



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

603/2564/1

Qualification Summary

Key Information

Level

Level 5

Sector

Health & Social Care

Internal/External

Internal

Qualification Type

Occupational Qualification

Assessment Language

English

Recommended Minimum Age

19

Total Credits

80

Operational Start Date

01/09/2018

Assessment Methods

Portfolio of Evidence

SSA

01.3 Health and social care

Qualification Status

Available To Learners

Permitted Delivery TypesBlended
Classroom
Distance
Online**Guided Learning Hours**

562

Overall Grading Type

Pass/Fail



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**Visit www.tquk.org
in order to stay up to
date with the latest
qualification news.**





Welcome to TQUK

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation, sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](https://www.tquk.org/register-of-regulated-qualifications) website.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.



Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification. Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on www.tquk.org. Qualification specifications can be found also be found on www.tquk.org. Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact [TQUK](https://www.tquk.org/contact).



Brand Guidelines

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there **must** be no changes or amendments made to it, in terms of colour, size, border and shading. The logo **must** only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo **must** be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK **should** be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK **should** be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it **must** immediately discontinue the use of TQUK's logo, name and qualifications.



Qualification Details

The Qualification

The TQUK Level 5 Diploma in Leadership and Management for Adult Care (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the TQUK Level 5 Diploma in Leadership and Management for Adult Care (RQF) is to develop the knowledge and skills required by managers and leaders. Achieving the qualification should enable learners to innovate and respond to a changing environment and to meet challenges and opportunities within the sector.

The content 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

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

Entry Requirements

There are no specific entry requirements however learners must be in a job role appropriate to the chosen units.

The recommended minimum age for this qualification is 19 years and above.

Progression

Successful learners can progress to further qualifications within the social care sector or other parts of the sector, for example moving from adults advanced practice to adults residential management or move to the Children and Young Peoples Workforce sector or the Health sector, completing additional sector and job-relevant units within the diploma.

Learners may also use the qualification for entry, credit transfer or advanced standing for a qualification higher education institution

Learners may also progress to other specific job roles such as:

- Care manager
- Officers in charge/registered manager
- Day services manager

Structure

Learners must achieve a minimum of 80 credits to achieve the Level 5 Diploma in Leadership and Management for Adult Care (RQF). Learners must achieve 60 credits from mandatory units and the remaining credits from the optional units

Mandatory Units

Unit ref.	Title	Level	GLH	Credit Value
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A/616/4473	Communication and information management in adult care	5	24	3
K/616/4484	Decision making in adult care	5	20	3
M/616/4485	Entrepreneurial skills in adult care	5	30	4
R/616/4477	Equality, diversity and inclusion in adult care	5	34	4
T/616/4472	Governance and regulatory processes in adult care	5	30	4
T/616/4486	Innovation and change in adult care	5	15	2
M/616/4471	Lead and manage a team within adult care	5	36	5
L/616/4476	Manage continuous improvement in adult care	5	16	3
H/616/4483	Manage self for leadership in adult care	4	20	3
D/616/4482	Managing concerns and complaints in adult care	5	20	3
J/616/4475	Outcomes based person centred practice in adult care	5	29	4
F/616/4474	Partnership working in adult care	4	26	4
F/616/3941	Principles of Leadership and management in adult care	5	20	3
D/616/4479	Resource management in adult care	4	25	3
Y/616/4481	Risk-taking and risk management in adult care	5	33	4
R/616/4480	Safeguarding and protection in adult care	5	37	4
Y/616/4478	Supervision and performance management in adult care	5	25	4

Optional Units

Unit ref.	Title	Level	GLH	Credit Value
A. Optional Units				
H/616/4516	Appraise staff performance	5	32	5
R/616/4219	Assess the needs of carers and families	3	28	4
T/616/4505	Develop and implement operational plans within own area of responsibility	5	25	5
M/616/4504	Develop procedures and practice to respond to concerns and complaints	5	40	6
Y/616/4514	Develop, maintain and use records and reports	4	23	3
L/617/0617	End of life and dementia care	3	10	2
A/616/4490	Explore models of disability	5	32	5
R/616/4950	Facilitate coaching and mentoring of practitioners in health and social care settings	5	43	6
R/616/4494	Identify and act upon immediate risk of danger to substance misusers	3	24	4
L/616/4199	Implement the positive behavioural support model	4	61	8
J/616/4508	Independent Mental Capacity Advocacy	4	35	12
L/616/4509	Independent Mental Health Advocacy	4	35	7
Y/616/4495	Lead and manage end of life care services	5	45	7
A/616/4487	Lead and manage group living for adults	5	39	5
R/616/4513	Lead and manage infection prevention and control within the work setting	5	38	6
F/616/4488	Lead and manage practice in dementia care	5	41	6
M/616/4499	Lead positive behavioural support	7	75	10
D/616/4515	Lead practice in assessing and planning for the needs of families and carers	5	22	3
K/616/4498	Lead the management of transitions	5	29	4
H/616/4953	Manage an inter-professional team in a health and social care setting	6	48	7
D/616/4952	Manage disciplinary processes in health and social care settings	5	40	6
J/616/4489	Manage domiciliary services	5	39	6

M/616/4521	Manage physical resources	4	26	4
K/616/4520	Manage quality in health and social care settings	5	36	5
K/616/4517	Manage strategic change	5	25	7
Y/616/4951	Preparing for the mentoring role	4	15	3
H/616/4497	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	21	3
Y/616/4500	Promote access to healthcare for individuals with learning disabilities	5	44	6
A/616/4506	Promote awareness of sensory loss	5	19	3
D/616/4501	Promote good practice in the support of individuals with autistic spectrum conditions	5	53	7
F/616/4510	Providing Independent Advocacy Management	4	35	11
J/616/4511	Providing Independent Advocacy to Adults	4	35	5
L/616/4512	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	35	5
D/617/0668	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
T/616/4519	Recruitment and selection within health and social care settings	4	26	3
M/616/4518	Recruitment, selection and induction practice	4	33	6
H/616/4502	Support families who are affected by Acquired Brain Injury	3	28	3
K/616/4503	Support families who have a child with a disability	3	23	3
M/616/4082	Support individuals at the end of life	3	50	6
R/617/0621	Support individuals during the last days of life	4	40	5
T/601/5253	Support individuals with multiple conditions and/or disabilities	5	34	5
F/616/4491	Support individuals with sensory loss with communication	5	37	5
J/616/4220	Support people who are providing homes to individuals	4	40	6
F/616/4233	Support the spiritual wellbeing of individuals	3	26	3
F/616/4507	Support the use of assistive technology	5	31	4
K/617/0608	Understand advance care planning	3	25	3
R/616/4141	Understand how to support individuals during the last days of life	3	28	3
L/616/4137	Understand physical disability	3	22	3
R/616/4138	Understand sensory loss	3	21	3
D/616/4496	Understand the impact of Acquired Brain Injury on individuals	3	28	3
H/616/4080	Understand the process and experience of dementia	3	22	3
A/616/4196	Work with families, carers and individuals during times of crisis	4	35	5

Barred Units

There are no barred units.

Duration

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training. Guided Learning Hours for this qualification is 562.

Directed Study

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 238 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning. Total Qualification Time for this qualification is 800 hours.

Grading and Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All units must be assessed in line with Skills for Care and Development Assessment Principles or other assessment principles detailed in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a Pass - there is no grading.

Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUKs qualifications. The policies and procedures will also support a recognised centres quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Qualification Delivery

Pre-Qualification Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learners current knowledge and/or skills. Initial assessment

can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centres responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUKs procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Requirements

Trainer/Assessor

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- 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
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Centre Devised Assessment

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Useful Resources

Websites

Skills for Care www.skillsforcare.org.uk

Skills for Health www.skillsforhealth.org.uk

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Education & Skills Funding Agency for public funding information for 14+ learners in England
<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualisedlearner-record-ilr-sources-of-data>

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

