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# Qualification Specification

## Highfield Level 5 Diploma in Leadership and Management for Adult Care (RQF)

Qualification Number: 603/3594/4

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## Highfield Level 5 Diploma in Leadership and Management for Adult Care (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

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### Qualification regulation and support

The Highfield Level 5 Diploma in Leadership and Management for Adult Care (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

This qualification is supported by Skills for Care, the sector skills council for the adult social care sector in England.

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### Key facts

<b>Qualification number:</b>	603/3594/4
<b>Learning aim reference:</b>	60335944
<b>Credit value:</b>	80
<b>Assessment method:</b>	Portfolio of evidence
<b>Guided learning hours (GLH):</b>	582
<b>Total qualification time (TQT):</b>	800

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### Qualification overview and objective

The objective of this qualification is to support a role in the workplace. The content is appropriate for learners who manage care and support services for adults in England.

The qualification aims to develop learners' skills and knowledge in leadership and management to ensure that services can respond fully to the needs and aspirations of those that use their provision. The qualification develops leadership skills, innovation and entrepreneurial skills, the importance of embedding robust values and commitment to partnership working.

This qualification will be the named on-programme qualification in the Leader in Adult Care apprenticeship standard (once live).

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### Entry requirements

It is a requirement that learners have access to the appropriate workplace and role to be able to successfully meet the knowledge and skills requirements of this qualification. Centres must ensure that learners can complete all competence requirements of units selected from the structure.

There are no prerequisites for this qualification, however It is advised that learners have a minimum of Level 2 in literacy or numeracy or equivalent, and able to demonstrate prior achievement of qualifications at either level 3 or 4.

This qualification is approved for delivery to learners aged 19+.

## Geographical coverage

This qualification is suitable for delivery in England.

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## Guidance on delivery

The total qualification time for this qualification is 800 and of this 582 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Within the mandatory units, amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

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## Guidance on assessment

This qualification is assessed through completion of a portfolio of evidence which will be assessed and internally quality assured by the centre. EQS (External Quality Support) activity from Highfield will also take place to support the achievement of direct claim status. Suggested paperwork is available on the Highfield website, if a centre would like to use alternative paperwork, this must be sent to the Quality Support team for approval before commencement of the course.

Within the mandatory units, amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that **all** amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

Please refer to the Skills for Care and Development Assessment Principles for guidance on simulation and expert witnesses.

Each individual unit provides additional guidance/requirements on assessment, which is available in Appendix 1.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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## Guidance on quality assurance

Highfield require Centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

EQS visits from Highfield will take place until direct claim status is achieved. Highfield will support centres with quality assurance by conducting engagement visits to ensure and verify the effective and efficient delivery and assessment of qualifications.

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## Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

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## Assessor requirements

Highfield, in line with the Skills for Care and Development assessment principles, require nominated Assessors to:

- be occupationally knowledgeable and occupationally competent in the area they are assessing;
- hold or be working towards\* a recognised assessor qualification. Examples include:
  - Level 3 Award in Assessing Competence in the Work Environment;
  - Level 3 Certificate in Assessing Vocational Achievement;
  - A1 Assess Learner performance Using a Range of Methods;
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence; and
- maintain evidence of continuous professional development within the sector

\*For more information on those assessment decisions made by an unqualified assessor, please refer to counter-signing strategy requirements within this specification.

For more information, please refer to the Skills for Care and Development assessment principles which is on the Highfield website.

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## Internal quality assurance (IQA) requirements

This qualification is assessed and Internally Quality Assured. IQA requirements are outlined in the Skills for Care and Development assessment principles and must be referred to.

This includes that approved IQA (Internal Quality Assurers) must:

- Hold or be working towards\*\* an IQA qualification, such as:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
  - D34 or V1 Verifier Awards; and
- Be occupationally knowledgeable in the unit they are assessing/health and adult care settings.

\*\*For more information on those assessment decisions made by an unqualified IQA, please refer to counter-signing strategy requirements below.

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For more information, please refer to the Skills for Care and Development assessment strategy and the Skills for Health assessment principles which is on the Highfield website.

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### Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Specialist qualifications in adult care or healthcare
  - qualifications in coaching or mentoring
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### Useful websites

Skills for Care and Development: [www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

Skills for Care: [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

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## Appendix 1: Qualification structure

To complete the **Highfield Level 5 Diploma in Leadership and Management for Adult Care (RQF)**, learners must complete the following:

- **all units** contained within the mandatory group **totaling 60 credits**
- a minimum of **20 credits** across the optional groups:
  - a **maximum of 6 credits** from optional group A
  - the remaining credits from optional group B, **minimum of 14 credits**

### Mandatory group

Learners must achieve **all units** in this group.

Unit reference	Unit title	Level	GLH	Credit
D/617/2078	Principles of Leadership and Management in Adult Care	5	50	6
H/617/2079	Team Leadership in Adult Care	5	32	4
Y/617/2080	Principles of Governance in Adult Care	5	16	2
D/617/2081	Principles of Regulatory Processes for Adult Care	5	22	2
H/617/2082	Communication and Information Management in Adult Care	5	24	3
K/617/2083	Partnership working in Adult Care	4	28	4
M/617/2084	Outcomes based person centred practice in Adult Care	5	28	4
T/617/2085	Equality, Diversity and Inclusion in Adult Care	5	28	4
A/617/2086	Continuous Improvement in Adult Care	5	15	2
F/617/2087	Principles of Professional Development in Adult Care	5	15	2
J/617/2088	Supervision and Performance Management in Adult Care	5	40	5
L/617/2089	Principles of Resource Management in Adult Care	5	16	2
F/617/2090	Safeguarding and Protection in Adult Care	5	40	5
J/617/2091	Health and Safety in Adult Care	4	12	2
L/617/2092	Risk taking and risk management in Adult Care	5	16	2
R/617/2093	Managing Concerns and Complaints in Adult Care	5	16	2
Y/617/2094	Self-management for leadership in Adult Care	5	16	2
D/617/2095	Decision making in Adult Care	5	18	3
H/617/2096	Entrepreneurial skills in Adult Care	5	16	2
K/617/2097	Principles of innovation and change in adult care	5	16	2



**Optional group A** Learners may achieve a **maximum of 6 credits** from this group.

Unit reference	Unit title	Level	GLH	Credit
J/601/3538	Understand the process and experience of dementia	3	22	3
J/601/6150	Understand Physical disability	3	22	3
M/601/3467	Understand sensory loss	3	21	3
L/617/2111	Understand the impact of acquired brain injury on individuals	3	28	4
A/503/8135	Understand Advance Care Planning	3	25	3
J/503/8137	Understand how to support individuals during the last days of life	3	28	3
D/602/3170	Understand how to manage a team	4	20	3
Y/602/2860	Understand safeguarding of children and young people for those working in the adult sector	3	10	1
T/602/3188	Understand partnership working	4	7	1
D/504/2243	Understand the factors affecting older people	3	17	2

#### Optional group B

Learners must achieve a minimum of **14 credits** from this group.

Unit reference	Unit title	Level	GLH	Credit
J/601/5242	Assess the individual in a health and social care setting	5	41	6
L/602/2337	Manage domiciliary services	5	39	6
H/601/5250	Support the use of assistive technology	5	31	4
T/602/3174	Lead and manage group living for adults	5	39	5
T/503/8134	Lead and manage end of life care services	5	45	7
F/503/8685	Support individuals during the last days of life	4	33	5
R/502/3298	Providing Independent Advocacy to Adults	4	35	5
F/502/3295	Independent Mental Capacity Advocacy	4	35	12
F/602/2853	Lead the management of transitions	5	29	4
Y/504/2208	Lead and manage infection prevention and control within the work setting	5	38	6
R/617/2112	Recruitment and selection within health and social care settings	4	26	3
Y/617/2113	Manage induction in health and social care settings	4	21	3
D/617/2114	Manage quality in health and social care settings	5	36	5
J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	40	6
K/600/9711	Manage physical resources	4	25	3



H/617/2115	Manage finance within own area of responsibility in a health and social care setting	4	31	4
J/602/3499	Undertake a research project within services for health and social care or children and young people	5	80	10
K/601/5251	Explore models of disability	5	32	5
K/617/2116	Facilitate change in health and social care settings	5	42	6
M/617/2117	Facilitate coaching and mentoring of practitioners in health and social care settings	5	43	6
T/617/2118	Professional practice in health and social care for adults	5	43	6
K/601/7355	Active support: lead interactive training	5	30	4
A/617/2119	Manage an inter-professional team in health and social care settings	6	48	7
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	25	6
A/504/2198	Develop, maintain and use records and reports	4	23	3
L/602/2578	Promote professional development	4	33	4
F/602/2335	Use and develop systems that promote communication	5	24	3
M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	35	5
H/601/7354	Lead active support	5	35	5
D/602/2844	Lead person centred practice	5	29	4
H/504/2213	Lead practice which supports individuals to take positive risks	5	30	4
D/504/2212	Lead and manage practice in dementia care	5	41	6
M/601/5252	Support individuals with sensory loss with communication	5	37	5
M/601/5249	Promote awareness of sensory loss	5	19	3
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	34	5
L/503/8138	Lead a service that supports individuals through significant life events	5	31	4
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	24	4
J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	44	6
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	53	7
J/502/3296	Independent Mental Health Advocacy	4	35	7

### Barred combinations

This qualification contains the following barred combinations. Learners must achieve either one or the other, not both.

Unit reference	Unit Title	Unit reference	Unit Title
J/503/8137	Understand how to support individuals during the last days of life	F/503/8685	Support individuals during the last days of life
F/502/3295	Independent Mental Capacity Advocacy	J/502/3296	Independent Mental Health Advocacy
		R/502/3298	Providing Independent Advocacy to Adults
J/502/3296	Independent Mental Health Advocacy	F/502/3295	Independent Mental Capacity Advocacy
		R/502/3298	Providing Independent Advocacy to Adults
R/502/3298	Providing Independent Advocacy to Adults	F/502/3295	Independent Mental Capacity Advocacy
		J/502/3296	Independent Mental Health Advocacy