspection process
	1.5 Describe the purpose and process of the inspection system
	1.6 Summarise sources of information and support in relation to the regulation of adult care services
	1.7 Explain how the ratings system is applied and the implications of this
	1.8 Describe when and how enforcement action can be used
2. Understand key roles, remits and responsibilities in registered services	2.1 Analyse the role, remit and responsibilities of the registered manager in relation to compliance with regulations
	2.2 Explain the key roles, remit and responsibilities of the: • nominated individual • 'fit and proper person'
	2.3 Explain the role of the regulator
3. Understand how the inspection process is applied in own service	3.1 Identify those who need to be aware of, and involved in, the inspection process.
	3.2 Describe the ways in which information is collected about the service and used to inform inspection activities
	3.3 Summarise how the requirements of regulation are met within own service
	3.4 Analyse the range and types of evidence which can be used to demonstrate the service is meeting requirements
	3.5 Review ways to address the outcome and impact of an inspection in own service
	3.6 Describe collaborative strategies to address the outcome and impact of an inspection
	3.7 Review how outcomes of inspection can be used to drive service improvements
4. Understand the wider range of regulatory requirements that	4.1 Summarise **wider regulation processes** that apply to specific **aspects of the service**.
	4.2 Summarise types of information and reporting requirements for regulation processes

Learning outcomes The learner will:	Assessment criteria The learner can:
apply to the service	

Range
1. Understand systems and requirements for the regulation and inspection of adult care services

1.1, 1.2 Inspection system/process:

As applied in England.

1.4 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.

4. Understand the wider range of regulatory requirements that apply to the service.

4.1 Wider regulation processes:

- Health and Social Care Act 2008 (Regulated Activities) Regulations 2014
- Care Quality Commission (Registration) Regulations 2009 (part 4)
- standards in relation to specific aspects of a service (for example, accreditation)
- organisational audits

Aspects of the service:

Could include, but not limited to:

- compliments and complaints
- medication errors
- mental capacity and liberty safeguards
- incidents affecting health, safety and welfare of those using the service
- allegations of abuse
- changes to registration details
- data breach
- deaths in the service

Delivery and assessment guidance

Examples of evidence for the learner portfolio:

- advocacy support
- best interest decision records
- board of governor visit reports
- care planning cycle
- complaints records
- feedback from individuals and others
- improvement action plan for Care Quality Commission or commissioning provider

Delivery and assessment guidance
- inspection and audit reports   - management meetings   - manager quality assurance report   - meetings with individuals   - mental capacity assessments   - networking activity   - notifiable event transcript   - partnership activity   - partnership agreements   - performance management   - provider information return (PIR)   - risk management   - self-assessment reports or self-improvement report   - statement of purpose   - supervision and appraisal   - team meetings   - evidence of debrief/case review/reflective review of near miss events

Theme 3: Working with others

LMAC 3A: Communication and information management in adult care (H/650/1927)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead and manage information systems and communication practices in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**45 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to use communication skills to achieve positive interactions	1.1 Discuss models, methods and skills of communication and the circumstances they may be most appropriately used in
	1.2 Explain how to achieve maximum impact by using a range of appropriate communication skills and methods in adult care settings
	1.3 Analyse how communication underpins: • sustainable relationships and partnerships. • positive outcomes for individuals and others • leadership and management of teams
2. Be able to communicate effectively with others	2.1 Demonstrate a range of effective **communication styles, methods and skills**
	2.2 Apply communication skills appropriately in relation to message and **audience** for maximum impact
	2.3 Adapt communication style in response to the emotional context and communication style of others
	2.4 Identify and overcome barriers to communication with a range of people
3. Be able to develop communication systems and practices that promote positive outcomes	3.1 Monitor and evaluate the effectiveness of the communication systems and practices used in own workplace to support positive outcomes for individuals
	3.2 Propose improvements to communication systems and practices and lead the implementation of these improvements
4. Understand effective information management	4.1 Discuss own role and responsibilities in: • effective information management • supporting others to effectively handle information
	4.2 Explain how to respond to a data breach, including reporting procedures
	4.3 Explain how to initiate service's business continuity plan and relevance to data and cyber security
5. Be able to implement systems for effective information management	5.1 Lead the implementation of policies and systems for effective information management to meet **legal and ethical** requirements
	5.2 Lead practice to address legal and ethical conflicts that arise between maintaining confidentiality and sharing information
	5.3 Identify team's training needs in relation to handling information and implement a plan to address these needs

Range

1. Know how to use communication skills to achieve positive interactions

1.3 Relationships and partnerships:

Could include those involved in care service provisions (for example, networks, communities and other professionals and organisations).

Outcomes:

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).

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:

Could 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

2. Be able to communicate effectively with others

2.1 Communication styles, methods and skills:

- 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

2.2 Audience:

In this context, the learner should demonstrate appropriate communication skills across and within a range of different audiences in the work setting.

Examples could include, but are not limited to:

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

4. Understand effective information management

4.1 Effective information management:

Should 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

5. Implement systems for effective information management

5.1. **Legal and ethical:**

- General Data Protection Regulation
- data security and protection
- Subject Access Requests
- Care Quality Commission Regulations
- data control
- sharing information
- safeguarding

Delivery and assessment guidance

Examples of evidence for the learner portfolio:

- adaptations of information and communication for different contexts and audiences
- care planning cycle
- development of systems of communication
- information governance
- inspection reports and audits
- internal/external audits
- leadership and management styles
- models of communication used in setting
- networking activity
- partnership activity
- partnership protocols
- peer evaluation
- policy and procedural development
- quality improvement plans
- report on information exchange, local protocols and ethical considerations
- review and development of communication systems as a result of legal and ethical requirements and lessons learned
- risk assessments including use of technology

- role modelling
- safeguarding protocols
- self-assessment
- service level agreements
- supervision and appraisal
- team meetings
- workforce development

LMAC 4A: Partnership working in adult care (J/650/1928)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead and manage working relationships and partnerships in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the context of relationships and partnership working	1.1 Explain how **legislation** and **regulation** influence working relationships with **others**
	1.2 Explain how relationships with **individuals** and **carers** underpin person-centred practice and affect the achievement of **positive outcomes** for individuals and their families
	1.3 Analyse the role of **partnerships, collaboration** and **co-production** with individuals and **others** in enabling individuals to achieve their desired outcomes
	1.4 Explain own service's role in enabling individuals to build and maintain **relationships** and connections to their **community**
	1.5 Evaluate how networking and **working collaboratively** with other agencies and community groups benefits: • individuals • the sustainability and reach of the organisation
	1.6 Analyse how integrated working with other agencies delivers better outcomes for individuals and the role of **systems leadership** within this.
	1.7 Describe good practice for working across agencies in relation to: • the **features** of effective, **collaborative** partnership working • how to overcome barriers to effective partnerships
	1.8 Explain own role and responsibilities in establishing positive relationships within and beyond the organisation.
	1.9 Explain the methods, protocols and limitations of using **different communication methods** to forge relationships and partnerships with other professionals and agencies
2. Know how to manage and resolve conflict	2.1 Describe models of conflict management and conflict resolution
	2.2 Explain factors that can cause friction and conflict within the workplace
	2.3 Describe skills that underpin conflict management and conflict resolution techniques
3. Be able to lead effective relationships with individuals, carers and families	3.1 Model open, respectful and supportive relationships with individuals and others
	3.2 Embed co-production and the contribution and expertise of individuals, carers and families within day-to-day practice
	3.3 Ensure individuals and carers are aware of their statutory rights
	3.4 Implement systems that engage individuals and those important to them in decision-making and review
4. Be able to manage working	4.1 Develop systems and procedures to facilitate effective working relationships with colleagues

Learning outcomes The learner will:	Assessment criteria The learner can:
relationships with colleagues in own setting to achieve positive outcomes for individuals	4.2 Develop and agree common objectives when working with colleagues
	4.3 Implement systems and practices that allow colleagues to make appropriate contributions using their expertise
	4.4 Deal constructively with conflicts or dilemmas that arise
	4.5 Evaluate own working relationships with colleagues
5. Be able to work in partnership with professionals in other agencies	5.1 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
	5.2 Use agreed ways of working to carry out own role and support others to carry out their responsibilities
	5.3 Manage challenges constructively and in ways that promote change
	5.4 Challenge poor practice in ways that promote change and encourage others to follow agreed ways of working
	5.5 Implement communication and recording systems that comply with current legislation for information sharing between agencies
	5.6 Evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements

Range
1. Understand the context of relationships and partnership working

1.1 Legislation:

- Care Act 2014
- Mental Capacity Act 2005
- Health and Social Care Act 2012
- General Data Protection Regulation
- data security and protection
- Subject Access Requests
- data control
- sharing information
- safeguarding

Regulation:

Regulations underpinning the adult social care inspection system in England at the time of publication Health and Social Care Act 2008 (Regulated Activities) Regulations 2014

Others:

In this context, others may include agencies and other organisations.

1.2 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).

1.3 Partnership:

Working effectively together with the individual, professionals, networks, communities, agencies and organisations to enhance wellbeing and support positive and improved outcomes.

Collaboration:

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

Co-production:

An equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to decide 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.

Others:

In this context, others 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

1.4 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:

Could include but not limited to how the individual is supported to engage with and access their local community; (for example, 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.

1.5 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.

1.6 Systems leadership:

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

1.7 Features:

Must 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.

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.

1.9 Different communication methods:

Learners must consider a range of communication methods including digital communications.

Delivery and assessment guidance

Examples of evidence for the learner portfolio:

- adaptations of information and communication for different contexts and audiences
- care planning cycle
- development of systems of communication
- information governance
- inspection reports and audits
- internal/external audits
- leadership and management styles
- models of communication used in setting
- networking activity

- partnership activity
- partnership protocols
- peer evaluation
- policy and procedural development
- quality improvement plans
- report on information exchange, local protocols and ethical considerations
- review and development of communication systems as a result of legal, lessons learned and ethical requirements
- risk assessments including use of technology
- role modelling
- safeguarding protocols
- self-assessment
- service level agreements
- supervision and appraisal
- team meetings
- workforce development

Theme 4: Person-centred practice for positive outcomes

LMAC 5A: Outcomes-based and person-centred practice in adult care (K/650/1929)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead and manage outcomes-based and person-centred practice and promote the health and wellbeing of individuals in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**7 credits**	**55 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles and values of outcomes-based and person-centred practice	1.1 Describe the features, principles, drivers, and values of: • **strength-based approaches** • **person-centred practice** • **active participation** • **outcomes-based practice**
	1.2 Consider the relationship between strength-based approaches and person-centred practice and their contribution to: • outcomes-based practices • the **individual's** health and **wellbeing**, independence, choice, and control
	1.3 Describe how **integrated service provision** that crosses traditional boundaries achieves positive outcomes for individuals
2. Be able to lead practice to facilitate positive outcomes and promote wellbeing and independence for individuals	2.1 Facilitate a culture: • where individuals' history, preferences, wishes, needs and strengths in day-to-day practice are recognised, respected, prioritised and responded to • which enables individuals to lead full and meaningful lives connected to **those important to them** and their **communities** • which enables individuals and those important to them to influence and co-design how care and services are provided
	2.2 Develop and implement a plan to ensure team members have the training and development needed to support individuals in person-centred ways to achieve individuals' desired outcomes
	2.3 Support and develop team members to work in **partnership** with individuals and others to recognise and respond to individuals' evolving strengths, needs and preferences
	2.4 Support and develop others to apply person-centred approaches in complex situations to ensure positive outcomes for individuals and those important to them
	2.5 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, needs and strengths
	2.6 Manage resources in ways that: • support individuals to make choices about their health and wellbeing and achieve positive outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
	• provide reasonable adjustments to enable individuals to access care and support
	2.7 Implement systems and processes for recording: • identification, progress towards and achievement of outcomes • the implementation of person-centred practice
3. Understand the importance of promoting individuals' health and wellbeing	3.1 Explain the range of factors that may influence an individual's health and wellbeing
	3.2 Summarise own role, and role of others, in monitoring, assessing and promoting individuals' wellbeing
	3.3 Explain own role in providing sufficient training, support and supervision to enable others to monitor the individual's health and wellbeing
	3.4 Explain how to ensure lines of accountability and responsibility are understood for delegated healthcare tasks
4. Understand the role of relationships in promoting health and wellbeing	4.1 Analyse the importance of proactive approaches in supporting individuals to build and maintain **relationships**
	4.2 Appraise how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce or minimise risks
	4.3 Analyse the range and types of support an individual may need to maintain and build relationships, and when external services may be required
5. Be able to lead practice to promote individuals' health and wellbeing and achieve healthcare outcomes	5.1 Support others to: • meet identified health and wellbeing needs • monitor and assess changes to individuals' health and wellbeing using appropriate tools • understand and act on early identification of deterioration in individuals' health and wellbeing • record and respond to assessments and observations of individuals' health and wellbeing
	5.2 Implement protocols for involving others in response to changes in individuals' health and wellbeing
	5.3 Work in partnership with healthcare professionals and others to agree roles and responsibilities in achieving individual's **healthcare and wellbeing** outcomes
6. Be able to lead practice in recognising individuals' relationships	6.1 Develop approaches which recognise individuals' sexuality and relationship needs
	6.2 Promote an open, proactive culture where individuals and others feel confident to discuss sexuality, relationships and protection
	6.3 Ensure individuals and others have access to **support, information and advice** about relationships and sexuality

Range
1. Understand outcomes-based and person-centred practice
1.1 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.

Outcomes-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.

1.2 Examples from own practice must be included.

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.

Wellbeing:

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.

1.3 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.

2. Be able to lead practice to facilitate positive outcomes for individuals through person-centred practice

2.1 Those important to them:

Could include but not limited to: those the individual chooses to be involved in their life, for example families, carers and advocates.

Communities:

Could include but not limited to: how the individual is supported to engage with and access their local community, such as 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.

2.3 Partnership:

Working effectively together with the individual, professionals, networks, communities, agencies and organisations to enhance wellbeing and support positive and improved outcomes.

2.5 Others:

In this context, others 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

4. Understand the role of relationships in promoting health and wellbeing

4.1 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.

5. Be able to lead practice to promote individuals' health and wellbeing and achieve healthcare outcomes

5.3 Healthcare and wellbeing:

Could include:

- regular health checks
- dental care
- agreed therapeutic activities
- administering prescribed medication or medical treatment
- promoting and supporting healthy lifestyle choices

6. Be able to lead practice in recognising individuals' relationships

6.3 support, information and advice:

- clinical services
- counselling and psychosexual services
- family support workers
- mental health services
- interpreting services
- advocacy services
- Sexual Assault and Referral Centres (SARCs)

Delivery and assessment guidance

Examples of evidence for the learner portfolio:

- care planning cycle
- coaching and mentoring activity
- continuous professional development (CPD)

- induction
- inspection reports and audits
- monitoring, recording and reporting healthcare outcomes
- networking activity
- partnership activity
- peer observation
- performance management
- policies and procedural development
- positive risk-taking
- quality improvement plans
- referrals
- risk assessment
- service user forums, meetings or surveys, comments and complaints
- statement of purpose
- supervision and appraisal
- systems and processes to promote active participation (for example, advocacy)
- training materials and resources
- workforce development plan
- values statement

LMAC 5B: Equality, diversity, inclusion and human rights in adult care (R/650/1930)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to champion equality, diversity, inclusion and human rights in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**2 credits**	**20 GLH**

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

Range
1. Understand legislation and policy in relation to equality, diversity and inclusion
1.3 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 could 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

2. Be able to lead a **culture** that promotes, values and celebrates equality, diversity, inclusion, and human rights

2. Culture:

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

Delivery and assessment guidance

Examples of evidence for the learner portfolio:

- coaching and mentoring activity
- induction
- policy and procedural development
- role modelling
- supervision and appraisal
- training materials
- workforce development plan

LMAC 5C: Continuous improvement in adult care (T/650/1931)

Unit summary				
The aim of this unit is to consider the systems and processes used to monitor and develop the quality-of-service provision to improve outcomes for individuals.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

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

Range
1. Understand continuous quality improvement in adult social care
1.1 Guidance and requirements: Examples include, but not limited to: • Regulatory requirements for the governance of adult social care services, (for example, Health and Social Care Act 2008 (Regulated Activities) Regulations 2014) • Care Quality Commission Fundamental Standards • National Institute for Health and Care Excellence (NICE) social care guidance and quality standards • quality frameworks • codes of practice

2. Be able to lead continuous improvement in practice
2.2 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 could 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 • member of the community • volunteers **2.7 Processes:** Governance, audit processes and compliance activity.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • coaching and mentoring activity • induction • policy and procedural development • role modelling • supervision and appraisal • training materials • workforce development plan

Theme 5: Professional development, supervision and performance management

LMAC 6A: Professional development in adult care (Y/650/1932)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills of professional development in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand principles of learning and professional development in adult care	1.1 Discuss ways to achieve and the benefits of continually improving: • own knowledge and practice • team's knowledge and practice
	1.2 Explain the range of required and recommended learning and development in adult care
	1.3 Explain the differences between **learning requirements** and continuous professional development
	1.4 Explain the purpose and benefits of **workforce planning and development**
	1.5 Explain **potential barriers and constraints** in relation to professional development in adult care settings
	1.6 Explore **models of reflection** and the importance of reflective practice in improving own and teams' performance
	1.7 Explain the importance of literacy, numeracy and digital skills in adult care and how to develop these skills of the workforce
	1.8 Analyse **factors** to consider when selecting and commissioning activities for learning and professional development
2. Be able to lead learning and professional development practices	2.1 Evaluate **available mechanisms and resources** that can support learning and professional development in adult care
	2.2 Promote a **learning culture** within own team
	2.3 Facilitate the development of others to enable effective delegation
3. Understand the development needs of the adult care workforce relating to digital skills	3.1 Justify **current drivers** for digitisation within adult care and the wider context
	3.2 Identify how own and **others** attitude towards digital skills can impact on practice
	3.3 Examine the **core digital skills** required for working in adult care
	3.4 Evaluate strategies to overcome barriers to learning and development of digital skills that may exist within the workforce
4. Be able to develop digital knowledge and skills of self and own team	4.1 Review digital knowledge and skills of self and own team
	4.2 Develop a plan to improve digital knowledge and skills of self and the workforce
	4.3 Implement the plan to improve digital knowledge and skills of self and own team
	4.4 Evaluate the impact of implementing the plan on the development and practice of self and own team
Range	

1. Understand principles of professional development in adult care

1.3 Learning requirements:

Could include:

- induction
- statutory
- mandatory
- service specific specialist learning

1.4 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 the service provides.

1.5 Potential barriers and constraints:

- internal and external service barriers
- intrinsic and extrinsic barriers

1.6 Models of reflection:

- models of learning and reflection for example:
  - Honey and Mumford (1986)
  - Schon (1983)
  - Davys and Beddoe (2010)
  - Jasper (2006)
  - Kolb (1984)
  - Gibbs (1988)
- principles of critical evaluation
- principles of evidence-based practice

1.8 Factors:

Must include potential barriers and constraints.

2. Lead learning and professional development practices

2.1 Available mechanisms and resources:

Could include traditional methods used for learning and development.

Must include advanced approaches with technology within learning and development (for example, remote learning platforms, e-learning, electronic portfolios).

Other examples could include:

- qualifications
- national occupational standards (NOS)
- apprenticeships
- government initiatives
- budgets and funding for learning and development

- learning and development methodologies
- workforce intelligence
- performance management
- endorsement schemes
- quality marks
- remote and e-learning platforms

2.2 Learning culture:

Leading practice which embraces, provides opportunity, and recognises the benefits of learning and professional development.

3. Understand the importance of digital skills for the development the adult care workforce

3.1 Current drivers:

Examples in adult care include, but not limited to:

- digitalisation within the sector: technology enabled care; digital care applications and mainstream technology
- increasing use of health technology and assistive technology
- digital needs of individuals using the service
- recruitment and retention of the workforce
- supporting accessibility and digital literacy
- efficiency and cost-effectiveness
- processing and management of information securely and supporting 'joined up' care
- move to remote consultations and interactions

3.2 Others:

In this context, others could include:

- colleagues
- peers
- team members
- managers and supervisors

3.3 Core digital skills:

- managing information:
  - o use a remote monitoring system via a smart phone
  - o update a digital care plan
  - o update handover records in a skilled way
  - o work with files, folders and other media to access, organise, store, label and retrieve information
  - o follow and demonstrate the need for safety and security practices
  - o create, use and maintain secure passwords
  - o minimise the risk of computer viruses
- sharing data:
  - o safely share appropriate data with individuals and others
  - o safely use password protection
  - o complete digital records accurately

- o　store information safely
  - o　safely use insertable and removable storage devices
  - o　use email communication safely
- using digital skills in direct care:
  - o　help individuals use their assistive technology safely
  - o　help someone access online services
  - o　research local activities for an individual or others
  - o　set up and support a remote medical consultation or appointment for an individual
- learning and development:
  - o　create a log in and password for a learning account
  - o　print off evidence of learning
  - o　access mobile learning via a table or smart phone
  - o　record learning digitally
  - o　be able to bookmark a page to locate it again
  - o　use search techniques to locate and select relevant information
  - o　be able to recognise currency, bias and copyright when selecting and using information

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Delivery and assessment guidance

Examples of evidence for the learner portfolio:

- budgets and resources
- continuing professional development (CPD)
- formal and informal support systems
- inspection and audit reports
- job descriptions and person specifications
- management meetings
- networking activity
- policy and procedural development
- professional development plans
- self-assessment
- service improvement plan
- skills audits
- supervision and appraisal
- team meetings
- training needs analysis
- workforce development plan

LMAC 6B: Supervision and performance management in adult care (D/650/1934)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to provide professional supervision and performance management in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**45 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the purpose of professional supervision in adult care settings	1.1 Discuss the principles, scope and purpose of professional supervision in adult care
	1.2 Summarise **theories and models** of professional supervision
	1.3 Explain how requirements of legislation, codes of practice and agreed ways of working influence and structure professional supervision requirements in adult care
	1.4 Discuss how findings from research, serious failings, safeguarding adults reviews and inspection feedback can be used within professional supervision
2. Understand the process and practice of supervision and performance management	2.1 Discuss different **supervision activities and processes** which can be used in adult care
	2.2 Explain how supervision should be used to support and (or) protect: • the supervisor • the supervisee • individuals, families and carers • the organisation
	2.3 Explain how **external and internal factors** influence practice and can be used within professional supervision objectives
	2.4 Explain why the supervisee's **wellbeing** should be included in effective supervision and how to enable and promote this through supportive practices
	2.5 Discuss factors which can result in a power imbalance during supervision and how to address them
	2.6 Analyse ways to address challenges arising during professional supervision
	2.7 Explain how supervision can be used alongside appraisal and **professional development processes** to enhance performance and aspirations of the supervisee
3. Understand procedures to address performance management and related issues	3.1 Explain the organisation's **performance management procedures**, and own role in these
	3.2 Explain the organisation's conduct, discipline and grievance procedures, and own role in these
4. Understand signs that may raise concern and how to support the	4.1 Explain how a **team member's** health and wellbeing may impact their performance and potential wider implications for the service
	4.2 Describe a range of factors that may cause team members to experience stress and anxiety:

Learning outcomes The learner will:	Assessment criteria The learner can:
health and wellbeing of team members within the scope of own role	• work-related • originating outside the work setting
	4.3 Evaluate strategies that may be used to support a team member whose stress and anxiety is affecting their performance
	4.4 Outline a range of indicators that would raise concerns about a team member's mental health and wellbeing
	4.5 Describe the referral process to be undertaken by supervisors when support for team members is beyond their role and limitations
5. Be able to provide regular professional supervision	5.1 Establish agreement with the supervisee in relation to: • confidentiality, boundaries, roles and accountability • the purpose, 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
	5.2 Support the supervisee to review their own wellbeing and the range of **strategies** and **support** available to them
	5.3 Analyse information from a range of perspectives to build an evidence-based understanding of the supervisee's performance
	5.4 Provide constructive feedback to the supervisee which can be used to improve and develop performance
	5.5 Support supervisee to identify, plan and achieve own learning and professional development needs and goals
	5.6 Support supervisee to reflect on their practice and professional development goals
	5.7 Agree, review and revise targets to meet **objectives of the work setting** and individual professional development goals and objectives of the supervisee
	5.8 Support supervisee to reflect on and explore methods of addressing **different situations** in their work
	5.9 Record and store outcomes of supervision activities in line with agreed ways of working
	5.10 Adapt own approaches to professional supervision in response to feedback from supervisees and others

Range
1. Understand the purpose of professional supervision in adult care settings
1.2. Theories and models: • integrated model • development models • performance management cycle • emotional intelligence • ethical considerations
2. Understand the process and practice of supervision and performance management
2.1 Supervision activities and processes: Include formal and informal ways supervision can be planned and provided in the environment, for example:

- group
- individual
- team
- observations of competencies
- validating knowledge
- shadowing activities
- induction and learning processes

2.3 External and internal factors:

External factors could include, but not limited to:

- updated national policy or local procedures
- emerging best practice
- societal movements and campaigns

Internal factors could include, but not limited to:

- lessons learnt/learning reviews
- concerns of complaints
- skills development/training
- emerging needs of individuals accessing services

2.4 Wellbeing:

A broad concept referring to a person's quality of life taking into account health, happiness and comfort. In this context, it relates to the wellbeing of the supervisee, in particular mental health, and may also involve aspects of social, emotional, cultural, spiritual, intellectual, economic and physical wellbeing.

2.7 Professional development processes:

Could include:

- personal development plans
- learning logs
- development requests

3. Understand procedures to address performance management and related issues

3.1 Performance management procedures:

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

4. Understand signs that may raise concern and how to support the health and wellbeing of team members within the scope of own role

4.1 Team members:

To include all staff who work under the supervision of the learner. Learners should be aware that concerns may not always be raised during formal supervision process.

5. Be able to provide professional supervision

5.2 Strategies:

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

Support:

Must 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

5.7 Objectives of the work setting:

Must include the range of skills required to meet people's needs.

5.8 Different situations:

Could include challenges the supervisee or team face in their work.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • 360° approach   • coaching and mentoring activity   • continuous professional development (CPD)   • induction   • inspection and audit reports   • learning and development   • models and tools for performance management   • peer observation   • performance management   • performance outcome measures   • personal development plans   • policy and procedural development   • quality improvement plans   • self-evaluation cycle   • self-assessment reports   • strategic development plan   • supervision and appraisal   • team meeting   • workforce development plan

Theme 6: Safe ways of working, protection and risk

LMAC 8A: Safeguarding in adult care (F/650/1935)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills in relation to safeguarding and protection in adult care. This unit addresses wider perspectives relating to safeguarding adults, such as mental capacity and restrictive practices. It also includes safeguarding in relation to adults and children and young people who may come into contact with the service.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**6 credits**	**50 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand requirements for safeguarding in adult care	1.1 Explain the current legislative framework and national guidance that underpins the safeguarding of adults
	1.2 Describe local systems, procedures and agencies relating to adult safeguarding and own role within these
	1.3 Explain how national and local guidelines, policies and procedures for safeguarding affect: • day-to-day work with individuals • own responsibilities towards individuals, their families, carers and team members
	1.4 Explain own role in **leading a response** to suspected or disclosed abuse or neglect
	1.5 Describe how and when to engage **others** in relation to responding to safeguarding concerns
	1.6 Discuss legal provisions in relation to whistleblowing and information sharing
	1.7 Analyse issues relating to consent to share information and own responsibilities to share information about suspicions or disclosures of abuse or neglect
2. Understand how public inquiries and serious failings inform practice	2.1 Explain how public inquiries into **serious failings** to uphold individuals' rights to live free from abuse and neglect have impacted national policy and inform practice
3. Be able to lead the implementation of policies and procedures to support safeguarding in adult care	3.1 Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements and local and national guidance
	3.2 Embed safeguarding principles throughout all practices, policies and procedures
	3.3 Support team members to develop the knowledge and skills needed to safeguard adults at risk
	3.4 Embed practices that encourage and empower adults at risk, and those who are important to them, to share concerns

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.5 Plan and implement the **review** and revision of person-centred practices, policies and procedures in relation to continuous improvement in safeguarding adults at risk of abuse or neglect
	3.6 Follow agreed protocols to participate in inter-agency, joint or integrated working in order to achieve the best outcomes for adults at risk
4. Understand mental capacity and consent	4.1 Describe links between **consent**, risk management and safeguarding
	4.2 Explain key provisions of **legislation, codes of practice and policy** regarding mental capacity and how these relate to the service
	4.3 Evaluate the **support available** when mental capacity needs to be assessed, and how to access this support
	4.4 Describe practices that support individuals' ability to provide valid consent
	4.5 Describe own role in applying and upholding the key principles of the mental capacity legislation and code of practice
	4.6 Discuss own role in the assessment of risk in situations where an individual's capacity is a concern
	4.7 Clarify own and team members' **development needs** relating to mental capacity and their practice
5. Understand the use and impact of restrictive practices	5.1 Explain the following terms and the application of each to practices within own work setting: • '**restrictive practices**' • **'restraint'** • 'deprivation of liberty'
	5.2 Describe the **legal and ethical** considerations of restricting an individual's rights and freedoms
	5.3 Describe **own responsibilities** in relation to restrictive practices and deprivations of liberty
	5.4 Explain appropriate and proportionate responses to restrictions on an individual's rights and freedoms.
	5.5 Analyse the potential **impacts** of restrictive practices on **individuals** and **others**.
	5.6 Discuss how person-centred, outcome-based practices can mitigate the use of restrictive practices
	5.7 Discuss own and team members' **development needs** relating to the use of restrictive practices
6. Understand local systems for safeguarding children and young people	6.1 Explore **local systems, procedures and agencies** in relation to safeguarding children and young people and own role within these

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Be able to support safeguarding of children and young people encountered in an adult social care service	7.1 Support team members to understand: • why everyone has a responsibility to act on concerns in relation to the abuse of a child or young person • their role in responding to concerns about the safeguarding of a child or young person, or if disclosure or allegation arises

Range
1. Understand requirements for safeguarding in adult care

1.4 Leading a response:

Must 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) are kept informed and involved

1.5 Others:

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

• 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

2. Understand how public inquiries and serious failings inform practice

2.1 Serious failings:

This could include:

• investigations
• safeguarding adult reviews (SARs)
• serious incidents
• major reports on aspects of care which have implications for practice (Care Quality Commission)

3. Be able to lead the implementation of policies and procedures to support safeguarding of vulnerable adults

3.5 Review:

Could include:

• outcomes from safeguarding reviews and investigations
• current guidance arising from safeguarding adults reviews and its relevance to own organisation

Could also include reviewing:

Range
- person-centred practices, policies and procedures   - when a response is required for external influences which impact internal practices (for example, a pandemic or current reports published by the Care Quality Commission)   - communication and support systems for staff and others within own organisation   - how own team/service liaises with others and/or external organisations.

4. Understand issues around mental capacity and consent

4.1 Consent:

Informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.

Links between consent, risk management and safeguarding could include:

- principles of mental capacity, consent and decision-making
- balance between duty of care and individual rights

4.2 Legislation, codes of practice and policy:

Could include, but not limited to:

- Mental Capacity Act 2005
- Human Rights Act 1998
- Safeguarding Adults
- Dignity in Care
- Liberty safeguards
- Care Act 2014
- Making Safeguarding Personal

4.3 Support available:

For when mental capacity needs to be assessed, which could include:

- circumstances when an assessment of mental capacity is necessary
- how mental capacity is assessed
- the roles of different professionals that may be involved
- the support available during the assessment of mental capacity

4.7 Development needs:

Could include, but not limited to:

- Best Interest decisions
- decision-maker responsibilities
- maximising capacity and their role in assessment

5. Understand the use and impact of restrictive practices

5.1 Restrictive practices:

Range
Includes any type of practice or intervention that limits the rights or freedoms of movement of an individual. **Restraint:** Could include, but not limited to: covert medication (sometimes referred to as 'hidden restraint'). **5.2 Legal and ethical:** Could include, 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; for example, Lasting Power of Attorney, Court of Protection request • Best Interest decisions **5.3 Own responsibilities:** Must include how to apply for an authorisation. **5.5 Impacts:** Could include, but not limited to: individual impacts on safety, dignity, relationships and wellbeing of individuals. Learners could also consider the impact on team members responsible for implementing restrictions. **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 refers to adult care workers who are required to restrict an individual's rights or freedoms. **5.7 Development needs:** Must include, but not limited to: Best Interest decisions, decision-maker responsibilities, maximising capacity and their role in assessment.
6. Understand local systems for safeguarding children and young people
6.1 Local systems, procedures and agencies: Could include:

Range
• policies and procedures • Safeguarding Children Partnerships (SCP's), Early Help Assessment (EHA), Team Around the Child (TAC) • the role of external agencies and the lead professional

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • coaching and mentoring activity • common assessment framework • induction • inspection and audit reports • partnership activity • performance management • policy and procedural development • quality improvement plans • supervision and appraisal • training materials • workforce development plans

LMAC 8B: Health and safety in adult care (H/650/1936)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills in relation to health and safety and infection prevention and control in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**30 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and safety requirements in adult care	1.1 Summarise the **legislative framework** for health and safety in adult care settings.
	1.2 Describe **key sources of information and guidance** for health and safety in the workplace.
2. Understand own role, responsibilities and accountability in relation to infection prevention and control in adult care	2.1 Evaluate own role, responsibilities, and accountability in relation to infection prevention and control.
	2.2 Explain how to recognise, manage and respond to outbreaks of infection in the work setting.
	2.3 Analyse how policies and procures in own setting meet regulatory requirements and current guidance for infection prevention and control
	2.4 Explain how to ensure a **proportionate approach** to the implementation of infection prevention and control measures in own setting
3. Be able to lead the implementation of health and safety requirements in adult social care	3.1 Interpret and apply **legislation and guidance** to organisational health and safety policies and working practices
	3.2 Support **others** to comply with legislative and organisational health and safety policies, procedures and practices relevant to their work
	3.3 Monitor compliance with safe working, practices and provide appropriate intervention where procedures are not adhered to
	3.4 Evaluate and improve health and safety policies, procedures and practices
	3.5 Complete records and reports on health and safety and issues according to legislative and organisational requirements
4. Be able to lead the prevention and control of infection in adult care settings	4.1 Implement risk assessment and control measures to minimise infection
	4.2 Monitor **factors and practices** that may contribute to the spread and (or) reduction of infection
	4.3 Monitor trends and patterns of infection in own setting
	4.4 Record and report potential infection risks and outbreaks according to organisational and regulatory requirements
	4.5 Facilitate induction and ongoing training for all staff relevant to their role in infection prevention and control
	4.6 Work with others to evaluate policies and procedures for infection prevention and control within the setting

Range

1. Understand the legislative framework for health and safety in adult care settings
1.1 Legislative framework: Must include the range of Health and Safety legislation and specific regulations applicable to the environment and care service being provided. **1.2 Key sources of information and guidance:** Must include: • the role of government agencies and advisory bodies (for example, the Health and Safety Executive, United Kingdom Health Security Agency (UKHSA)) • may also include other internal and external support mechanisms
2. Understand own role, responsibilities and accountability in relation to infection prevention and control in adult care
2.4 Proportionate approach: Could include: • type of setting • level and threat of infection risk • individual health and wellbeing • national and local guidance • wider community • Health and Social Care Act 2008 Code of Practice on the prevention and control of infections and related guidance appendix
3. Be able to lead the implementation of health and safety requirements in adult social care
3.1 Legislation and guidance: Could include: • local guidance • changing and updated guidance and specific information available to support legislation and regulations, (for example, the code of practice on the prevention and control of infections and related guidance) **3.2 Others:** In this context, others could include, but is 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
4. Be able to lead the prevention and control of infection in adult care settings
4.2 Factors and practices: Should be within the context of the learner's own setting and could include, but not limited to:

- group living
- personal care
- clinical and healthcare activities
- food safety and hygiene
- individual health needs
- waste disposal
- hand hygiene routines and facilities
- cleaning schedules
- supply, accessibility and use of personal protective equipment
- staff sickness and reporting
- ventilation

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • analysis of data: accidents, incidents, reports, comments and complaints with recommendations and targets for improved outcomes • health and safety audit – internal and/or external • inspection and audit reports • performance management • policy and procedural development • records and reports (for example, accidents, incidents, medication-related incidents or errors, review and audit) • strategic planning • supervision and appraisal • team meetings • training records • workforce development plan

LMAC 8C: Risk taking and risk management in adult care (K/650/1938)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage risk and support positive risk-taking in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand positive risk-taking in the context of supporting individuals	1.1 Explain how positive risk-taking can contribute to the achievement of positive outcomes for individuals
	1.2 Explain the impact of a risk-averse culture on person-centred practice and the wellbeing of individuals
	1.3 Explain the **considerations** which need to be applied in the management of positive risk-taking
	1.4 Explain how supporting **others** to balance risks and rights promotes person centred practices
2. Understand effective risk management	2.1 Examine the range of risk management requirements in adult care
	2.2 Explore own responsibilities to identify, assess and manage risk
	2.3 Examine the range of mechanisms and tools available to inform and carry out risk management activities
3. Be able to lead the implementation of policies, procedures and practices to manage risk and positive risk-taking	3.1 Lead a culture which recognises the benefits of positive risk taking in person centred practice and the wellbeing of individuals
	3.2 Contribute to the development of policies, procedures and practices to identify, assess and manage risk
	3.3 Facilitate a person-centred approach in the management of risks
	3.4 Work with **others** to assess and manage risks and issues
	3.5 Support team members to understand risk management and adhere to guidance which promotes safe practices
	3.6 Evaluate own and others' practice in leading a balanced approach to risk taking

Range
1. Understand positive risk-taking
1.3 Considerations: Must include, but not limited to: • mental capacity • safeguarding • individuals' rights • duty of care **1.4 Others:**

In this context, others 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

3. Be able to lead the implementation of policies, procedures and practices to manage risk and positive risk-taking

3.4. Others:

Could include:

- carers, family members and friends of those accessing care and support
- advocates
- paid workers
- other professionals
- managers and supervisors
- members of the community
- volunteers
- visitors to the work setting

Delivery and assessment guidance

Examples of evidence for the learner portfolio:

- care planning cycle
- case management
- inspection and audit reports
- minutes of meetings
- partnership activity
- policy and procedural development
- service improvement plans
- risk management
- skills gap analysis
- workforce development plan

LMAC 8D: Managing comments, concerns and complaints in adult care (L/650/1939)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage and learn from comments, concerns and complaints in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**20 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the management of comments, concerns and complaints	1.1 Analyse links between the management of comments, concerns, complaints and risk management and safeguarding
	1.2 Summarise regulatory requirements, codes of practice and guidance for managing comments, concerns and complaints
	1.3 Explain why **individuals** and **others** may be reluctant to raise comments, concerns or make complaints
	1.4 Explore attitudes and approaches that ensure comments, concerns and complaints can prompt continuous improvement of the service
2. Be able to lead practice to listen and respond to and follow through with comments, concerns and complaints	2.1 Support team members to understand systems and procedures to ensure that individuals' and others' comments, concerns and complaints are listened and responded to
	2.2 Implement open and transparent systems and procedures that address and respond to comments, concerns and complaints compassionately and within agreed time frames
	2.3 Ensure information and support is readily available and accessible to individuals and **carers** who wish to comment, raise concerns and make complaints
	2.4 Enable, encourage and empower individuals and others to raise and follow up on comments, concerns and complaints
	2.5 Use feedback from comments and outcomes from investigations into concerns and complaints to drive improvements to the service

Range
1. Understand the management of comments, concerns and complaints
1.3 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 could 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
2. Be able to lead practice to listen to, respond to and follow through comments, concerns and complaints
2.3 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.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • coaching and mentoring activity • impact of serious case reviews on practice • induction • inspection and audit reports • performance management • policy and procedural development • service improvement plans • role modelling • supervision and appraisal • team meetings • training materials • user-friendly systems • workforce development plan

Theme 7: Managing and developing self

LMAC 9A Manage own professional development and personal wellbeing (F/650/1953)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage own workload and professional behaviour when working in adult care. Learners are required to develop self-awareness and a commitment to continuous development. They will learn how to recognise when stress or other factors affect their wellbeing and explore strategies they can implement to support own health and wellbeing.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**5 credits**	**45 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to apply self-awareness in own performance and practice	1.1 Analyse how own values, belief systems and experiences affect own practices
	1.2 Analyse how own emotions affect behaviour and the impact this has on **others**
	1.3 Use feedback and reflective practice to increase own self-awareness
	1.4 Review how stress and anxiety may affect own reactions and behaviour towards others
2. Be able to undertake and maintain own professional development	2.1 Evaluate own knowledge and performance against **standards** and benchmarks
	2.2 Produce and implement a personal development plan which: • identifies own professional development needs and aspirations • prioritises own professional development needs and aspirations with clear objectives • identifies **a range of opportunities** that meet objectives and reflect own learning style
	2.3 Establish a process to evaluate the effectiveness of own professional development plan
	2.4 Create and engage with opportunities for others to provide feedback on own performance across all aspects of role
	2.5 Evaluate how own practice has been improved through: • reflection on feedback from others • learning from **adverse events,** successes and achievements • implementation of the professional development plan
3. Be able to demonstrate conduct which reflects professional standards and sector values	3.1 Ensure own actions reflect a high standard of personal integrity
	3.2 Adapt actions and behaviour in response to feedback
	3.3 Adapt communication in response to the emotional context and communication style of others
	3.4 Ensure own words and actions reinforce the vision and values of the service and the sector
	4.1 Use strategies and tools to identify priorities for work

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to manage own workload and responsibilities effectively	4.2 Plan ways to meet responsibilities and organisation priorities while maintaining own wellbeing
	4.3 Use digital technology to enhance own and others' efficiency
	4.4 Facilitate the development of others to enable effective delegation
	4.5 Delegate responsibilities to others whilst taking into account their competence, experience and current workload
	4.6 Revise plans to take account of changing circumstances
	4.7 Plan strategies and support mechanisms to access when workload is difficult to manage
5. Understand the importance of and how to maintain **own wellbeing**	5.1 Describe what is meant by 'personal wellbeing', 'self-care' and 'resilience'
	5.2 Describe **factors** that positively and negatively influence own wellbeing.
	5.3 Describe **indicators** of own wellbeing and wellbeing deterioration.
	5.4 Examine the impact of personal wellbeing on: • own role and behaviour • others
	5.5 Evaluate strategies to maintain and improve own wellbeing
	5.6 Review a range of physical and mental wellbeing **support offers** available and how to access them
	5.7 Explain how to access professional help if needed
6. Understand how to manage own **stress** and anxiety	6.1 Explain what is meant by stress and anxiety
	6.2 Describe **factors** that can trigger own stress and anxiety
	6.3 Describe indicators of stress and anxiety in self
	6.4 Discuss **strategies** that could be used to help manage own stress and anxiety
	6.5 Explain how to access a range of **support offers**

Range
1. Be able to apply self-awareness in own performance and practice
1.2 Others: Could include: • team members • other colleagues • individuals accessing care and support services • families • carers • other professionals Learners may also wish to consider their personal relationships.

2. Undertake and maintain own professional development

2.1 Standards:

Could include:

- Codes of Practice
- regulations
- fundamental standards
- national occupational standards
- National Institute for Health and Care Excellence (NICE) guidance
- quality standards

2.2 Range of opportunities:

Could 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

2.5 Adverse events:

An incident or disruption with associated risks which could lead to unexpected, unintended, and preventable harm to others.

5. Understand the importance of and how to maintain own wellbeing

5. Own wellbeing:

In this context, wellbeing refers to that of the learner. Wellbeing is a broad concept referring to a person's quality of life taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.

5.2 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.

5.3 Indicators:

These should be specific to the learner.

5.6 Support offers:

The range should include physical and mental wellbeing 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
6. Understand how to manage own stress and anxiety
6. Stress: Stress can have positive as well as negative effects on a person. In this context, learners should refer to the negative impacts of stress. **6.2 Factors:** These must be specific to the learner. The learner must show consideration of environmental, physical, social and psychological factors inside and outside the workplace. **6.4 Strategies:** Learner strategies must be personal to them. Strategies must include those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised. **6.5 Support offers:** Must include physical and mental wellbeing offers available inside and outside the learners' workplace. Learners must consider offers they use as well as those they currently choose not to. For example: • internal: o supervision o employee assistance scheme o mentor or buddying systems • external: o self-help tools o apps and websites o local groups and networks

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • 360° approach • coaching and mentoring activity • commissioning reports • continuous professional development (CPD) • evaluation and reflective development planning • handover meeting reports • inspection and audit reports • job description and person specification reviews • key performance indicators • learning styles assessment • management induction standards • management reports and reviews • networking activity

- organisational planning
- peer evaluation
- peer feedback
- personal development plans
- quality improvement plans
- reflective cycle and developmental outcomes
- scheduling and task management processes
- skills and knowledge gap analysis
- skills matching exercises
- supervision and appraisal
- SWOT analysis
- technology use
- workforce development plan

Theme 8: Vision and strategy

LMAC 10A: Decision-making in adult care (H/650/1954)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required for effective decision-making in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand effective decision-making	1.1 Discuss the different **types of decisions** required in own role
	1.2 Describe key stages in formal and informal decision-making processes
	1.3 Consider the role of data, information and intelligence in making evidence-based decisions to improve quality
	1.4 Explain how own and **others** values and priorities influence decision making processes
	1.5 Explain how to enable others to contribute to decision making
	1.6 Explain the need for consultative approaches to decision-making
	1.7 Explain the range of stakeholders to whom decisions may need to be communicated
	1.8 Discuss the importance of reviewing and evaluating decisions made and the decision-making process to improve quality
2. Be able to carry out effective decision-making	2.1 Identify when decisions need to be made
	2.2 Research relevant and accurate data, information and intelligence for effective decision-making
	2.3 Identify a range of potential solutions
	2.4 Evaluate potential solutions and draw conclusions
	2.5 Engage **individuals** and **others** in the decision-making process and the implementation of the outcome
	2.6 Structure factual data, information, intelligence and recommendations, in a logical and meaningful way
	2.7 Present conclusions and rationale cogently to different stakeholders in order for decisions to win support
	2.8 **Evaluate** the decision and the decision-making process used

Range
1. Understand effective decision-making
1.1 Types of decisions: Could include, but not limited to: • strategic • tactical • operational • short-term

- long-term

1.4 Others:

In this context, others could 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
- volunteers

2. Be able to carry out effective decision-making

2.5 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 could 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

2.8 Evaluate:

Evaluation of the decision and decision-making process must include:

- own research and thought processes
- the contributions made by others
- the impact of decisions made

Delivery and assessment guidance
Examples of evidence for the learner portfolio:

- analysis and trends reporting
- care planning cycle
- commissioners' reports
- co-production activity
- cost benefit analysis
- care quality commission notifications
- feedback channels and tools
- financial reviews

Delivery and assessment guidance
- focus groups   - inspection reports and audits   - management meetings and reports   - mental capacity activity and advocacy   - networking activity   - national minimum data set (NMDS) returns   - organisational evaluation   - partnership activity   - personal development plans   - policy and procedural development   - quality improvement plans   - self-assessment reports   - strategic business plan   - team meetings

LMAC 11A: Market provision and integrated approaches in adult care (J/650/1955)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to work collaboratively to adapt and develop adult care service provision to meet changing and future needs and trends.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the market provision in adult social care	1.1 Describe how services are commissioned, procured and funded
	1.2 Evaluate current **drivers** shaping adult care, funding mechanisms and gaps in related market provision
	1.3 Consider how own service relates to the wider market, trends and needs of the local population now and in the future
	1.4 Analyse how own service will need to evolve to meet demand for social care services now and in the future
	1.5 Discuss the importance of **entrepreneurial skills** in ensuring that the market is able to meet future demand for adult care services
2. Understand integrated approaches in health and social care	2.1 Explain what is meant by an **integrated health and social care system**
	2.2 Explain the **rationale** and legislative context for integrated approaches to service provision
	2.3 Evaluate **local and national initiatives** to better integrate health and social care systems and services
	2.4 Analyse the impact of more integrated systems and processes **on working practices and relationships**
3. Be able to work with others to adapt and develop the service to meet current and future demands	3.1 Work with **others** to identify opportunities for growth and development or redesign as a service and a business
	3.2 Promote a culture that supports innovation, change and growth in relation to the service
	3.3 Recognise and co-ordinate the resource and expertise of: • individuals using the service • those working in the service • external agencies and organisations

Range
1. Understand the market provision for adult social care
1.2 Drivers: Could include, but not limited to: national policy or local initiatives and which may impact planned and expected outcomes or activities. **1.5 Entrepreneurial skills:**

Are those that leaders need to ensure that the service can meet evolving expectations and demands for adult care services.
2. Understand integrated approaches in health and social care
2.1 Integrated health and social care system: This must include, but not limited to: • systems working together in a coordinated way • achieving better outcomes for people through a seamless experience. • building support around the individual **2.2 Rationale:** This could include, but not limited to: • 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 • changing patterns of population needs, for example: 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 **2.3 Local and national initiatives:** This could include, but not limited to: • integrated care systems • integrated care partnerships • sustainability and transformation partnerships • primary care networks • Enhanced Health in Care Homes Framework • Ageing Well programme **2.4 Working practices and relationships:** This could include, but not limited to: • discharge arrangements • integrated assessment and care planning • multi-disciplinary working arrangements • data governance
3. Be able to work with others to adapt and develop the service to meet current and future demands
3.1 Others: This could 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

Delivery and assessment guidance
Examples of evidence for the learner portfolio: - change management - commissioning - communication strategy - continuous professional development (CPD) - entrepreneurial skills - gap analysis - inspection and audit reports - market positioning - networking activity - organisational PEST/SWOT - partnership activity - policy and procedural development - quality improvement plans - self-assessment - strategic business plan - sustainability planning - team meetings - workforce development

LMAC 11B: Innovation and change in adult care (K/650/1956)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills in relation to innovation and change management in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to develop a vision for the future of the service	1.1 Describe own role within the wider organisation in relation to developing a vision for the service
	1.2 Discuss factors which may impact on the vision and the future of the service
	1.3 Explain how to use evidence-based research, analysis and reflection to: • formulate options for the future of the service • develop a vision which is bold, innovative and embodies core values of adult care
	1.4 Explain how to express the vision succinctly in a way which engages and inspires **others**
	1.5 Explain how to ensure the vision and future direction of the service remains compatible with internal aspirations of the service and the external **adult care system**
2. Understand principles of effective change management	2.1 Evaluate **theoretical models** and processes of best practice in change management
	2.2 Discuss how to use relevant change management tools and skills needed to inspire change and support innovation and service development
	2.3 Analyse the range of external drivers for change and how these impact on service
	2.4 Describe the **success factors** and barriers to implementing effective change
3. Be able to lead a culture that supports innovation and change to improve outcomes for individuals	3.1 Evaluate the achievement of person-centred outcomes to identify where improvements could be made
	3.2 Engage with colleagues, key influencers, individuals, and the local community regarding opportunities for service improvement through transformation and innovation
	3.3 Recognise and utilise the expertise of others when driving innovation, improvement and change
4. Be able to lead commitment and implementation of the vision and future direction of the service	4.1 Communicate own ideas and enthusiasm about the service and its future in a way which engages others
	4.2 Support stakeholders within and beyond the organisation to be aware of the vision and its impact
	4.3 Build support for the vision and ensure it is shared and owned by those who will be implementing and communicating it
	4.4 Create a plan to implement the vision and future direction of the service
	4.5 Review and monitor stages of the plan adapting approaches where needed

Range
1. Understand how to develop a vision for the future of the service
1.4 Others: In this context, could 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 **1.5 Adult care system:** The local and national systems which support and also integrate the provision of adult social care.
2. Understand principles of effective change management
2.1. Theoretical models: Could include the application of theories and models: • transactional leadership (Bass 1981) • Lewin model of change (1947) • Tannenbaum and Schmidt: the leadership continuum (1973) • transformational leadership (Bass and Bass 2008) **2.4 Success factors:** How outcomes are measured as a result of change.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • change management • contingency plans • critical path analysis • evaluation and measurement processes • focus groups • inspection reports and audits • job description • key performance indicators • management meetings • networking activity

Delivery and assessment guidance
- organisational organigram   - organisational PEST/SWOT   - partnership activity   - positioning paper   - quality improvement plans   - risk management   - self-assessment cycle   - statement of purpose   - strategic business plan   - team meetings

Optional units

Theme 9: Aspects of support

LMAC 12: Advocacy in adult care (L/650/1957)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding in relation to advocacy in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the purpose of advocacy in relation to adult care	1.1 Summarise principles of advocacy
	1.1 Discuss types of advocacy
	1.2 Justify the importance of advocacy for **individuals** in adult care
2. Understand how advocacy is used within legal frameworks	2.1 Explain roles, responsibilities, and accountabilities of advocates and referrers in compliance with the Mental Capacity Act (2005)
	2.2 Explain roles, responsibilities, and accountabilities of advocates and referrers in compliance with the Mental Health Act (2007)
	2.3 Explain roles, responsibilities, and accountabilities of advocates and referrers in compliance with the Care Act (2014)
3. Understand partnership working in advocacy	3.1 Evaluate multi-agency and **partnership working** in advocacy
	3.2 Evaluate the benefits of partnership working for individuals

Range
1. Understand the purpose of advocacy in relation to adult care
1.3 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.
3. Understand partnership working in advocacy
3.1 Partnership working: Working effectively together with professionals, agencies and organisations to enhance wellbeing and support positive and improved outcomes.

Delivery and assessment guidance
Examples of evidence for the learner portfolio:

Delivery and assessment guidance
- best interest decisions   - care planning cycle   - case management   - coaching and mentoring activity   - mental capacity assessment   - networking activity   - partnership activity   - referral process   - risk management   - training materials and resources   - workforce development

LMAC 13: Assistive technology in adult care (M/650/1958)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead and manage practice in supporting the use of assistive technology.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the use of assistive technology in adult social care	1.1 Discuss the **range and availability of assistive technology** used in adult care
	1.2 Explain how the use of assistive and digital technology supports positive **outcomes** for **individuals**
	1.3 Analyse potential conflicts with the use of assistive technology in adult care
	1.4 Explain how a range of assistive technology solutions can be adapted according to need and context
	1.5 Describe a range of assessment and referral processes used to secure assistive technology for individuals
	1.6 Evaluate the increasing use of digital technology in **managing effective service delivery** in adult care
2. Be able to facilitate the use of assistive technology	2.1 Explore assistive technology solutions to meet identified needs
	2.2 Assess the risks associated with the range of assistive technology solutions
	2.3 Support the individual to secure the provision of appropriate assistive technology
	2.4 Provide information and guidance to individuals and **others** about the use of assistive technology
	2.5 Support the individual and others to use assistive technology
3. Be able to lead and manage practice in relation to the use of assistive technology	3.1 Lead the implementation of systems to support the use of assistive technology
	3.2 Review practice in supporting the use of assistive technology
	3.3 Agree and implement recommendations to develop and improve practice in supporting the use of assistive technology

Range
1. Understand the use of assistive technology
1.1 Range and availability of assistive technology: This could include, but not limited to: • sensors, alarms and detectors • telecare and telehealth

- communication aids
- mobility aids and adaptations
- posture management
- pressure management
- moving and handling equipment
- therapy equipment

1.2 Outcomes:

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.

Individuals:

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

1.6 Managing effective service delivery:

This could include, but not limited to:

- telecare
- remote monitoring
- remote consultations
- digital health self-reporting

2. Be able to facilitate the use of assistive technology

2.4 Others:

Could include:

- individuals
- carers, family members and friends
- advocates
- paid workers
- other professionals

Delivery and assessment guidance
Examples of evidence for the learner portfolio:

- care planning cycle
- coaching and mentoring
- continuous professional development (CPD)
- inspection reports and audits
- outcomes frameworks
- partnership working activities
- policy and procedural development
- referral documentation
- service evaluation

Delivery and assessment guidance
• team meetings • training materials used to develop team • workforce training – needs analysis and planning

LMAC 14: Digital skills in adult care (R/650/1959)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead and manage practice in supporting the use of digital technology.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to support individuals and team members to develop necessary digital skills	1.1 Analyse the drivers for the use of digital technology in supporting effective service delivery in adult care
	1.2 Explain the importance of digital inclusion for: • **individuals** and **others** • the adult care workforce
	1.3 Describe a **range of opportunities** that would promote engagement with, and development of, **digital skills**
	1.4 Analyse potential barriers to engagement with and understanding of digital technology
	1.5 Explain how relevant legislation, regulation and guidance applies to use of digital technology within adult care
2. Be able to facilitate the development of digital skills	2.1 Assess gaps in digital skills within own team • supporting individuals and others in the use of digital technology • acquisition of digital skills for personal and professional development
	2.2 Provide information and guidance to individuals and others about the use of digital technology
	2.3 Facilitate access to a range of opportunities appropriate to context and need
3. Be able to lead and manage practice in relation to the use of digital technology	3.1 Lead the implementation of systems to support the use of digital technology
	3.2 Evaluate and review practice in supporting the use of digital technology
	3.3 Agree and implement recommendations to develop and improve practice in supporting the use of digital technology

Range
1. Understand how to support individuals and team members to develop necessary digital skills
1.2 Individuals: The person using the care or support service. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **Others:** This could include:

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

1.3 Range of opportunities:

This must include examples of formal and informal training and development provided within the organisation and sourced externally.

Digital skills:

May be relevant to the individual or those acting on behalf of the individual. They may also relate to systems and processes that team members are required to use.

Examples include:

- information management
- online security
- e-learning and online learning platforms
- accessing online services and helplines
- researching accurate health and/or legal information
- use of apps to make appointments, order medication; for example, the NHS App
- communication and interactions
- digital literacy
- service delivery through digital technology (remote consultations, telecare)
- remote monitoring
- safeguarding digital identity and online footprint
- using electronic/online administration systems
- transferring/sharing of personal data

Delivery and assessment guidance
Examples of evidence for the learner portfolio: - care planning cycle - coaching and mentoring - continuous professional development (CPD) - inspection reports and audits - outcomes frameworks - partnership working activities - policy and procedural development - referral documentation

Delivery and assessment guidance
• service evaluation • team meetings • training materials used to develop team • workforce training - needs analysis and planning

LMAC 15: Group living in adult care (A/650/1960)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills required to lead practice to support group living in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand theoretical approaches, legislation and regulatory requirements in relation to group living in adult care	1.1 Analyse theoretical approaches to group living in adult care
	1.2 Discuss the impact of legislation and regulatory requirements on group living in adult care
2. Understand how to promote positive outcomes in a group living environment	2.1 Describe how group living can promote positive **outcomes** for **individuals**
	2.2 Explain the contribution of ethos and culture in a group living environment to the **wellbeing** of individuals
	2.3 Describe inclusive approaches to decision-making in group living
	2.4 Describe ways individuals can be supported to develop and maintain relationships within and beyond the group living environment
	2.5 Explain safeguards in relation to group living in adult care
	2.6 Evaluate approaches to resolving conflicts and tensions in group living
	2.7 Explain effective resource management to maintain a positive group living environment in adult care
3. Be able to lead practice to support group living	3.1 Develop person-centred systems in relation to supporting group living
	3.2 Lead the implementation of systems to support group living
	3.3 Evaluate and review practice with **others** in relation to supporting group living
	3.4 Work with others to agree and implement recommendations to develop and improve practice to support group living
	3.5 Work strategically with others to develop a workforce development plan to advance practice in supporting group living

Range
2. Understand how to promote positive outcomes in a group living environment
2.1 Outcomes: Refers to individuals aims or objectives; the things individuals want to achieve or need to happen. **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.

2.2 Wellbeing:

A 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.

3. Be able to lead practice to support group living.

3.3 Others:

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

- 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

Delivery and assessment guidance
Examples of evidence for the learner portfolio:

- audit information
- complaint records relating to inter-personal relationships within group living documenting how difficulties have been addressed
- minutes / records of resident / tenant group meetings and outcomes
- questionnaire feedback from service users
- record of key work sessions
- service/tenancy agreement
- statement of purpose
- support plan section (social inclusion / encouraging interaction; preferences within private space and social living space)
- team meeting minutes
- training and staff development record
- workforce development plan

LMAC 16: Healthcare and clinical skills in adult care (D/650/1961)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support the healthcare needs of individuals accessing the service. Learners will undertake clinical activities and lead practice to develop clinical skills in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand roles and responsibilities relating to clinical skills in adult care	1.1 Discuss the roles and responsibilities of healthcare practitioners involved in meeting the healthcare needs of **individuals**
	1.2 Analyse **professional responsibilities and accountabilities** in relation to clinical skills
2. Understand the healthcare needs of individuals using adult care services	2.1 Describe the range of **healthcare needs** of individuals using adult care services
	2.2 Explain the **clinical activities and interventions** used to support the health of individuals
	2.3 Analyse how clinical activities and interventions contribute to the health and **wellbeing** of individuals
3. Be able to assess, monitor and review the healthcare needs of individuals	3.1 Assess, monitor and review the health of individuals using combined methods
	3.2 Undertake specific risk assessments for different aspects of health and wellbeing
	3.3 Interpret the outcomes of the assessment and plan how to meet healthcare needs of individuals
	3.4 Record and report the outcomes of the assessment to ensure safe and effective care
	3.5 Lead own team to: • monitor individuals' current and emerging healthcare needs • maintain healthcare records in line with requirements
4. Be able to undertake clinical activities to support healthcare needs of individuals	4.1 Support the healthcare needs of individuals using clinical skills and approved techniques
	4.2 Follow precautions for the prevention and control of infection.
	4.3 Promote a person-centred approach throughout clinical activities and interventions
	4.4 Monitor, record and report the outcomes of clinical activities and interventions
5. Be able to lead practice in the development of clinical skills	5.1 Evaluate the development needs of team members in relation to clinical skills
	5.2 Work with healthcare practitioners to: • agree protocols for safe and effective care • ensure team members have appropriate training
	5.3 Ensure lines of accountability for undertaking healthcare procedures are understood and agreed
	5.4 Review, update and develop practice according to professional and evidence-based practice standards

Range
1. Understand roles and responsibilities relating to clinical skills in adult care

1.1 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.

1.2 Professional responsibilities and accountability:

Could include, but not limited to:

- principles of accountability
- working to agreed protocols
- integrated working with healthcare practitioners
- duty of care
- duty of candour
- consent
- boundaries and limits of own and others' role, responsibilities and competence
- safe and effective care
- infection prevention and control
- evidence-based practice
- codes of practice (for example, Liberty Safeguards)

2. Understand the healthcare needs of individuals using adult care services

2.1 Healthcare needs:

Could include, but not limited to:

- management of common health conditions (for example, cardiovascular disease, diabetes, osteoarthritis, chronic obstructive pulmonary disease, epilepsy, stroke and dementia)
- acute illness and emergency response
- support at the end of life
- physical disabilities
- current and emerging healthcare needs

2.2 Clinical activities and interventions:

Could include, but not limited to:

- assessment and monitoring of health
- physiological measurements
- capillary blood samples
- venepuncture and cannulation
- respiratory care
- management and administration of medication via different routes
- tissue viability and pressure area care
- continence management, catheter and stoma care

- wound care
- therapeutic interventions
- extended feeding techniques
- associated skills – aseptic technique, moving and positioning techniques
- reablement techniques (for example, assisting with physiotherapy)
- first response, emergency procedures, CPR and basic life support

2.3 Wellbeing:

A 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.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: - care planning cycle - clinical records - continuous professional development (CPD) - healthcare protocols - partnership activity - policy and procedural development - risk management - supervision and appraisal - workforce development

LMAC 17: Mental capacity in adult care (F/650/1962)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding in relation to mental capacity in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the provisions of the Mental Capacity Act in relation to adult care	1.1 Summarise current **legislation, regulation, and codes of practice** in relation to mental capacity
	1.2 Discuss the **principles of deprivation of liberty** in context of own role
2. Understand how to work with decision makers	2.1 Evaluate the roles and responsibilities of an independent mental capacity advocate (IMCA) in the context of own role
	2.2 Explain **best interest decisions** under the Mental Capacity Act (2005)
3. Understand how to work with individuals who lack capacity	3.1 Reflect on processes applied in own service when working with **individuals** who lack capacity
	3.2 Evaluate how own service ensures safety and **wellbeing** of individuals who lack capacity within adult protection

Range
1. Understand the provisions of the Mental Capacity Act in relation to adult care
1.1 legislation, regulation, and codes of practice: • Mental Capacity Act (MCA) (2005) • Mental Capacity Act code of practice • Care Act (2014) – principles in relation to capacity and advocacy • Advocacy Code of Practice (2014) Deprivation of Liberty Safeguards (DoLS) (2009) • Liberty safeguards • Equality Act (2010) • two-stage test (functional test) • five guiding principles **1.2 Principles of deprivation of liberty:** • HL v United Kingdom (Bournewood judgement) • Article 5 of the European Convention of Human Rights • difference between deprivation and restriction upon liberty • standard and urgent authorisation

• referral process to supervisory body • Supreme Court ruling on 'Cheshire West' – subsequent acid test.
2. Understand how to work with decision makers
2.1 Roles and responsibilities: • advocacy service standards and codes of practice • limits and boundaries of independent advocacy • rights and powers of an independent mental capacity advocate (IMCA) • instructed and non-instructed advocacy • referral process **2.2 Best interest decisions:** • decision maker and the decision required • best interest principles • timely decision-making • regular reviewing – consider fluctuating capacity • views of the individual central to all decision-making (self-advocacy) • consider who to involve in decision-making – carers, family, friends, professionals
3. Understand how to work with individuals who lack capacity
3.1 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. **3.2 Wellbeing:** 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.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • best interest decisions • care planning cycle • case management and examples • coaching and mentoring activity • mental capacity assessment • networking activity • partnership activity • referral process • risk management • training materials and resources • workforce development

LMAC 18: Specialist areas of care (H/650/1963)

Unit summary
Building on the mandatory content, this unit will develop the learner's knowledge, understanding and skills in relation to leading and managing a service within own specialist area of care. Throughout the unit, the learner must apply each learning outcome and related assessment criteria to the specialist area of care within own service. The learner will consider the impact of a condition on the holistic needs and wellbeing of individuals within own service (for example: dementia; physical disability; sensory loss; acquired brain injury; learning disability; autistic spectrum; substance misuse; profound and complex needs; multiple conditions; mental health; terminal illness). The learner will then explore the impact of the condition for the holistic care needs of individuals. In order to do this, the learner will be able combine more than one specialist area of care. For example, the learner may wish to focus their leadership and management practice on supporting individuals with dementia, but also have the opportunity to show competence in end-of-life care; or the learner may wish to focus their practice on supporting individuals with a learning disability, but also show competence in positive behaviour support. The learner will then review current research, policy and guidance related to own specialist area of care and reflect on how this informs their practice. This will require the learner to explore services and referral processes within own specialist area of care and will consider how to represent the rights and interests of individuals. Understanding and skills in relation to leading and managing outcomes-based, person-centred practice must be evidenced to include reflecting, evaluating, reviewing and developing practice. Finally, the learner will be able to further develop their knowledge and skills within related specialist areas of care through devising a training plan.

Assessment
This unit is internally assessed, via a portfolio of evidence.

Optional	Achieved/not yet achieved	Level 5	5 credits	40 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the impact of conditions on the wellbeing of individuals within own service	1.1 Describe the impact of a condition on the **wellbeing** of **individuals** within own service.
2. Understand the impact of conditions on the care of individuals	2.1 **Explain** the impact of a condition for the care of individuals
3. Understand how current research, policy and guidance informs	3.1 Discuss how current research, policy and guidance informs own specialist area of care

Learning outcomes The learner will:	Assessment criteria The learner can:
practice in own specialist area of care	
4. Understand how to access services in order to meet the needs of individuals in own service	4.1 Analyse **services** to support individuals within own specialist area of care
	4.2 Explain referral processes used to access specialist services
5. Understand how to represent the rights and interests of individuals within own specialist area of care	5.1 Discuss how to represent the rights and interests of individuals within own specialist area of care
6. Be able to develop outcomes-based and person-centred practice within own specialist area of care	6.1 Reflect on leading and managing **outcomes-based person-centred practice** within own specialist area of care
	6.2 Evaluate and review outcomes-based person-centred practice within own specialist area of care
	6.3 Develop and implement a plan to improve outcomes-based person-centred practice within own specialist area of care
	6.4 Devise a training plan to develop knowledge and skills in related specialist areas of care

Range
1. Understand the impact of conditions on the wellbeing of individuals within own service
1.1 Wellbeing: 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. **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.
2. Understand the impact of conditions on the care of individuals
2.1 Explain: The explanation must include care plan documentation outlining the assessment of needs for the individual with the condition referred to in 1.1 and how the holistic needs impact specialist care provision.
4. Understand how to access services in order to meet the needs of individuals in own service
4.1 Services:

A minimum of three services must be analysed.

6. Be able to develop outcomes-based and person-centred practice within own specialist area of care

6.1 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.

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.

Delivery and assessment guidance

Examples of evidence for the learner portfolio:

- care planning cycle
- coaching and mentoring activity
- continuous professional development (CPD)
- feedback from people who use the services, service user forums, meetings or surveys, comments and complaints
- inspection reports and audits
- networks and forums
- operational and strategic planning
- outcomes frameworks
- partnership working activity
- performance management
- policy and procedural development
- quality measures and national indicators
- referral documentation
- research
- service evaluation
- supervision and appraisal
- team meetings
- training materials and resources used to develop team
- workforce training - needs analysis and planning
- information leaflets on conditions that require specialist help, and on organisations and services that can support with representing the interests and rights of individuals

LMAC 19: Sexuality and sexual health in adult care (J/650/1964)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding in relation to sexuality and sexual health.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand sexuality and sexual health across the lifespan	1.1 Define the terms: • **sexuality** • **sexual health**
	1.2 Describe sexual development milestones throughout the lifespan
	1.3 Explain how factors impact: • sexuality across the life span • sexual health across the life span
2. Understand the support of sexuality and sexual health for **individuals**	1.4 Discuss approaches to promoting sexual health
	1.5 Analyse national and local interventions to promote sexual health
	1.6 Evaluate specialist services and agencies for the support of sexuality and sexual health

Range
1. Understand sexuality and sexual health across the lifespan
1.1 The terms **sexuality** and **sexual health:** Please refer to the World Health Organization (WHO) definition of sexuality and sexual health.
2. Understand the support of sexuality and sexual health for individuals
2. 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.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • care planning cycle • policy and procedural development • research • statement of purpose • training materials and resources • values statement

- workforce development
- information about local and national specialist services and agencies

LMAC 20: Transitions in adult care (L/650/1966)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead and manage practice to support transitions in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Graded P/F**	**Level 5**	**4 credits**	**30 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand transitions in adult care	1.1 Explore theories and approaches in relation to transitions in adult care
	1.2 Discuss legislation, policy and guidance in relation to transitions in adult care
	1.3 Describe types of transitions in adult care
2. Understand the support required for individuals during transitions	2.1 Consider the impact of transitions on individuals
	2.2 Analyse intrinsic and extrinsic factors which contribute to positive transitions
	2.3 Explain how to support **individuals** through transitions
	2.4 Explain **partnership working** to support individuals through transitions
3. Be able to lead and manage practice to support individuals through transitions	3.1 Develop person-centred systems in relation to supporting individuals through transitions
	3.2 Lead the implementation of systems to support transitions for individuals
	3.3 Evaluate and review practice in supporting individuals through transitions
	3.4 Agree and implement recommendations to develop and improve practice to support transitions

Range
2. Understand the support required for individuals during transitions
2.3 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. **2.4 Partnership working:** Working with the individual, networks, communities and other professionals and organisations.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: • care planning cycle • partnership activity • policy and procedural development • quality improvement plans

- referral processes
- risk management
- team meetings
- transition plans and reviews
- workforce development

Theme 10: Aspects of leadership and management

LMAC 21: Business development for adult care (R/650/1968)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to undertake business planning and development.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand systems and processes in relation to business planning	1.1 Analyse current **drivers** influencing adult care provision
	1.2 Explain how **systems and processes** can be applied to business planning in adult care
2. Understand how to develop a positive culture that supports change and growth	2.1 Analyse strategies that can be used to develop a positive culture that supports change and growth
3. Be able to develop and communicate a business plan for aspects of own service provision	3.1 Assess the current market position of own service provision
	3.2 Identify opportunities for business growth and (or) change within own service provision
	3.3 Produce a business plan for business growth and (or) change
	3.4 Present business plan to stakeholders for consultation, feedback and to agree allocation of resources
4. Be able to implement and review the business plan	4.1 Lead the implementation of the business plan
	4.2 Evaluate and review the implementation of the business plan
	4.3 Agree and implement recommendations to develop and improve processes and practice in relation to business development

Range
1. Understand systems and processes in relation to business planning
1.1 Drivers: Must include, but not limited to: • market conditions and trends • regulation and compliance • inspections and audits • sustainability • resources • funding

1.2 Systems and processes:

In relation to business planning:

2   competitor and stakeholder analysis
3   governance
4   setting vision and direction
5   business design
6   risk management
7   planning, implementing, monitoring, feedback, evaluation and review
8   business strategy and objectives, targets and performance indicators
9   consultation and collaboration

Delivery and assessment guidance
Examples of evidence for the learner portfolio: 10   continuous professional development (CPD)   11   inspection reports and audits   12   local demographic data   13   management meetings   14   market positioning paper   15   policy and procedural development   16   quality assurance processes   17   quality improvement plan   18   service evaluation   19   strategic development plan   20   supervision and appraisal   21   SWOT analysis   22   team meeting   23   training materials and resources   24   workforce development plan   25   business planning meetings

LMAC 22: Coaching and mentoring in adult care (L/650/1975)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead and manage coaching and mentoring activities in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of coaching and mentoring in adult social care	1.1 Discuss models of coaching and mentoring
	1.2 Discuss the difference between coaching and mentoring
	1.3 Describe principles of coaching and mentoring
	1.4 Analyse benefits and limitations of coaching and mentoring
2. Be able to lead and manage coaching or mentoring support in adult care services	2.1 Develop coaching or mentoring processes
	2.2 Promote and encourage **others** to use coaching or mentoring to support learning and development
	2.3 Plan for and implement coaching or mentoring activities
	2.4 Review and evaluate the impact of coaching or mentoring on practice, **individuals** and others

Range
2. Be able to lead and manage coaching or mentoring support in adult care services
2.2 Others: May include team members, other colleagues, carers and other professionals. **2.4 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.

Delivery and assessment guidance
26 clarity of coaching and mentoring roles 27 coach and mentor selection processes 28 coaching and mentoring activity 29 continuous professional development (CPD) 30 feedback, evaluation and analysis 31 individual goal setting and personal targets 32 inspection reports and audits 33 learning and reflective logs/diaries 34 management meetings 35 peer evaluation

Delivery and assessment guidance
36 performance management
37 policy and procedural development
38 quality improvement plans
39 self-assessment cycle
40 skills audit
41 standards, indicators and success measures
42 supervision and appraisal
43 team meetings
44 workforce development plan

LMAC 23: Induction in adult care TBC (M/650/1976)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead and manage induction processes and practice in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the induction of staff in adult care services	1.1 Summarise legislation, regulation, codes of practice and a policy driver in relation to induction processes
	1.2 Evaluate the purpose of induction for practitioners, **individuals, others** and organisations
	1.3 Describe resources and methods to support the induction process
2. Be able to develop induction in adult care services	2.1 Evaluate and review induction processes in own service
	2.2 Make and agree recommendations to develop and improve induction processes
	2.3 Create a plan to develop and improve induction processes
	2.4 Implement the plan to develop and improve induction processes

Range
1. Understand the induction of staff in adult care services
1.2 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 could 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

Delivery and assessment guidance
Examples of evidence for the learner portfolio: 45 Care Certificate 46 contracting and/or sourcing internal and external specialist trainers 47 delivery staff 48 feedback and evaluation forms 49 inspection reports and audits 50 involvement of individuals in induction activity 51 job descriptions and person specifications 52 Management Induction Standards 53 management meetings 54 organisational structures and responsibilities 55 outcome measures and key performance indicators (KPIs) 56 personal development plans (PDPs) 57 provider information reports 58 quality improvement plans 59 self-assessment cycle 60 Social Care Commitment status 61 strategic development plan 62 training materials and resources 63 value-based recruitment tools and online resources 64 workforce development plan

LMAC 24: Manage finance and budgets in adult care (R/650/1977)

Unit summary				
The purpose of this unit is to provide learners with the knowledge, understanding and skills required to manage finance in own area of responsibility in adult care services.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	4 credits	30 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand financial management in own adult care setting	1.1 Explain the importance of effective financial management systems within own setting
	1.2 Outline sources of funding that are used to construct the budget for own setting
	1.3 Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own setting
2. Be able to plan budget requirement for own area of responsibility	2.1 Work with **others** to calculate the financial resources required to meet objectives within own area of responsibility
	2.2 Communicate budget requirements within remit of role and responsibility to inform overall budget build
	2.3 Analyse the impact of an insufficient budget on service delivery
	2.4 Work with others to prioritise budget allocation in own area of responsibility
3. Be able to manage a budget	3.1 Explain the financial management systems that are available to monitor budget for own area of responsibility
	3.2 Agree roles and responsibilities of others in recording financial expenditure
	3.3 Calculate planned expenditure over the financial period
	3.4 Monitor actual spend against planned expenditure
	3.5 Analyse variances between planned and actual expenditure
	3.6 Implement corrective action to address any variances
	3.7 Make revisions to the budget to take account of variances and new developments
4. Be able to evaluate financial expenditure within own area of responsibility	4.1 Review actual expenditure against planned expenditure within financial period
	4.2 Report findings from budget reviews
	4.3 Make recommendations for adjustments for budget planning and management

Range
2. Be able to plan budget requirement for own area of responsibility
2.1 Others: Could include: • colleagues and team members

- managers and supervisors
- professionals from other services

Delivery and assessment guidance
Examples of evidence for the learner portfolio: 65 action planning and quality improvement plans 66 business review/planning 67 collaborative working 68 communication strategies 69 community meetings 70 decision-making processes and involvement 71 examples of change management 72 individuals, carer and family forums/meetings 73 management reports and presentations 74 networking activity 75 operational review/planning 76 partnership activity

LMAC 25: Recruitment, selection and retention in adult care (T/650/1978)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead and manage recruitment, selection and retention processes and practice in adult care.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand legislation, regulation and organisation requirements for recruitment, selection and retention	1.1 Explain current legislation, regulation and organisational requirements for recruitment, selection and retention
	1.2 Analyse the impact of drivers within adult care on recruitment, selection and retention
2. Understand the recruitment and selection process	2.1 Explain stages within the recruitment and selection process
	2.2 Discuss the importance of **co-production** and involving **individuals** within the recruitment and selection process
3. Understand how to support retention in adult care	3.1 Evaluate strategies to support retention in adult care
4. Be able to manage recruitment and selection processes in own setting	4.1 Lead the implementation of systems in relation to the recruitment and selection of adult care practitioners
	4.2 Evaluate and review recruitment and selection processes
	4.3 Agree and implement recommendations to develop and improve processes and practice in relation to recruitment and selection

Range
2. Understand the recruitment and selection process
2.2 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 decision together. **Individuals:** The person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing are and support for.

Delivery and assessment guidance
Examples of evidence for the learner portfolio: 77 benefits of investing in staff 78 coaching and mentoring activity 79 compliance with regulations for employment 80 continuous professional development (CPD) 81 inspection reports and audits 82 involvement of individuals in recruitment and induction activity 83 leadership and management methods, principles and approaches relevant to the recruitment, selection and retention of staff in care services 84 organisational information for applicants 85 performance management 86 policy and procedural development 87 pre-selection criteria, for example: job adverts, job descriptions, person specifications 88 quality improvement plan 89 role modelling 90 strategic development plan 91 supervision and appraisal 92 terms and conditions 93 up-to-date approaches to care 94 values-based recruitment 95 workforce development plans

LMAC 26: Research in adult care (Y/650/1979)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to conduct research to support evidence-based practice in adult care. The evidence produced for this unit will be the research planning and project.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 5**	**8 credits**	**55 GLH**

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of research for evidence-based practice in adult care	1.1 Describe how research develops, improves or identifies gaps in practice and (or) provision.
	1.2 Explain the value of research for promoting the health and wellbeing of individuals and developing/reviewing cost effective interventions
	1.3 Discuss how research contributes to the development of own and **others'** professional development
2. Understand research approaches and methodologies	2.1 Consider research approaches and methodologies
	2.2 Describe key stages in a research project
	2.3 Discuss tools used to analyse **data**
3. Be able to plan a research project within adult care	3.1 Justify a topic for research within adult care
	3.2 Develop a research design plan for own setting to include: 96 topic 97 aims and objectives 98 research question and hypothesis 99 methodology/methodologies
	3.3 Produce a rationale for chosen research methodologies
	3.4 Consider ethical implications that apply to the area of the research project
	3.5 Review literature relevant to research project
4. Be able to conduct a research project within adult care	4.1 Conduct research following the research plan
	4.2 Record and collate data
5. Be able to analyse research findings	5.1 Analyse data from own research
	5.2 Draw conclusions on the analysis of the data
	5.3 Make recommendations for adult care provision

Range
1. Be able to understand the role of research for evidence-based practice in adult care
1.3 Others: In this context, refers to professionals, which could include:

• colleagues and peers   • team members   • managers and supervisors   • professionals from other services   • volunteers
2. Be able to understand research approaches and methodologies
2.3 Data: Could include: research, reports, statistics, internal and external feedback, suggestions, complaints.

Delivery and assessment guidance
The evidence produced for this unit will be the research planning and project.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes associated with each unit.

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: 100 by an assessor who meets the relevant sector body or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: 101 when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: 102 may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes

J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** **Simulation**. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

This qualification has been developed to meet Skills for Care requirements.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Skills for Care and Development assessment principles

Knowledge learning outcomes:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills learning outcomes:

- assessors will need to be both occupationally competent and qualified to make assessment decisions

- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 3: explanation of terms

Explanation of terms used at Level 5: (not all verbs are used in this qualification)	
Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to, eg adhere to a strict code of practice.
Analyse	Break the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Apply (standards)	Explain how existing knowledge, practices, standards etc can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail, looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way, showing depth and understanding.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
Collaborate (L7)	Work jointly with.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.

Develop	Identify, build and extend a topic, plan or idea.
Distinguish between	Discuss identified differences between more than one item, product, object or activity.
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able.
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary which serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Monitor	Maintain regular surveillance.

Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.
Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.
Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of, and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Summarise	Select the main ideas, argument or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.
Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify three aspects to ensure validity.
Work in partnership	Work in association with two or more persons (this may include stakeholders, service users and/or carers.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- qualification fact sheet
- learning resources

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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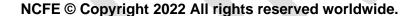
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Appendix A

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Theme 1: Leadership and management roles and responsibilities						
LMAC 1A	R/650/1921	Leadership and management in adult care	5	4	35	
LMAC 1B	T/650/1922	Team leadership in adult care	5	3	25	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
LMAC 7A	A/650/1924	Resource management in adult care	5	4	30	
Theme 2: Governance and quality assurance						
LMAC 2A	D/650/1925	Governance of adult care	5	4	35	
LMAC 2B	F/650/1926	Regulatory processes for adult care	5	5	40	
Theme 3: Working with others						
LMAC 3A	H/650/1927	Communication and information management in adult care	5	5	45	
LMAC 4A	J/650/1928	Partnership working in adult care	5	4	35	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Theme 4: Person-centred practice for positive outcomes						
LMAC 5A	K/650/1929	Outcomes-based and person-centred practice in adult care	5	7	55	
LMAC 5B	R/650/1930	Equality, diversity, inclusion and human rights in adult care	5	2	20	
LMAC 5C	T/650/1931	Continuous improvement in adult care	5	3	25	
Theme 5: Professional development, supervision and performance management						
LMAC 6A	Y/650/1932	Professional development in adult care	5	4	35	
LMAC 6B	D/650/1934	Supervision and performance management in adult care	5	5	45	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Theme 6: Safe ways of working, protection and risk						
LMAC 8A	F/650/1935	Safeguarding in adult care	5	6	50	
LMAC 8B	H/650/1936	Health and safety in adult care	5	3	30	
LMAC 8C	K/650/1938	Risk-taking and risk management in adult care	5	4	35	
LMAC 8D	L/650/1939	Managing comments, concerns and complaints in adult care	5	3	20	
Theme 7: Managing and developing self						
LMAC 9A	F/650/1953	Manage own professional development and personal wellbeing	5	5	45	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Theme 8: Vision and strategy						
LMAC 10A	H/650/1954	Decision-making in adult care	5	3	25	
LMAC 11A	J/650/1955	Market provision and integrated approaches in adult care	5	3	25	
LMAC 11B	K/650/1956	Innovation and change in adult care	5	3	25	

Optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Theme 9: Aspects of support						
LMAC 12	L/650/1957	Advocacy in adult care	5	3	25	
LMAC 13	M/650/1958	Assistive technology in adult care	5	3	25	
LMAC 14	R/650/1959	Digital skills in adult care	5	3	25	
LMAC 15	A/650/1960	Group living in adult care	5	3	25	
LMAC 16	D/650/1961	Healthcare and clinical skills in adult care	5	4	35	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
LMAC 17	F/650/1962	Mental capacity in adult care	5	3	25	
LMAC 18	H/650/1963	Specialist areas of care	5	5	40	
LMAC 19	J/650/1964	Sexuality and sexual health in adult care	5	3	25	
LMAC 20	L/650/1966	Transitions in adult care	5	4	30	
Theme 10: Aspects of leadership and management						
LMAC 21	R/650/1968	Business development for adult care	5	3	25	
LMAC 22	L/650/1975	Coaching and mentoring in adult care	5	3	25	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
LMAC 23	M/650/1976	Induction in adult care	5	3	25	
LMAC 24	R/650/1977	Manage finance and budgets in adult care	4	4	30	
LMAC 25	T/650/1978	Recruitment, selection and retention in adult care	5	3	25	
LMAC 26	Y/650/1979	Research in adult care	5	8	55	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

Appendix B

Mapping to relevant standards

Mandatory units

The following tables show each mandatory unit (grouped by the Manager Induction Standards 2016 (MIS), national occupational standards (NOS), and the Leader in Adult Care apprenticeship standard.

Standard 1: Leadership and Management Unit LMAC 1A: Leadership and management in adult care Unit LMAC 1B: Team leadership in adult care	
NOS	SCDLMCA2 Lead and manage change within care services SCDLMCA5 Manage the allocation, progression and quality of work in care service provision
MIS	Standard 1
Apprenticeship standard	Core knowledge – tasks and responsibilities, leadership, professional development Core skills – tasks and responsibilities, leadership, dignity and human rights

Standard 2: Governance and Regulatory Processes Unit LMAC 2A: Governance of adult care Unit LMAC 2B: Regulatory processes for adult care	
NOS	SCDLMCE3 Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements
MIS	Standard 2
Apprenticeship standard	Core knowledge – tasks and responsibilities

Standard 3: Communication Unit LMAC 3A Communication and information management in adult care	
NOS	SCDLMCE1 Lead and manage effective communication systems and practice SCDHSC 0434 Lead practice for managing and disseminating records and reports
MIS	Standard 3
Apprenticeship standard	Core knowledge – tasks and responsibilities, communication Core skills – tasks and responsibilities, communication

Standard 4: Relationships and partnership working Unit LMAC 4A: Partnership working in adult care	
NOS	SCDLMCD1 Lead and manage work with networks, communities, other professionals and organisations for care service provision SCDLMCB4 Lead practice that involves key people to achieve positive outcomes
MIS	Standard 4
Apprenticeship standard	Core knowledge – tasks and responsibilities, communication Core skills - tasks and responsibilities

Standard 5: Person-centred practice for positive outcomes Unit LMAC 5A: Outcomes-based person-centred practice in adult care Unit LMAC 5B: Equality, diversity, inclusion and human rights in adult care Unit LMAC 5C: Continuous improvement in adult care	
NOS	SCDLMCB4 Lead practice that involves key people to achieve positive outcomes SCDLMCB2 Lead service provision that promotes the wellbeing of individuals
MIS	Standard 5
Apprenticeship standard	Core knowledge – tasks and responsibilities, dignity and human rights, health and wellbeing Core skills – tasks and responsibilities, dignity and human rights, health and wellbeing

Standard 6: Professional development, supervision and performance management Unit LMAC 6A: Professional development in adult care Unit LMAC 6B: Supervision and performance management in adult care	
NOS	SCDLMCSA1 Manage and develop yourself and your workforce within care services SCDLMCA5 Manage the allocation, progression and quality of work in care service provision
MIS	Standard 6
Apprenticeship standard	Core knowledge – tasks and responsibilities, professional development Core skills – tasks and responsibilities, professional development
Standard 7: Resources Unit LMAC 7A: Resource management in adult care	
NOS	SCDLMCE5 Develop operational plans and manage resources to meet current and future demands on the provision of care services
MIS	Standard 7
Apprenticeship standard	Core knowledge – tasks and responsibilities

Standard 8: Safeguarding, protection and risk	
Unit LMAC 8A: Safeguarding in adult care Unit LMAC 8B: Health and safety in adult care Unit LMAC 8C: Risk-taking and risk management in adult care Unit LMAC 8D: Managing comments, concerns and complaints in adult care	
NOS	SCDLMCB1 Lead and manage practice that promotes the safeguarding of individuals SCDLMCC1 Lead and manage practice for health and safety in the work setting SCDHSC0450 Develop risk management plans to promote independence in daily living SCDLMCB8 Lead and manage provision of care services that supports the development of positive behaviour
MIS	Standard 8
Apprenticeship standard	Core knowledge – tasks and responsibilities, safeguarding, dignity and human rights, communication Core skills - tasks and responsibilities, safeguarding, health and wellbeing, dignity and human rights, communication, leadership

Standard 9: Manage self	
Unit LMAC 9A: Manage own professional development and personal wellbeing	
NOS	SCDHSC0033 Develop your practice through reflection and learning SCDLMCA1 Manage and develop yourself and your workforce within care services Knowledge requirements throughout the suite especially K17 and K18 (your practice), K47 and 48 (continuing professional development)
MIS	Standard 9
Apprenticeship standard	Core knowledge – tasks and responsibilities, professional development, health and wellbeing Core skills – tasks and responsibilities, professional development

Standard 10: Decision-making Unit LMAC 10A: Decision-making in adult care	
NOS	Knowledge requirements throughout the suite especially items K40 (continuing professional development), K71 (handling information) and K77 (leading and managing practice)
MIS	Standard 10
Apprenticeship standard	Core knowledge – tasks and responsibilities, communication Core skills – tasks and responsibilities

Standard 11 Entrepreneurial skills and innovation Unit LMAC 11A: Market provision and integrated approaches in adult care Unit LMAC 11B: Innovation and change in adult care	
NOS	SCDLMCA2 Lead and manage change within care services
MIS	Standard 11
Apprenticeship standard	Core knowledge – tasks and responsibilities, leadership Core skills – tasks and responsibilities, leadership

Optional units

The following tables show each optional unit and links to relevant National Occupational Standards (NOS), Manager Induction Standards 2016 (MIS) and relevant frameworks.

LMAC 12: Advocacy in adult care	
NOS	SCDLMCSB1 Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people
MIS	Standard 8
Relevant frameworks	Advocacy Quality Performance Mark (2014) Advocacy Code of Practice Advocacy Charter (2002)

LMAC 13: Assistive technology in adult care	
NOS	SFHCHS239 Enable individuals to use assistive devices and assistive technology
MIS	N/A
Relevant frameworks	Assisted living technology and services: A learning and development framework Adult Social Care Outcomes Framework (2015 to 2016)

LMAC 14: Digital skills in adult care	
NOS	SCDHSC0023 Develop your own knowledge and practice SCDHSC0033 Develop your practice through reflection and learning SCDHSC0043 Take responsibility for the continuing professional development of yourself and others
MIS	Standard 6 and 9
Relevant frameworks	Skills for Care report Core digital skills (2016) Digital Social Care resources (2021) Rethink partners Strength and balance: How could digital solutions help people be more active day to day (2021) NHS Long Term Plan (2019) OU: The path forward for social care in England (2021) Skills for Care Rapid Evidence Review (March 2021)

LMAC 15: Group living in adult care	
NOS	SCDLMCB7 Lead and manage group living provision within care services
MIS	Standard 5
Relevant frameworks	Adult Social Care Outcomes Framework (2015 to 2016) The Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England Leadership Qualities Framework

LMAC 16: Healthcare and clinical skills in adult care	
NOS	SFHGEN7 Monitor and manage the environment and resources during and after clinical/therapeutic activities
MIS	N/A
Relevant frameworks	The Code - Professional standards of practice and behaviour for nurses and midwives (2015) UK Core Skills Training Framework (2015) NHS Outcomes Framework (2016-2017)

LMAC 17: Mental capacity in adult care	
NOS	N/A
MIS	Standard 8
Relevant frameworks	Mental Capacity Act 2005 Code of Practice (2007) National Dementia Strategy – Living well with dementia Adult Social Care Outcomes Framework (2015-2016)

LMAC 18: Sexuality and sexual health in adult care	
NOS	SCDLMCB2 Lead and manage service provision that promotes the wellbeing of individuals
MIS	N/A
Relevant frameworks	NHS Outcomes Framework 2016-2017

LMAC 19: Specialist areas of care	
NOS	SCDLMCB2 Lead and manage service provision that promotes the wellbeing of individuals
MIS	Standard 5
Relevant frameworks	No Health without Mental Health: the mental health strategy for England (2011) National Dementia Strategy Adult Autism Strategy: Statutory Guidance (2015) Skills for Care Common Core Principles to support good mental health and wellbeing in adult social care Skills for Care Common Core Principles to support self-care Skills for Care Common Core Principles and competences for social care and health workers working with adults at the end of life Skills for Care Common Core Principles for supporting people with dementia Positive behavioural support: a competence framework (2015) Adult Social Care Outcomes Framework (2015-2016) NHS Outcomes Framework 2016-2017

LMAC 20: Transitions in adult care	
NOS	SCDLMCB3 Lead and manage the provision of care services that deals effectively with transitions and significant life events
MIS	Standard 5
Relevant frameworks	Adult Social Care Outcomes Framework (2015-2016)

LMAC 21: Business development for adult care	
NOS	SCDLMCE5 Develop operational plans and manage resources to meet current and future demands on the provision of care services SCDLMCA2 Lead and manage change within care services
MIS	Standard 11
Relevant frameworks	Leadership Qualities Framework Integration and Better Carer Fund Framework (2017-2019) Adult Social Care Outcomes Framework (2015-2016)

LMAC 22: Coaching and mentoring in adult care	
NOS	SCDLMCA1 Manage and develop yourself and your workforce within care services
MIS	Standard 6
Relevant frameworks	The Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England Skills for Care – Keeping up the Good Work – CPD guide (2010) Francis Report Recommendations (2013) Investors in People

LMAC 23: Induction in adult care	
NOS	SCDLMCA3 Actively engage in the safe selection and recruitment of workers and their retention in care services
MIS	Standard 7
Relevant frameworks	Care Certificate (2015) The Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England Investors in People

LMAC 24: Manage finance and budgets in adult care	
NOS	SFJCPS8.1 Manage a budget SCDLMCSE8 Manage finance for your area of responsibility
MIS	Standard 7
Relevant frameworks	Leadership Qualities Framework

LMAC 25: Recruitment, selection and retention in adult care	
NOS	SCDLMCSA3 Actively engage in the safe selection and recruitment of workers and their retention in care services
MIS	Standard 7
Relevant frameworks	Values Based Recruitment Framework (Health Education England, 2016) Investors in People Leadership Qualities Framework

LMAC 26: Research in adult care	
NOS	N/A
MIS	Standard 10
Relevant frameworks	UK Statistics Authority Code of Practice for Official Statistics

Appendix C

Digital skills

Digital skills have been highlighted by the sector and Skills for Care as a key learning and development priority for care managers.

To enable and encourage the workforce to develop and improve digital skills, we have embedded these skills throughout this qualification. We have also created an optional unit specific to digital skills with content that is aligned to essential digital skills.

The sector has identified six key themes in relation to priorities for care managers' and 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

We have mapped these key themes to both the mandatory and optional units to support the learning and development of digital knowledge and skills for care managers and the adult care workforce.

Digital skills mapping

Digital skill	Unit title
Building adult care workers' confidence in using digital skills	LMAC 6A Professional development in adult care (mandatory unit) LMAC 13 Assistive technology in adult care LMAC 21 Business development in adult care LMAC 26 Research in adult care LMAC 14 Digital skills in adult care
Enabling and encouraging adult care workers to embrace digital skills	LMAC 6A Professional development for adult care (mandatory unit) LMAC 13 Assistive technology in adult care LMAC 21 Business development for adult care LMAC 26 Research in adult care LMAC 14 Digital skills in adult care
Using technology to support and monitor people accessing care and support	LMAC 5C Continuous improvement in adult care (mandatory unit) LMAC 6A Professional development in adult care (mandatory unit) LMAC 13 Assistive technology in adult care LMAC 16 Healthcare and clinical skills in adult care LMAC 14 Digital skills in adult care
Digital security and safety	LMAC 3A Communication and information management in adult care (mandatory unit) LMAC 6A Professional development in adult care (mandatory unit) LMAC 14 Digital skills in adult care

Digital skill	Unit title
Using different digital platforms and systems	LMAC 9A Manage own professional development and personal wellbeing (mandatory unit) LMAC 21 Business development for adult care LMAC 16 Healthcare and clinical skills in adult care LMAC 26 Research in adult care LMAC 14 Digital skills in adult care
Learning online/remotely	LMAC 6A Professional development in adult care (mandatory unit) LMAC 14 Digital skills in adult care All identify, explain, describe, etc. criteria within units could be delivered remotely to promote online and blended learning approaches