LEVEL 4 CERTIFICATE IN

PRINCIPLES OF LEADERSHIP AND MANAGEMENT FOR ADULT CARE

CRITERIA FOR THE

Context

Well defined career progression is a key element in retaining and growing a high quality workforce for adult social care in England including the leaders of the future. Progression into management roles is particularly important and must take account of different starting points to maximise potential.

Workers with excellent care and support skills may find themselves unprepared for the very different knowledge and skills required as a manager. While welcoming the Level 4 Diploma in Adult Care (2015) for senior practice roles, employers have continued to call for a direct route from level 3 into management. The Level 4 Certificate in Principles of Leadership and Management for Adult Care addresses this progression need.

Graduate entry programmes and those moving into the sector from other roles present a second audience for the qualification. This learner group must arrive at the same destination in terms of preparedness to work as a social care manager. The Level 4 Certificate in Principles of Leadership and Management for Adult Care therefore covers essential knowledge about adult care and support as well as management. Graduates from different disciplines and other l

Section A: Summary of Qualification content and accreditation

Content

All qualifications for the LEVEL 4 CERTIFICATE IN PRINCIPLES OF LEADERSHIP AND MANAGEMENT FOR ADULT CARE will require learners to demonstrate understanding of the principles of leadership and management in adult care services in 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.

Accreditation

Section B

MINIMUM CONTENT REQUIREMENTS FOR THE

LEVEL 4 CERTIFICATE IN PRINCIPLES OF LEADERSHIP AND MANAGEMENT FOR ADULT CARE SERVICES

(Terms in bold are defined in the glossary at the end of the Specification.   )

1. LEADERSHIP AND MANAGEMENT	
	The c ontent of this section links to knowledge requirements in :
QCF	x LM1C Lead and manage a team w ithin a health and social care or children and young people's settings H/602/3171 x LM 507 Understand professional management and leadership F/504/2218 x LM501 Professional practice in health and social care for adults or children and young people T/504/2197

NOS

what constitutes a team in a n adult care setting

reasons for regarding those using the service, their families and carers , as members of the team and ways to facilitate this

key features of effective leadership and how these are applied and adapted for different teams

strategies for establishing a values - based culture and building commitment to a values based vision for the service

how to establish a culture of continual learning and develo pment in the team and the importance of learning from experience

Understand team development including:

patterns and stages in team development

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methods of est ablish ing trust, accountability and effective relationships within the team

2. GOVERNANCE AND REGULATORY PROCESSES	
The content of this section links to knowledge requirements in :	
QCF	x LM501 Professional practice in health and social care for adults or children and young people T/504/2197
NOS	x SCDLMCE3 Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements
MIS 2016	Standard 2

UNIT POLMAC 2A GOVERNANCE OF ADULT CARE

Understand the legislative and policy context of adult care provision including:

legislation , supporting guidance and national policies that underpin the delivery of adult care

the impact of legislation, policy and key drivers on service provision

WKH PHDQLQJ DQG LPSRUWDQFH RI µSHUVRQDOLVDWLRQ¶ DV D N policy

Understand i nternal governance arrangements within adult care organisations including:

how governance VWUXFWXUHV UHODWH WR D VHUYLFH¶V LGHQWLWV private, voluntary or independent organisation

how agreed ways of working such as protocols, policies and procedures relate to governance and accountability

UNIT POLMAC 2B REGULATORY PROCESSES FOR ADULT CARE

Understand systems and requirements for the regulation of adult care services including:
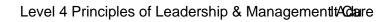
reasons for the inspection system in England, key drivers and legislation linked to it

types of organisation that are subject to registration and to inspection

the fundamental standards of quality and safety

the key areas of enquiry for inspection and how these can impact on the organisation

the grading system and the implications for the organisation of each grade that can be awarded

legal and ethical issues that can arise in relation to confidentiality and ways to address these

processes for gaining consent to share an   L Q G L Y L G X D O ¶ V personal information

information sharing protocols between organisations and their role in supporting continuity of care and positive outcomes for individuals

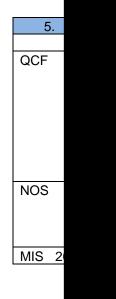the potentially damaging consequences of failure   to share information appropriately

4.	RELATIONSHIPS AND PARTNERSHIP WORKING
QCF	The content of this section links to x	knowledge requirements in	:

Understand relationships and partnership work with families and carers including

the benefits of on-going dialogue with families and carers

how to promote positive relationships by supporting others to recognise the contribution that families and carers make to the wellbeing of those who use a service

sources of information about the statutory rights of carers and the importance of ensuring carers are aware of these

5.	

of this section links to   knowledge requirements in   :

QCF	Lead person centred practice D/602/2844 age health and social care practice to ensure positive s for individuals M/602/2850 Professional practice in health and social care for adults or and young people T/504/2197 Champion equality, diversity and inclusion Y/602/3183
NOS	CB4 Lead practice that involves key people to achieve outcomes CB2 Lead service provision that promotes the wellbeing of ls
MIS 2	

Understand   social inclusion in the context of   person centred practice and   achieving positive outcomes   including:

sources of information about
- x   the legal context of equality, diversity and inclusion
- x   the effects of discrimination
- x   the impact of inclusion
- x   the value of d   iversity

the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion   in adult care

the manager's role   Equality, Diversity and Inclusion

how to support others to challenge discrimination and exclusion

x   access support for further development

UNIT POLMAC 6B SUPERVISION AND PERFORMANCE MANAGEMENT   IN ADULT CARE

6B.1 Understand   supervision   in adult care   including:

the principles, scope and purpose of supervision   in adult care

key principles of effective supervision

how to use supervision to plan, revise and review team member objectives

factors which can result in a power imbalance i   n supervision and how to address th em

how and why   approaches to supervision   might need to be adapted   in the light of feedback from supervisees and others

6B.2 Understand procedures to   address   performance management   issues including:

formal   and informal processes in an organisation that can be used to address poor performance

7.   RESOURCE S
The c ontent of this section links to knowledge requirements in   :

QCF   x   E8 Manage physical resources K/600/9711

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induction requirem   ents

the impact on recruitment and retention of effective professional development for
team members

Understand   how to analyse the impact of resource   management   on service delivery
including:

how to capture and analyse data and information from a range o   f sources to
understand the performance of an adult care service

how collected data and information can be used to improve resource
management for better service delivery

W K H   P D Q D J H U ¶ V   U H V S R Q V L E L O L W \   I R U   L Q G X F W L R Q   R I   Q H Z   Z R U N

8.

Understand the responsibility to safeguard   children and young people encountered in an adult care service including:

why everyone has a responsibility to act on concerns about the possible abuse of children and young people

the actions to take if

x there are   concern s about the possible abuse of a   child or young person
x a child or young person   alleges that they are being abused

Understand   restrictive practices   including:

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the impact on safety, dignity, relationships and well   being if restrictive practices are used

how person centred practice and accurate assessment can minimise the use of restrictive practices

types of situation where a restrictive practice might need to be used

why any restrictive practice must be proportionate to need, used as a last resort and carried out in a way that maintains dignity and respect

legal implications relating to restrictive practices and how organisational policies and procedures support legal re   quirements

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UNIT   POLMAC 8B HEALTH AND SAFETY   IN ADULT CARE

Understand   health and   safety requirements including:

the legislative framework for health and safety in adult care settings

the managers role in relation to policies and procedures for health and safety in an adult care setting

methods for s   upport ing others   to comply with health   and safety policies, procedures and practices relevant to their work

strategies for en   suring safety   at work for   self and team members   (including lone working   and online safety)

strategies that could be used to e   valuate   and improve   health and safety policies, procedures and practices

UNIT   POLMAC 8C RISK - TAKING AND RISK MANAGEMENT IN ADULT CARE

Understand positive risk   - taking including:

the values, principles and standards that need to inform a policy on risk   - taking

how risk - taking can contribute to the achievement of positive outcomes for
individuals   how the impact of a risk   - averse culture on a   Q L Q G L Y L G X D O ¶ V   Z H O O E H L C

ways to challenge and promote change in views, actions, systems and routines that do not match the vision and values of the service

Unde rstand how to manage own learning and continuing professional development including:

how to e valuate own knowledge and performance and identify areas for development using

- x standards and benchmarks
- x sources and systems of support
- x feedback from others
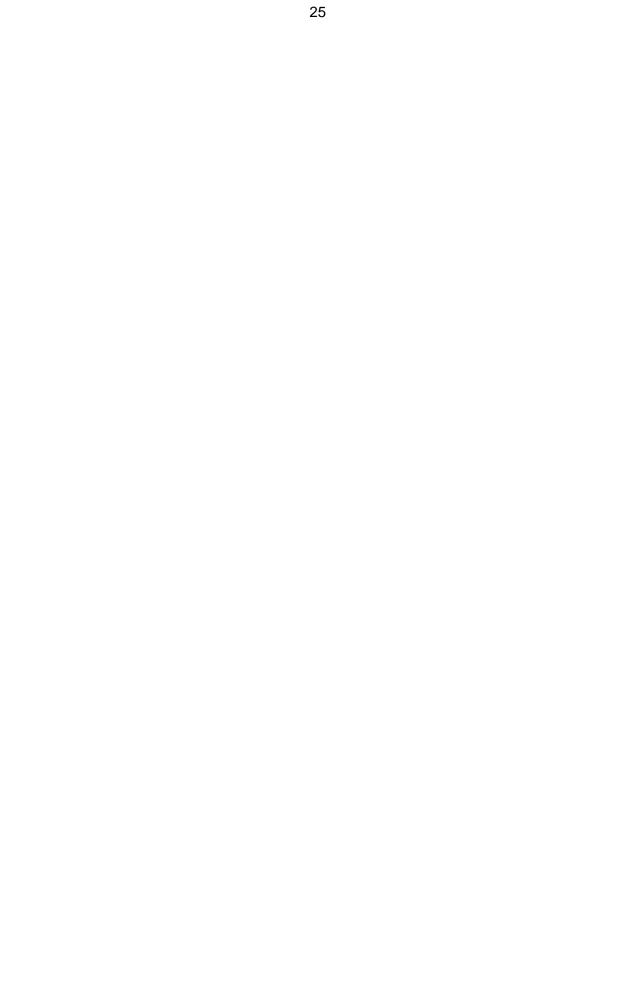- x reflection on successes and failures , mistakes and achievements

tools and strategies for developing a personal learning plan

ways to evaluate the effectiveness of own learning

10. DECISION MAKING

The c ontent of this section links to knowledge requirements in   :

11. ENTREPRENEURIAL SKILLS AND INNOVATION	
	The c ontent of this section links to knowledge requirements in :
QCF	x LM505 Manage business redesign in health and social care or children or young people's services J/504/2236
NOS	SCDLMCA2 Lead and manage change within care services

how to express the vision succinctly in a way which engages and inspires others

Understand principles of effective change management including:

the evolving nature of care provision and the role and responsibility of the manager in implementing change

theories and models of good practice for change management

how to use change management tools and techniques to support change, innovation and business development

Glossary of terms

	improved outcomes.	
Person - centred practice	An approach that puts the person receiving care and support at the centre, treating the individual as an equal partner and ensuring the service fits the person rather than making the person fit the service.	

	x choice
	x privacy
	x independence
	x dignity
	x respect
	x partnership
Wellbeing	Well being is a broad concept relating to the following areas in particular: personal dignity, physical and mental health, emotional wellbeing, protection from abuse and neglect, control over day - to -