

This qualification specification covers the following qualification:

| Qualification Number | Qualification Title |
|----------------------|--|
| 603/2681/5 | Gateway Qualifications Level 5 Diploma in Leadership and Management for Adult Care |

| Version and date | Change detail | Section/Page Reference |
|------------------|---|------------------------|
| 1.2 (Jan 2023) | Updated Funding Section, removed address and changed back cover | Page 9 & 22 |

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1. Qualification Information

1.1. About the qualification

The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The purpose of the qualification is to confirm the competence of the learner to enable them to work as a leader in adult care and to give employers confidence that the learner has acquired the required skills to work competently in this role.

Due to a major government reform of apprenticeships, the current system of 'frameworks' is being replaced by 'standards'. The standards are two-page documents listing the skills, knowledge and behaviours needed for the apprentice to be competent in their role.

These have to be assessed throughout and the result graded at the end of the apprenticeship by somebody independent. An apprenticeship programme must run for a minimum of 12 months and 20% of their training must be delivered off the job (within paid working time). This qualification can be delivered as part of the Leader in Adult Care standard but may be delivered as a standalone qualification outside an apprenticeship.

The qualification has been designed to meet the specification for the qualification which was developed by Skills for Care, working in partnership with employers, regulators and those who use services. The content is applicable both to Registered Managers and more widely to all those who manage adult care services.

This qualification will require learners to demonstrate in-depth understanding and effective practice in leadership and management for adult care services, including the following areas:

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

The content of this qualification links with requirements for the National Occupational Standards (NOS) for Leadership and Management in Care Services. The full suite of NOS can be found at

http://www.skillsforcareanddevelopment.org.uk/Careersincare/Leadership_and_Management_in_Care_Services_Standards.aspx

The Leader in Adult Care will guide and inspire teams to make positive differences to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. They will be a leader of the care team and will develop and implement a values-based culture at a service or unit level. They may be responsible for business development, financial control, organisational resilience and continuity as well as for managing risk and leading on organisational change. Leaders in Adult Care may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings.

The role of Leader in Adult Care in this standard also covers Personal Assistants in a management role over teams of other PAs but they may only work directly for one individual who needs support and/or care services.

There are two main areas within this occupation involving either operating as an advanced practitioner with high level practice skills and knowledge or a manager with responsibility for managing community or residential based services. Both roles have a large element of leadership, whether with other care workers and networks or in leading the service itself.

A successful leader will have met the core requirements common to both areas and also one set of option requirements.

Managers have a responsibility to ensure the service is safe, effective, caring, responsive to people's needs and well-led. They may be a registered manager of a service, unit, deputy or assistant manager. They will be responsible for ensuring compliance of the care given and the values and training of staff with established standards and regulations.

Advanced Practitioners may have developed a high level of specialism in particular areas such as dementia, end of life, learning disabilities or mental health care.

These are the personal attributes and behaviours expected of all Leaders in Adult Care carrying out their roles:

- Care – is caring consistently and enough about individuals to make a positive difference to their lives
- Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect
- Courage – is doing the right thing for people and speaking up if the individual they support is at risk
- Communication – good communication is central to successful caring relationships and effective team working
- Competence – is applying knowledge and skills to provide high quality care and support
- Commitment – to improving the experience of people who need care and support ensuring it is person centred

The qualification also relates to the Manager Induction Standards published by Skills for Care in 2016.

1.2. Objective

The objective of the Gateway Qualifications Level Diploma in Leadership and Management for Adult Care is to confirm occupational competence for Registered Managers and more widely to all those who manage adult care services.

1.3. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

1.4. Geographical coverage

This qualification has been approved by Ofqual to be offered in England.

If a centre based in Wales, Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.5. Progression opportunities

Those completing the Level 5 qualification as part of the Leader in Adult Care standards could progress onto:

- Further qualifications specific to their work context
- Relevant degree qualifications within Health and Social Care.

1.6. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Age

The approved age range for these qualifications is: 19+

2.2 Prior qualifications

Apprentices must attain Level 2 Maths and English prior to completing the apprenticeship standard.

2.3 Prior skills/knowledge/understanding

There are no formal entry conditions for this qualification and the relevant apprenticeship standard. Individuals about to undertake this qualification must, however, work in job roles which are appropriate for the qualification and which will allow them to gather the evidence necessary for achievement of the learning outcomes.

Potential apprentices should be willing to undergo a DBS (Disclosure and Barring Service) check. Employers in adult care carry out DBS checks, as this is a requirement, and certain offences may disqualify potential apprentices from employment in these sectors and thus automatically preclude them from completing an apprenticeship or gaining employment in the sector. Potential apprentices should therefore discuss any relevant matters with their employer prior to enrolment.

2.4 Restrictions

Learners must undertake the Disclosure and Barring Service process and provide the result prior to undertaking this qualification.

The Care Certificate, which builds on the previous Common Induction Standards and National Minimum Training Standards, is a requirement for this standard. For those staff who have completed the CIS prior to the launch of the Care Certificate, it is the employer's responsibility to judge where the gaps are for staff to meet the additional standards in the Care Certificate.

2.5 Additional requirements/guidance

There are no additional rules or guidance regarding learner entry requirements.

2.6 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

2.7 Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualification

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.2 Key facts

| Qualification Title | Total Qualification Time | Guided Learning | Credit Value |
|--|--------------------------|-----------------|--------------|
| Gateway Qualifications Level 5 Diploma in Leadership and Management for Adult Care | 900 | 469 | 90 |

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning please see section **3.4 Recognition of Prior Learning (RPL)**.

Gateway Qualifications Level 5 Diploma Leadership and Management for Adult Care

Learners must achieve a minimum of 90 Credits and meet the requirements from either Pathway 1: Manager or Pathway 2: Advanced Practitioner.

Pathway 1 Manager: Learners must achieve 67 credits from the mandatory group, a minimum of 12 credits from Optional Group 01 and the remaining 11 Credits may be chosen from Optional Groups 01, 02, 03 or 04.

Pathway 2 Advanced Practitioner: Learners must achieve 67 credits from the mandatory group, a minimum of 1 and a maximum of 7 Credits from Optional Group 01 and remaining credits Optional Groups 02, 03 or 04.

Mandatory

Learners must achieve all units from this group.

| Unit Number | Standard Identifier | Unit Title | Level | Credit Value | Guided Learning (hrs) |
|-------------|---------------------|--|-------|--------------|-----------------------|
| D/616/5566 | DILMAC 3A | Communication and Information Management in Adult Care | 5 | 3 | 15 |
| J/616/5559 | DILMAC 5C | Continuous Improvement in Adult Care | 5 | 3 | 12 |
| T/616/5539 | DILMAC 10A | Decision Making in Adult Care | 5 | 3 | 15 |
| K/616/5537 | DILMAC 11A | Entrepreneurial Skills in Adult Care | 5 | 2 | 12 |
| J/616/5562 | DILMAC 5B | Equality, diversity and inclusion in adult care | 5 | 3 | 18 |
| M/616/5569 | DILMAC 2A | Governance of Adult Care | 5 | 2 | 12 |
| R/616/5547 | DILMAC 8B | Health and Safety in Adult Care | 5 | 2 | 12 |
| D/616/5535 | DILMAC 11B | Innovation and Change in Adult Care | 5 | 3 | 15 |
| M/616/5571 | DILMAC 1A | Leadership and Management in Adult Care | 5 | 5 | 30 |
| M/616/5541 | DILMAC 9A | Manage Self for Leadership in Care | 5 | 5 | 30 |
| A/616/5543 | DILMAC 8D | Managing Concerns and Complaints in Adult Care | 5 | 3 | 15 |
| L/616/5563 | DILMAC 5A | Outcomes based person centred practice in adult care | 5 | 6 | 30 |
| Y/616/5565 | DILMAC 4A | Partnership Working in Adult Care | 5 | 4 | 24 |
| F/616/5558 | DILMAC 6A | Professional Development in Adult Care | 5 | 2 | 12 |
| H/616/5567 | DILMAC 2B | Regulatory Processes for Adult Care | 5 | 4 | 24 |

| Unit Number | Standard Identifier | Unit Title | Level | Credit Value | Guided Learning (hrs) |
|-------------|---------------------|--|-------|--------------|-----------------------|
| K/616/5554 | DILMAC 7A | Resource Management in Adult Care | 5 | 2 | 12 |
| J/616/5545 | DILMAC 8C | Risk Taking and Risk Management in Adult Care | 5 | 3 | 15 |
| D/616/5552 | DILMAC 8A | Safeguarding and Protection in Adult Care | 5 | 5 | 30 |
| T/616/5556 | DILMAC 6B | Supervision and Performance Management in Adult Care | 5 | 4 | 24 |
| K/616/5571 | DILMAC 1B | Team Leadership in Adult Care | 5 | 3 | 15 |

Optional Units: Aspects of Management (Group O1)

| Unit Number | Unit Title | Level | Credit Value | Guided Learning (hrs) |
|-------------|---|-------|--------------|-----------------------|
| Y/600/9588 | Develop and evaluate operational plans for own area of responsibility | 5 | 6 | 25 |
| J/602/2336 | Develop procedures and practice to respond to concerns and complaints | 5 | 6 | 49 |
| R/616/5502 | Facilitate change in health and social care settings | 5 | 6 | 42 |
| K/616/5490 | Facilitate coaching and mentoring of practitioners in health and social care settings | 5 | 6 | 43 |
| H/616/5486 | Manage an inter-professional team in a health and social care setting | 6 | 7 | 48 |
| D/616/5485 | Manage finance within own area of responsibility in a health and social care setting | 4 | 4 | 31 |
| M/602/2850 | Manage health and social care practice to ensure positive outcomes for individuals | 5 | 5 | 35 |
| R/616/5497 | Manage induction in health and social care settings | 4 | 3 | 21 |
| J/616/5500 | Manage quality in health and social care settings | 5 | 5 | 36 |
| A/616/5493 | Recruitment and selection within health and social care settings | 4 | 3 | 26 |
| H/602/3185 | Understanding professional supervision practice | 4 | 3 | 22 |
| T/602/3188 | Understand partnership working | 4 | 1 | 7 |

Optional Units: Management of specific modes of service delivery (Group O2)

| Unit Number | Unit Title | Level | Credit Value | Guided Learning (hrs) |
|-------------|--|-------|--------------|-----------------------|
| T/602/3174 | Lead and manage group living for adults | 5 | 5 | 39 |
| L/602/2337 | Manage domiciliary services | 5 | 6 | 39 |
| K/601/7906 | Support Individuals to Access Housing and Accommodation Services | 3 | 4 | 24 |
| M/601/9494 | Support the development of community partnerships | 4 | 5 | 33 |

Optional Units: Specialisms (Group O3)

| Unit Number | Unit Title | Level | Credit Value | Guided Learning (hrs) |
|-------------|---|-------|--------------|-----------------------|
| J/603/3603 | End of Life and Dementia Care | 3 | 2 | 10 |
| K/601/5251 | Explore models of disability | 5 | 5 | 32 |
| D/501/0585 | Identify and Act Upon Immediate Risk of Danger to Substance Misusers | 3 | 4 | 23 |
| A/601/6274 | Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health | 3 | 3 | 21 |
| J/601/5645 | Promote access to healthcare for individuals with learning disabilities | 5 | 6 | 44 |
| M/601/5249 | Promote awareness of sensory loss | 5 | 3 | 19 |
| A/601/5318 | Promote good practice in the support of individuals with autistic spectrum conditions | 5 | 7 | 53 |
| M/601/0648 | Recognise Indications of Substance Misuse and Refer Individuals to Specialists | 3 | 4 | 24 |
| M/601/5817 | Support families who are affected by Acquired Brain Injury | 3 | 3 | 30 |
| T/504/2202 | Support individuals to stay safe from harm or abuse | 3 | 4 | 27 |
| T/601/5253 | Support individuals with multiple conditions and/or disabilities | 5 | 5 | 37 |
| M/601/5252 | Support individuals with sensory loss with communication | 5 | 5 | 37 |
| J/601/6150 | Understand Physical Disability | 3 | 3 | 22 |
| M/601/3467 | Understand Sensory Loss | 3 | 3 | 21 |
| D/504/2243 | Understand the Factors Affecting Older People | 3 | 2 | 17 |
| Y/601/6167 | Understand the Impact of Acquired Brain Injury on Individuals | 3 | 3 | 28 |
| J/601/3538 | Understand the Process and Experience of Dementia | 3 | 3 | 22 |

Optional Units: Aspects of Support (Group O4)

| Unit Number | Unit Title | Level | Credit Value | Guided Learning (hrs) |
|-------------|---|-------|--------------|-----------------------|
| J/601/5242 | Assess the individual in a health and social care setting | 5 | 6 | 41 |
| T/504/2216 | Assess the needs of carers and families | 3 | 4 | 28 |
| K/602/3074 | Develop provision for family support | 5 | 5 | 33 |
| F/616/5513 | Facilitate the development of effective group practice in health and social care settings | 5 | 6 | 42 |
| T/601/9738 | Implement the positive behavioural support model | 4 | 8 | 61 |
| F/502/3295 | Independent Mental Capacity Advocacy | 4 | 12 | 35 |
| J/502/3296 | Independent Mental Health Advocacy | 4 | 7 | 35 |
| K/602/2572 | Lead positive behavioural support | 7 | 10 | 75 |
| F/602/2853 | Lead the management of transitions | 5 | 4 | 29 |
| L/502/3297 | Providing Independent Advocacy Management | 4 | 11 | 35 |
| R/502/3298 | Providing Independent Advocacy to Adults | 4 | 5 | 35 |
| F/502/3300 | Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards | 4 | 5 | 35 |
| D/601/5750 | Support families who have a child with a disability | 3 | 3 | 23 |
| T/601/9495 | Support Individuals at the End of Life | 3 | 7 | 53 |
| F/503/8685 | Support Individuals During the Last Days of Life | 4 | 5 | 33 |
| H/601/3546 | Support individuals to access education, training or employment | 4 | 4 | 31 |
| H/601/5250 | Support the use of assistive technology | 5 | 4 | 31 |
| A/503/8135 | Understand Advance Care Planning | 3 | 3 | 25 |
| J/503/8137 | Understand How to Support Individuals During the Last Days of Life | 3 | 3 | 28 |
| F/601/9029 | Work with families, carers and individuals during times of crisis | 4 | 5 | 35 |

3.4 Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

3.5 Links to other qualifications

This qualification forms part of the on-programme assessment for the Leader in Adult Care standards.

4. Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for the qualification is through a portfolio of evidence.

4.2. Assessment language

The qualifications are assessed in English only.

4.3. Assessment booking

Centres must first register learners on the qualification. [See Section 7 Learner Registration and Results.](#)

4.4. Assessment guidance

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence. Simulation may only be utilised as an assessment method for competence based learning outcome where this is specified in the assessment requirements of the unit. Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment. Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

4.5. Assessment materials

There are no specific assessment materials provided for this qualification.

5. Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

5.2 Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

5.3 Qualification-specific tutor/assessor requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which will be checked through Gateway Qualifications External Quality Assurance process.

Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions.

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise.

have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

6 Quality Assurance

6.1 Qualification-specific quality assurance requirements

Units must be verified by an Internal Quality Assurer who is accountable to the centre. Internal Quality Assurers must:

- hold a D34, V1 Internal Verifier qualification or Internal Quality Assurer qualification or be working towards a relevant qualification and have sufficient and relevant technical/occupational familiarity with the units that are verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand Gateway Qualifications' quality assurance systems and requirements for these qualifications.
- Trainee Internal Quality Assurers must have a plan that is overseen by the recognised centre, to achieve an appropriate Internal Quality Assurance qualification within an agreed timescale.

All verification decisions made by those working towards a relevant IQA qualification must be verified by a qualified Internal Quality Assurers.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

6.3 Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

7 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

9 Appendices

Appendix 1 – Mandatory Unit Details

Communication and Information Management in Adult Care

| | |
|----------------------------|---|
| Unit Number: | D/616/5566 |
| Standard Identifier | DILMAC 3A |
| Level: | Level 5 |
| Credit Value: | 3 |
| GLH: | 15 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning Outcomes 2 and 3 must be assessed in the work setting. |

This unit has 3 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---------------------------------------|--|
| The learner will: | The learner can: |
| 1 Understand models of communication. | 1.1 Research theoretical models of communication. 1.2 Review models of communication used in the work setting, explaining why it is important to be able to recognise the different models. 1.3 Explain why different systems of communication may be required in different contexts or when dealing with different people in adult care settings. 1.4 Explain how communication underpins: <ul style="list-style-type: none"> a. sustainable relationships b. positive outcomes for individuals, families and carers c. leadership and management of teams d. conflict resolution e. partnership working f. information sharing. |

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| <p>2 Be able to develop communication systems and practices that support positive outcomes.</p> | <p>2.1 Monitor the effectiveness of communication systems and practices used in own workplace. 2.2 Evaluate the effectiveness of communication systems and practices used in own workplace 2.3 Propose improvements to communication systems and practices. 2.4 Lead the implementation of communication systems and practices.</p> |
| <p>3 Be able to implement systems for effective information management.</p> | <p>3.1 Lead the implementation of systems for effective information management to meet legal and ethical requirements. 3.2 Lead practice to address legal and/or ethical conflicts that arise between maintaining confidentiality and sharing information.</p> |

Continuous Improvement in Adult Care

Unit Number: J/616/5559

Standard Identifier DILMAC 5C

Level: Level 5

Credit Value: 3

GLH: 12

Unit Aim:

Assessment Guidance This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development.

This unit has 1 learning outcome.

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| <p>1 Be able to lead continuous improvement in practice.</p> | <p>1.1 Monitor progress towards the achievement of positive outcomes and the implementation of person centred practice.</p> <p>1.2 Evaluate progress towards the achievement of positive outcomes and the implementation of person centred practice.</p> <p>1.3 Listen to the views of individuals and carers about the care and support the service provides.</p> <p>1.4 Use evidence based research to identify best practice in outcomes based and person centred practice.</p> <p>1.5 Identify and act on lessons learned from incidents that occur. For example, accidents, errors, near misses</p> <p>1.6 Review the extent to which positive outcomes are facilitated by: a. systems b. processes c. practice</p> <p>1.7 Plan for the implementation of improvements to: a. systems b. processes c. practice</p> <p>1.8 Lead the implementation of improvements to: a. systems b. processes c. practice.</p> |

Decision Making in Adult Care

| | |
|----------------------------|--|
| Unit Number: | T/616/5539 |
| Standard Identifier | DILMAC 10A |
| Level: | Level 5 |
| Credit Value: | 3 |
| GLH: | 15 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning outcome 2 must be assessed in the work setting. |

This unit has 2 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1 Understand effective decision making. | 1.1 Analyse the range of purposes and situations for which decisions may be required as a manager in social care. 1.2 Explain the role of evidence-based decisions in improving quality. 1.3 Evaluate key stages in formal and informal decision-making processes. 1.4 Analyse the relationship between data, information and intelligence. 1.5 Explain how to analyse and use data to ensure decisions are evidence-based. 1.6 Evaluate the purposes of engaging with individuals and others during the decision-making process. An individual is the person using the care or support service. 1.7 Evaluate the benefits of engaging with and respecting the contributions of individuals and others in the decision-making process. 1.8 Identify the range of stakeholders to whom the decision may need to be communicated. 1.9 Explain the importance of reviewing: <ol style="list-style-type: none"> decisions made the decision-making process. |

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| <p>2 Be able to carry out effective decision-making.</p> | <p>2.1 Research relevant and accurate information.</p> <p>2.2 Engage others in the decision-making process.</p> <p>2.3 Structure in a logical and meaningful way:</p> <ul style="list-style-type: none"> a. factual data b. recommendations c. suggestions and ideas. <p>2.4 Review all available information and make a valid decision.</p> <p>2.5 Present conclusions and rationale cogently to different stakeholders so that the decision wins support.</p> <p>2.6 Review the decision-making process including;</p> <ul style="list-style-type: none"> a. own research and thought-processes b. the contributions made by others c. the impact of decisions made. <p>2.7 Record and disseminate learning points so as to improve future decision-making in the service.</p> |

Entrepreneurial Skills in Adult Care

| | |
|----------------------------|--|
| Unit Number: | K/616/5537 |
| Standard Identifier | DILMAC 11A |
| Level: | Level 5 |
| Credit Value: | 2 |
| GLH: | 12 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning outcome 1 must be assessed in the work setting. |

This unit has 2 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| 1 Be able to work with others to support an entrepreneurial culture. | 1.1 Recognise aspects of the organisation that are no longer effective in providing a person-centred service. 1.2 Work with others to identify opportunities for growth and development or redesign as a service and a business. 1.3 Maintain a culture that supports innovation, change and growth in relation to the service provided and recognises the resource available in the expertise of those using or working in the service. |
| 2 Understand the market of provision for adult care settings. | 2.1 Analyse how services are commissioned, procured and funded. 2.2 Analyse current drivers shaping: <ol style="list-style-type: none"> adult care funding mechanisms related services. 2.3 Compare how own service relates to the wider market. 2.4 Analyse gaps in current market provision. 2.5 Evaluate the importance of entrepreneurial skills in ensuring that the market is able to meet future demand for adult care services. |

Equality, diversity and inclusion in Adult Care

| | |
|----------------------------|--|
| Unit Number: | J/616/5562 |
| Standard Identifier | DILMAC 5B |
| Level: | Level 5 |
| Credit Value: | 3 |
| GLH: | 18 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning Outcome 2 must be assessed in the work setting. |

This unit has 2 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand diversity, equality and inclusion in own area of responsibility. | 1.1 Research the legal context underpinning equality, diversity and inclusion. 1.2 Analyse the effects of discrimination. 1.3 Analyse the effects of inclusion. 1.4 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in adult care. |
| 2 Be able to champion diversity, equality and inclusion. | 2.1 Evaluate the effectiveness of policies, systems, processes and practices that promote equality, diversity and inclusion. 2.2 Improve policies, processes, systems and practices that promote equality, diversity and inclusion. 2.3 Support others to challenge discrimination in ways that are likely to achieve change and promote positive outcomes. 2.4 Support others to challenge exclusion in ways that are likely to achieve change and promote positive outcomes. |

Governance of Adult Care

| | |
|----------------------------|------------|
| Unit Number: | M/616/5569 |
| Standard Identifier | DILMAC 2A |
| Level: | Level 5 |
| Credit Value: | 2 |
| GLH: | 12 |

This unit has 2 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1 Understand legislation and statutory requirements that underpin adult care provision. | 1.1 Analyse legislation and statutory frameworks that apply to adult care service providers. 1.2 Evaluate the effect of legislation and policy on person-centred and outcomes based procedures and practice. 1.3 Evaluate how local and/or national forums can be used to draw attention to potential conflicts between statutory frameworks and values/principles for good practice. |
| 2 Understand internal governance arrangements within own organisation. | 2.1 Summarise the governance mechanisms of own organisation and how these relate to its identity as a statutory, private, voluntary or independent organisation. 2.2 Analyse own position of accountability within the governance structure. 2.3 Explain how agreed ways of working relate to governance and accountability. Agreed ways of working - Includes policies, procedures and protocols where these apply. |

Health and Safety in Adult Care

| | |
|----------------------------|--|
| Unit Number: | R/616/5547 |
| Standard Identifier | DILMAC 8B |
| Level: | Level 5 |
| Credit Value: | 2 |
| GLH: | 12 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. The unit must be assessed in the work setting. |

This unit has 1 learning outcome.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Lead the implementation of procedures for health and safety requirements. | 1.1 Understand the legislative framework for health and safety in adult care settings. 1.2 Support others to comply with legislative and organisational health and safety policies, procedures and practices relevant to their work. Others may include: <ul style="list-style-type: none"> • individuals • carers, family members and friends • advocates • paid workers • other professionals 1.3 Ensure others are aware of actions to take if procedures and practices are not being complied with. 1.4 Complete records and reports on health and safety issues according to legislative and organisational requirements. 1.5 Evaluate health and safety policies, procedures and practices. 1.6 Improve health and safety policies, procedures and practices. |

Innovation and Change in Adult Care

| | |
|----------------------------|------------|
| Unit Number: | D/616/5535 |
| Standard Identifier | DILMAC 11B |
| Level: | Level 5 |
| Credit Value: | 3 |
| GLH: | 15 |

This unit has 2 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1 Understand how to develop a vision for the future of the service. | 1.1 Evaluate own role within the wider organisation in relation to developing a vision for the service. 1.2 Evaluate ways to engage with colleagues and key influencers about the future of the service, including: <ol style="list-style-type: none"> people who use services others in the organisation people in the community. 1.3 Analyse factors likely to have an impact on: <ol style="list-style-type: none"> service provision the organisation. 1.4 Explain how to use evidence-based research, analysis and reflection to: <ol style="list-style-type: none"> formulate options for the future of the service develop a vision which is bold, innovative and embodies core values of adult care. 1.5 Explain how to express the vision succinctly in a way which engages and inspires others. This includes 'statement of purpose' etc. 1.6 Evaluate ways of monitoring developments within the wider adult care system to review the vision to ensure that it continues to be compatible and appropriate. |
| 2 Understand principles of effective change management. | 2.1 Analyse methods of critically evaluating theories and models of good practice about change management. 2.2 Explain how to use change management tools and techniques to support innovation and business development. |

Leadership and Management in Adult Care

| | |
|----------------------------|--|
| Unit Number: | M/616/5571 |
| Standard Identifier | DILMAC 1A |
| Level: | Level 5 |
| Credit Value: | 5 |
| GLH: | 30 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning Outcome 3 must be assessed in the work setting. |

This unit has 3 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| 1 Understand key theories of management and leadership and their application to adult care settings. | 1.1 Research theories of management and leadership. 1.2 Analyse how theoretical models of management and leadership can be applied to a range of situations in a work setting. 1.3 Explore potential conflicts between the application of leadership and management models. 1.4 Analyse how potential conflicts between the application of leadership and management models can be addressed. |
| 2 Understand leadership and management in adult care services. | 2.1 Evaluate the impact of national policy drivers on management and leadership in adult care services. 2.2 Analyse the skills required to be an: a. effective manager b. effective leader. 2.3 Analyse why managers in adult care services require both leadership and management skills. 2.4 Explain why leadership and management styles may need to be adapted to deal with different situations. 2.5 Analyse the two-way interaction between leadership and the values or culture of an organisation. 2.6 Explain how to establish a culture of continual learning and development in the adult care setting. 2.7 Analyse the importance of learning from experience when working in an adult care setting. |

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| 3 Be able to lead commitment to a vision for the adult care service. | 3.1 Demonstrate how to communicate own ideas and enthusiasm about the service and its future, confidently and in a way which engages others. 3.2 Support stakeholders within and beyond the organisation to be aware of the vision for the service and the impact it will have on them. 3.3 Build support for the vision, ensuring it is shared and owned by those who will be implementing and communicating it. |

Manage Self for Leadership in Care

| | |
|----------------------------|--|
| Unit Number: | M/616/5541 |
| Standard Identifier | DILMAC 9A |
| Level: | Level 5 |
| Credit Value: | 5 |
| GLH: | 30 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning outcomes 2, 3 and 4 must be assessed in the work setting. |

This unit has 4 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the importance of self-awareness. | 1.1 Analyse how own values, belief systems and experiences affect work practice. 1.2 Analyse how own emotions affect own behaviour and the behaviour of others. 1.3 Evaluate strategies for keeping aware of own stress levels and for maintaining well-being. 1.4 Explain how to increase own self-awareness through: <ol style="list-style-type: none"> use of feedback use of reflective practice. |
| 2 Be able to manage own behaviour. | 2.1 Ensure own actions reflect a high standard of personal integrity. 2.2 Manage own emotions when interacting with others. 2.3 Adapt actions and behaviours in response to feedback. 2.4 Adapt communication in response to the emotional context and communication style of others. 2.5 Ensure own words and actions reinforce the vision and values of the service. 2.6 Challenge views, actions, systems and routines that do not match the vision and values of the service. |

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| <p>3 Be able to manage own workload.</p> | <p>3.1 Use strategies and tools to identify priorities for work. 3.2 Plan ways to meet responsibilities and organisational priorities while maintaining own well-being. 3.3 Use digital technology to enhance own efficiency. 3.4 Delegate responsibilities appropriately to others. 3.5 Revise plans to take account of changing circumstances.</p> |
| <p>4 Be able to undertake own professional development.</p> | <p>4.1 Evaluate own knowledge and performance against: a. standards and benchmarks b. feedback from others. Standards and benchmarks may include: <ul style="list-style-type: none"> • codes of practice • regulations • minimum/essential standards • national occupational standard 4.2 Prioritise own development goals and targets to produce a plan which meets these, using learning opportunities that meet objectives and reflect own learning style. 4.3 Establish a process to evaluate the effectiveness of own professional development plan. 4.4 Evaluate how own practice has been improved through: a. reflection on feedback from others b. reflection on failures and mistakes, successes and achievements c. implementation of the professional development plan.</p> |

Managing Concerns and Complaints in Adult Care

| | |
|----------------------------|--|
| Unit Number: | A/616/5543 |
| Standard Identifier | DILMAC 8D |
| Level: | Level 5 |
| Credit Value: | 3 |
| GLH: | 15 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning Outcome 2 must be assessed in the work setting. |

This unit has 2 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the management of concerns and complaints. | 1.1 Analyse the links between the management of concerns or complaints, risk management and safeguarding. 1.2 Explain regulatory requirements, codes of practice and guidance for managing concerns and complaints. 1.3 Analyse why those using services may be reluctant to raise concerns or make complaints. 1.4 Analyse attitudes and approaches that ensure concerns and complaints can prompt continuous improvement of the service. |
| 2 Be able to lead practice to address concerns and complaints. | 2.1 Support team members to understand systems and procedures relating to concerns and complaints, 2.2 Ensure information and support is in place to enable those using services and their carers to raise concerns and make complaints when they wish to. 2.3 Implement systems and procedures that address and respond to concerns and complaints within agreed time frames. 2.4 Use outcomes from concern and complaints investigations to make improvements to the service. |

Outcomes based person centred practice in Adult Care

| | |
|----------------------------|---|
| Unit Number: | L/616/5563 |
| Standard Identifier | DILMAC 5A |
| Level: | Level 5 |
| Credit Value: | 6 |
| GLH: | 30 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning Outcomes 2 and 3 must be assessed in the work setting. |

This unit has 3 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| 1 Understand outcomes based and person centred practice. | 1.1 Explain the features, principles and values of outcomes based practice. 1.2 Analyse how outcomes based practice relates to the wellbeing of individuals. 1.3 Explain the features, principles and values of person centred practice. 1.4 Evaluate how person centred practice relates to choice and control. 1.5 Analyse how outcomes based practice and person centred practice interlink to support positive change for individuals. 1.6 Evaluate how active participation contributes to wellbeing and the achievement of positive outcomes. 1.7 Review ways of working needed in order for individuals to have choice and control over: <ul style="list-style-type: none"> a. decisions affecting them b. the outcomes they wish to achieve. 1.8 Explain how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals. |

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| <p>2 Be able to lead practice to facilitate positive outcomes for individuals through person centred practice.</p> | <p>2.1 Facilitate a culture in the workplace that considers, in day to day practice, all aspects of individuals':</p> <ul style="list-style-type: none"> a. wellbeing b. history c. preferences d. wishes e. needs f. strengths. <p>2.2 Develop a plan to ensure team members have the training and development they need to support individuals in person centred ways for the achievement of positive outcomes.</p> <p>2.3 Effectively implement the plan within the workplace.</p> <p>2.4 Manage others to:</p> <ul style="list-style-type: none"> a. work with individuals b. adapt approaches in response to individuals' evolving needs and preferences. <p>2.5 Manage the review of individuals':</p> <ul style="list-style-type: none"> a. preferences b. wishes c. needs d. strengths. e. approaches used in their care and support. <p>2.6 Manage resources in ways that:</p> <ul style="list-style-type: none"> a. support individuals to make choices and achieve positive outcomes b. promote good health and healthy choices. <p>2.7 Implement systems and processes for recording:</p> <ul style="list-style-type: none"> a. identification, progress towards and achievement of outcomes b. the implementation of person centred practice. |

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| <p>3 Lead practice to achieve healthcare outcomes.</p> | <p>3.1 Support others to:</p> <ul style="list-style-type: none"> a. recognise and record individuals' current and emerging health needs b. understand why early identification is important c. maintain healthcare records in line with requirements. <p>3.2 Implement protocols for involving healthcare professionals.</p> <p>3.3 Use appropriate healthcare methods to work towards health outcomes with individuals.</p> <p>3.4 Work with healthcare professionals to ensure team members have appropriate training to carry out healthcare procedures where required.</p> <p>3.5 Ensure lines of accountability for continuing healthcare procedures are understood and agreed.</p> |

Partnership Working in Adult Care

| | |
|----------------------------|--|
| Unit Number: | Y/616/5565 |
| Standard Identifier | DILMAC 4A |
| Level: | Level 5 |
| Credit Value: | 4 |
| GLH: | 24 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning Outcomes 2, 3 and 4 must be assessed in the work setting. |

This unit has 4 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the context of relationships and partnership working. | 1.1 Analyse how legislation and regulation influence working relationships with others. 1.2 Evaluate how relationships with individuals and carers underpin person centred practice. 1.3 Explain how relationships can affect the achievement of positive outcomes for individuals and their families. 1.4 Analyse how networking with other agencies and community groups brings benefits for: a. those using the service b. the sustainability of the organisation. 1.5 Consider how integrated working with other agencies delivers better outcomes for individuals. 1.6 Evaluate the role of systems leadership in delivering better outcomes for individuals, through integrated working. 1.7 Explain the features of effective partnership working across agencies. 1.8 Identify ways to overcome barriers to partnership working across agencies. 1.9 Evaluate own role and responsibilities in establishing positive relationships within and beyond the organisation. |

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| <p>2 Be able to lead effective relationships with individuals, carers and families.</p> | <p>2.1 Model open, respectful and supportive relationships with:</p> <ul style="list-style-type: none"> a. individuals b. carers c. their families. <p>2.2 Support others to recognise the value of co-production, recognising the contribution and expertise of:</p> <ul style="list-style-type: none"> a. individuals b. carers c. families. <p>2.3 Ensure that individuals and carers are aware of their statutory rights</p> <p>2.4 Implement systems that engage individuals and those important to them for day to day practice, decision making and review.</p> |
| <p>3 Be able to manage working relationships with colleagues in the organisation to achieve positive outcomes for individuals.</p> | <p>3.1 Develop procedures to facilitate effective working relationships with colleagues in the organisation.</p> <p>3.2 Develop common objectives when working with colleagues.</p> <p>3.3 Agree common objectives when working with colleagues.</p> <p>3.4 Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise.</p> <p>3.5 Deal constructively with conflicts or dilemmas that arise with others.</p> <p>3.6 Evaluate own working relationships with colleagues.</p> |
| <p>4 Be able to work in partnership with professionals in other agencies.</p> | <p>4.1 Analyse the importance of working in partnership with other professionals.</p> <p>4.2 Negotiate with professionals in other agencies to agree objectives, roles and responsibilities for a specific task or area of work.</p> <p>4.3 Negotiate with professionals in other agencies to agree procedures and ways of working for a specific task or area of work.</p> <p>4.4 Use agreed ways of working to:</p> <ul style="list-style-type: none"> a. carry out own role and b. support others to carry out their responsibilities. <p>4.5 Deal constructively with any challenges that arise.</p> |

| Learning Outcomes | Assessment Criteria |
|--------------------------|---|
| The learner will: | The learner can: |
| | <p>4.6 Implement communication and recording systems that comply with current legislation for information sharing between agencies.</p> <p>4.7 Challenge, in ways that promote change, any poor practice or failure to work in agreed ways.</p> <p>4.8 Evaluate the effectiveness of partnership work and the processes that underpin it.</p> <p>4.9 Seek agreements for improvements to partnership work and the processes that underpin it.</p> |

Professional Development in Adult Care

Unit Number: F/616/5558

Standard Identifier DILMAC 6A

Level: Level 5

Credit Value: 2

GLH: 12

This unit has 1 learning outcome.

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| <p>1 Understand principles of professional development in adult care.</p> | <p>1.1 Evaluate the importance of continually improving: a. own knowledge and practice b. the knowledge and practice of the team.</p> <p>1.2 Evaluate mechanisms and resources that support learning and development in adult care.</p> <p>1.3 Analyse potential barriers and constraints in relation to professional development in adult care settings.</p> <p>1.4 Compare different sources and systems of support for professional development.</p> <p>1.5 Evaluate the importance of reflective practice to improving performance, exploring different models that support this.</p> <p>1.6 Analyse the importance of literacy, numeracy and digital skills in adult care.</p> <p>1.7 Explain factors to consider when selecting and commissioning activities for keeping knowledge and practice up to date.</p> |

Regulatory Processes for Adult Care

Unit Number: H/616/5567

Standard Identifier DILMAC 2B

Level: Level 5

Credit Value: 4

GLH: 24

This unit has 4 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| 1 Understand systems and requirements for the regulation of adult care services. | 1.1 Justify the inspection systems for adult care services in England 1.2 Analyse the key drivers and legislation underpinning the inspection system for adult care services in England. 1.3 Explain which services are subject to: a. registration b. inspection. 1.4 Explain key areas of enquiry for inspection. 1.5 Explain the grading system and implications of each grade. 1.6 Analyse sources of information and support related to inspection. |
| 2 Understand key roles, remits and responsibilities in registered services. | 2.1 Evaluate the roles, remit and responsibilities of: a. the Registered Manager b. the Nominated Individual (and who may be appointed to this role) c. the 'fit and proper person' d. inspectors. |
| 3 Understand the inspection process. | 3.1 Analyse who needs to be aware of and/or involved in the inspection process. 3.2 Explain how to prepare for an inspection. 3.3 Analyse what is involved during an inspection and the information required. 3.4 Evaluate ways to address the outcome and impact of an inspection. |

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| 4 Understand the wider range of regulatory requirements that apply to adult care services. | 4.1 Explore the range of regulation processes that apply to the service or aspects of it. E.g. in relation to health and safety, safeguarding. 4.2 Analyse the types of information required for each of the identified regulation processes. 4.3 Identify areas where different regulatory frameworks may present conflicting requirements, analysing ways to address such conflicts. |

Resource Management in Adult Care

Unit Number: K/616/5554

Standard Identifier DILMAC 7A

Level: Level 5

Credit Value: 2

GLH: 12

This unit has 2 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| <p>1 Understand principles for effective resource management.</p> | <p>1.1 Analyse the impact of national and local strategies and priorities on resource planning and management in relation to:</p> <ul style="list-style-type: none"> a. financial resources b. physical resources c. human resources <p>1.2 Explain the importance of accurate forecasting for resource requirements.</p> <p>1.3 Explain the value of using assets and resources outside traditional services and in the community.</p> <p>1.4 Evaluate the place of technology as a resource in service delivery and service management.</p> <p>1.5 Evaluate the meaning of sustainability in terms of resource management in adult care.</p> <p>1.6 Explain the roles, responsibilities and accountabilities for resource management within the organisation.</p> |
| <p>2 Understand principles of human resource management.</p> | <p>2.1 Evaluate factors and approaches known to improve recruitment and retention of adult care staff.</p> <p>2.2 Explain processes in own organisation that relate to:</p> <ul style="list-style-type: none"> a. recruitment and selection b. induction <p>2.3 Explain own role in:</p> <ul style="list-style-type: none"> a. recruitment and selection processes within the organisation b. induction processes within the organisation <p>2.4 Explain the importance of ensuring employment practices are free from discrimination and harassment.</p> <p>2.5 Explain how to identify the numbers and patterns of staffing required to provide a</p> |

| Learning Outcomes | Assessment Criteria |
|-------------------|---|
| The learner will: | The learner can: |
| | person-centred outcomes-based service. 2.6 Explain how to manage staffing patterns and adjust them to meet changing circumstances. |

Risk Taking and Risk Management in Adult Care

| | |
|----------------------------|--|
| Unit Number: | J/616/5545 |
| Standard Identifier | DILMAC 8C |
| Level: | Level 5 |
| Credit Value: | 3 |
| GLH: | 15 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning Outcome 3 must be assessed in the work setting. |

This unit has 3 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand positive risk-taking. | 1.1 Analyse how risk -taking can contribute to the achievement of positive outcomes for individuals. 1.2 Evaluate the impact of a risk-averse culture on: a. person-centred practice b. the well-being of individuals. 1.3 Explain how supporting others to balance risks and rights informs practice. |
| 2 Understand issues around mental capacity and consent. | 2.1 Explore the links between consent, risk management and safeguarding. 2.2 Explain key provisions of legislation regarding mental capacity, analysing how these relate to the service. 2.3 Analyse the support available when mental capacity needs to be assessed. 2.4 Evaluate systems that support individuals to give informed consent. 2.5 Explain ways to address situations where consent cannot be given. |
| 3 Be able to lead the implementation of policies, procedures and practices to manage risks. | 3.1 Contribute to the development of policies, procedures and practices to: a. identify risks b. assess risks c. manage risk 3.2 Balance the management of risks with an individual's rights and the duty of care of the organisation. 3.3 Work with others to assess and manage risks and issues. |

| Learning Outcomes | Assessment Criteria |
|-------------------|--|
| The learner will: | The learner can: |
| | 3.4 Evaluate own practice in leading a balanced approach to risk taking and risk management. |

Supervision and Performance Management in Adult Care

| | |
|----------------------------|--|
| Unit Number: | T/616/5556 |
| Standard Identifier | DILMAC 6B |
| Level: | Level 5 |
| Credit Value: | 4 |
| GLH: | 24 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning Outcome 2 must be assessed in the work setting. |

This unit has 3 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the principles and practice of professional supervision in adult care settings. | 1.1 Analyse the principles, scope and purpose of professional supervision. 1.2 Outline theories and models of professional supervision. 1.3 Explain how professional supervision is influenced by the requirements of: <ol style="list-style-type: none"> legislation codes of practice agreed ways of working 1.4 Analyse how professional supervision can make use of findings from: <ol style="list-style-type: none"> research critical reviews inquiries. 1.5 Explain how professional supervision can protect: <ol style="list-style-type: none"> the supervisor the supervisee individuals, carers and families 1.6 Analyse how professional supervision can be used to inform performance management. 1.7 Explain the rationale for using a 'performance management cycle' model. 1.8 Analyse how performance indicators can be used to measure practice 1.9 Explore factors which can result in a power imbalance in professional supervision, including how to address these. 1.10 Evaluate the use of conflict resolution models to address challenges arising during professional supervision. 1.11 Analyse how appraisal processes can be used alongside supervision to manage and improve performance. |

| Learning Outcomes | Assessment Criteria |
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| The learner will: | The learner can: |
| <p>2 Be able to provide professional supervision.</p> | <p>2.1 Establish agreement with the supervisee on key areas including:</p> <ul style="list-style-type: none"> a. confidentiality, boundaries, roles and accountability b. the frequency and location of supervision sessions c. sources of data and evidence that can be used to inform supervision. d. actions to be taken in preparation for supervision. <p>2.2 Analyse information from a range of perspectives to build an evidence based understanding of the supervisee's performance.</p> <p>2.3 Support supervisee to reflect on their practice using the range of information available and their own insights.</p> <p>2.4 Provide constructive feedback that can be used to improve performance.</p> <p>2.5 Support supervisee to identify their own development needs.</p> <p>2.6 Review and revise targets to meet objectives of the work setting and individual objectives of the supervisee.</p> <p>2.7 Support supervisees to explore different methods of addressing challenging situations in their work.</p> <p>2.8 Record agreed supervision decisions.</p> <p>2.9 Adapt own approaches to professional supervision in light of feedback from:</p> <ul style="list-style-type: none"> a. supervisees b. others. |
| <p>3 Understand procedures to address performance management and related issues.</p> | <p>3.1 Evaluate the organisation's procedures for addressing conduct and performance issues, reflecting on own role within these.</p> <p>3.2 Evaluate the organisation's discipline and grievance procedures, reflecting on own role within these.</p> |

Safeguarding and Protection in Adult Care

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| Unit Number: | D/616/5552 |
| Standard Identifier | DILMAC 8A |
| Level: | Level 5 |
| Credit Value: | 5 |
| GLH: | 30 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Learning Outcomes 2 and 3 must be assessed in the work setting. |

This unit has 4 learning outcomes.

| Learning Outcomes | Assessment Criteria |
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| The learner will: | The learner can: |
| 1 Understand requirements for safeguarding of vulnerable adults. | 1.1 Explain the current legislative framework that underpins the safeguarding of vulnerable adults. 1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding affect: <ul style="list-style-type: none"> a. day to day work with individuals b. the managers' responsibilities towards individuals, their families and carers as well as team members. 1.3 Analyse legal provisions in relation to whistle-blowing. |
| 2 Lead the implementation of policies and procedures to support safeguarding of vulnerable adults | 2.1 Ensure that all policies, procedures, systems and processes used in the setting comply with legal requirements. 2.2 Support team members to develop the knowledge and skills they need to safeguard vulnerable adults. 2.3 Plan the review and revision of policies and procedures to ensure continuous improvement in safeguarding of vulnerable adults to include: <ul style="list-style-type: none"> a. the views of vulnerable adults and those who are important to them b. current guidance arising from serious case reviews c. support systems for staff and others d. liaison with external organisations. 2.4 Implement the revised policies and procedures. 2.5 Follow agreed protocols to participate in inter-agency, joint or integrated working in order to protect vulnerable adults. |

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| <p>3 Be able to support safeguarding of children and young people encountered in an adult care service.</p> | <p>3.1 Understand local systems for safeguarding children and young people, including the manager's responsibilities.</p> <p>3.2 Support team members to understand why everyone has a responsibility to act on concerns about the abuse of a child or young person.</p> <p>3.3 Support team members to understand the actions to take if a concern, disclosure or allegation arises.</p> |
| <p>4 Understand the use and impact of restrictive practices.</p> | <p>4.1 Define:</p> <ul style="list-style-type: none"> a. restrictive practices b. restraint c. hidden restraint. <p>4.2 Explain how restrictive practices impact on:</p> <ul style="list-style-type: none"> a. safety b. dignity c. relationships d. wellbeing. <p>4.3 Evaluate how person centred practice and accurate assessment can minimise the use of restrictive practices.</p> <p>4.4 Analyse organisational requirements and legal implications relating to restrictive practices, including their use as a last resort.</p> |

Team Leadership in Adult Care

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|----------------------------|--|
| Unit Number: | K/616/5571 |
| Standard Identifier | DILMAC 1B |
| Level: | Level 5 |
| Credit Value: | 3 |
| GLH: | 15 |
| Assessment Guidance | This unit must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development. Both learning outcomes must be assessed in the work setting. |

This unit has 2 learning outcomes.

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1 Be able to provide leadership for a team. | 1.1 Adapt leadership styles to reflect different stages within a team's development. 1.2 Develop and establish a. trust within a team b. accountability within a team. 1.3 Demonstrate how to build team commitment to the service and its values by consistently showing 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 team practice that champions diversity, equality and inclusion and challenges discrimination and exclusion. |

| Learning Outcomes | Assessment Criteria |
|---------------------------------------|--|
| The learner will: | The learner can: |
| <p>2 Be able to manage team work.</p> | <p>2.1 Facilitate the participation of team members in agreeing team objectives.</p> <p>2.2 Encourage creativity and innovation in planning how to meet team objectives and agree a team plan.</p> <p>2.3 Agree roles, responsibilities and personal work objectives with team members taking account of their individual:</p> <ul style="list-style-type: none"> a. skills b. interests c. knowledge d. expertise and e. development needs. <p>2.4 Support team members to work towards personal and team objectives.</p> <p>2.5 Support team members to monitor progress towards personal and team objectives.</p> <p>2.6 Provide feedback on performance to:</p> <ul style="list-style-type: none"> a. individual team members b. the team. <p>2.7 Work with team members to address any issues with performance.</p> <p>2.8 Work with team members to identify opportunities for continual development.</p> <p>2.9 Recognise progress achieved towards:</p> <ul style="list-style-type: none"> a. team work objectives b. personal work objectives. |



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