



Level  
5

APPROVAL CRITERIA

# Leadership and Management of Health and Social Care: Practice

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This is a **Regulatory Document** under **Condition B7** of the *Standard Conditions of Recognition (October 2018)*<sup>1</sup>: *Compliance with Regulatory Documents*.

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<sup>1</sup> <https://qualificationswales.org/english/publications/standard-conditions-of-recognition/>

## Introduction

This document sets out the approval criteria for the Level 5 Leadership and Management Health and Social Care: Practice qualification. These have been developed through stakeholder engagement, which included focus groups and online surveys. These approval criteria include the requirements that an awarding body must meet when developing the specification and assessment materials for the Level 5 Leadership and Management of Health and Social Care: Practice qualification.

This qualification is for those working in a management role within a health and social care setting. This qualification is designed to be delivered by a range of learning providers including work-based and further education learning providers, for learners who are 18 or over. This qualification builds upon knowledge gained through the Level 4 Preparing for Leadership and Management in Health and Social Care qualification.

Where appropriate, this qualification should allow learners to develop transferable skills, including communication, literacy, digital competence and numeracy.

The approval criteria in this document will come into effect from January 2020 and will be reviewed in 2022.

In March 2017, Qualifications Wales published a determination to restrict a new suite of qualifications in Health and Social Care, and Childcare<sup>2</sup> for teaching on publicly-funded programmes of learning in Wales. This suite includes the Level 5 Leadership and Management of Health and Social Care: Practice qualification.

All of the qualifications in the suite will be restricted to just one form per qualification for a period of five years. For this qualification, the period commences on 1 September 2020. This means that only one awarding body may award each qualification. Following a fair and transparent procurement process that took place between January 2017 and August 2017, Qualifications Wales has contracted with a consortium of City & Guilds of London Institute and WJEC to jointly develop and deliver all of the qualifications in the suite.

Qualifications Wales will only approve a qualification that meets all of the requirements set out in this document together with those set out in the *Standard Conditions of Recognition*<sup>3</sup>. In developing qualifications to meet these requirements

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<sup>2</sup> <http://qualificationswales.org/media/2535/230517-determination-to-restrict-hsc-final-e.pdf>

<sup>3</sup> <http://qualifications.wales/english/our-work/regulating-awarding-bodies/monitoring-awarding-bodies/>

awarding bodies must have regard to *Fair Access by Design*<sup>4</sup>. The commissioned awarding body must also meet all of the requirements set out in the concession contract awarded during the qualification development, approval, implementation and delivery stages.

Where the requirements of the Subject Approval Criteria set out in this document differ from those prescribed in the *Standard Conditions of Recognition*, the requirements in this document will take precedence.

### **Qualification structure**

1. The Level 5 Leadership and Management of Health and Social Care: Practice specification must offer learners the certification of a qualification with a Total Qualification Time (TQT) of 1200 hours (120 credits) and will need to be defined in terms of Guided Learning Hours (GLH).
2. The Level 5 Leadership and Management of Health and Social Care: Practice qualification comprises both mandatory content (Group A) and optional content (Group B) (see Appendix A).
3. The qualification title appearing on certificates must be:  

**Level 5 Leadership and Management of Health and Social Care: Practice.**
4. The design of Level 5 Leadership and Management of Health and Social Care: Practice must ensure that:
  - 4.1 the subject aims and objectives are reflected in the assessments to enable learners to demonstrate their knowledge, skills and understanding;
  - 4.2 it supports learners' progression from the Level 4 Preparing for Leadership and Management in Health and Social Care qualification.
5. The Level 5 Leadership and Management of Health and Social Care: Practice specification must specify any rules of combination that apply to the optional content.

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<sup>4</sup> <https://qualificationswales.org/media/4739/fair-access-by-design.pdf>

### **Subject aims and objectives**

6. Level 5 Leadership and Management of Health and Social Care: Practice must enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within a health and social care setting. In particular, learners should be able to demonstrate that they:
  - 6.1 understand and apply in practice a range of leadership and management concepts, theories and techniques;
  - 6.2 reflect on their own and others' leadership and management styles and understand how these impact on those they work with, both within and outside of their setting;
  - 6.3 lead and manage performance improvement in health and social care settings;
  - 6.4 lead and manage person/child-centred approaches in practice;
  - 6.5 lead and manage the improvement of service within health and social care;
  - 6.6 work as effective and independent learners, and as critical and reflective thinkers to make informed judgements which includes using and interpreting data;
  - 6.7 use communication, numeracy and digital competency skills as appropriate within their role.

### **Subject content**

7. The content of the Level 5 Leadership and Management of Health and Social Care: Practice specification must reflect the subject aims and objectives.
8. The Level 5 Leadership and Management of Health and Social Care: Practice specification must include:
  - 8.1. the mandatory content (Group A) specified in Appendix A; and
  - 8.2. the optional content (Group B) specified in Appendix A.

### **Scheme of assessment**

9. The assessment for Level 5 Leadership and Management of Health and Social Care: Practice will be externally set, externally assessed and externally quality assured. The assessment will consist of:
  - 9.1. a portfolio of evidence which includes records of observed practice;
  - 9.2. a business project; and
  - 9.3. a professional discussion.
10. The assessment must specify the type and amount of evidence to be collected for assessment purposes.
11. The qualification must be of comparable demand for all learners, irrespective of the units undertaken.
12. The scheme of assessment must ensure that:
  - 12.1 the criteria and requirements for practice undertaken, and the assessment of this practice, are clearly detailed;
  - 12.2 any permitted conditions for assessment through simulation are clearly detailed, including what would constitute a realistic work environment.
13. All learning outcomes for the mandatory and optional content undertaken must be evidenced through the assessments.
14. Marking criteria must indicate how each aspect of assessment relates to the learning outcomes.
15. Assessment opportunities for Level 5 Leadership and Management of Health and Social Care: Practice must be available throughout the year.
16. The Level 5 Leadership and Management of Health and Social Care: Practice specification must include details of opportunities to resubmit assessments.

### **Outcomes**

17. Learners who successfully complete all required assessments (meeting any rules of combination) will be certificated.

### **Submitting qualifications for approval**

18. When submitting a qualification to Qualifications Wales for approval, the awarding body must provide:
  - 18.1 a specification document;
  - 18.2 a representative range of sample assessment materials;
  - 18.3 an explanatory document (rationale document) outlining the rationale for the key design features of the proposed qualification and their alignment to findings of *The Sector Review of Qualifications and the Qualification System in Health and Social Care, including childcare and play work*<sup>5</sup>.

### **Rationale requirements**

19. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.
20. The rationale document must include an explanation for:
  - 20.1 the qualification structure, explaining the reasons for the way in which the content has been structured and demonstrating how comparability between different options has been achieved;
  - 20.2 the approach to how assessments are developed and refreshed over time;
  - 20.3 the assessment structure, including where appropriate, the number, mark allocation and duration of assessments;
  - 20.4 the availability of assessment opportunities and the approach to ensuring those opportunities are available throughout the year;
  - 20.5 the interpretation of the learning outcomes and how they apply to the different components of assessment;
  - 20.6 the design of sample assessment materials and guidance, including the type and range of assessment tasks across the qualification and their relationship to the learning outcomes;

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<sup>5</sup> <http://qualifications.wales/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

- 20.7 the design and application of marking criteria;
- 20.8 how the qualification reflects a Welsh context;
- 20.9 the process used to award these qualifications consistently and to the appropriate level, including the process for setting and maintaining standards;
- 20.10 the process used to award the qualification, including a rationale for the proposed pass/fail boundary at assessment and qualification level.

### **Operational requirements**

- 21. The specification and/or supporting information must specify the knowledge and competence requirements (both subject and assessment/quality assurance) for assessors and quality assurers.
- 22. The qualification specification must include explicit details of operational requirements, including:
  - 22.1 entries;
  - 22.2 quality assurance;
  - 22.3 external assessment processes.



**Further  
information**

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## **Appendix A – Level 5 Leadership and Management of Health and Social Care: Practice**

The Level 5 Leadership and Management of Health and Social Care: Practice specification must include the following content and learning outcomes. This makes 100% of the total content and learning outcomes of the qualification.

### **Group A: Mandatory content**

The following content will form the mandatory practice content of the Level 5 Leadership and Management of Health and Social Care: Practice qualification.

<b>Topic Areas</b>	<b>Learning Outcomes</b>
1. Lead and manage person/child-centred practice	1.1. Lead and manage practice that supports individuals to achieve positive outcomes 1.2. Lead and manage practice that promotes the holistic well-being of individuals 1.3. Lead and manage practice that promotes person/child-centred communication 1.4. Lead and manage support for change and transitions
2. Lead and manage person/child-centred practice through independent advocacy	2.1. Lead and manage practice that supports individuals to achieve positive outcomes 2.2. Lead and manage practice that promotes the holistic well-being of individuals 2.3. Lead and manage support for change
3. Lead and manage effective team performance	3.1. Lead the development of a positive culture that is motivational and inspiring 3.2. Manage values based recruitment of workers 3.3. Manage values based induction of workers 3.4. Manage the continuing professional development of workers through supervision and performance reviews 3.5. Manage the delegation of tasks 3.6. Understand legislative, regulatory and organisational requirements for addressing misconduct or unsatisfactory performance 3.7. Manage team conflict and poor performance 3.8. Lead and manage innovation and change

Topic Areas	Learning Outcomes
<p>4. Lead and manage the quality of service provision to meet legislative, regulatory and organisational requirements</p>	<p>4.1. Understand theories, methods and models that can be used to support the service provision to meet requirements for quality standards</p> <p>4.2. Identify key indicators of the performance of the service provision and methods to measure these</p> <p>4.3. Manage the implementation of systems, procedures and practice to monitor, measure and improve performance of the service provision</p> <p>4.4. Use lessons learned from compliments, concerns and complaints to improve service provision</p>
<p>5. Professional practice</p>	<p>5.1. Understand the role, responsibilities and accountabilities of health and social care managers</p> <p>5.2. Develop leadership skills and ethical practice that recognises and values equality and diversity</p> <p>5.3. Ensure that own continuing professional development meets legislative requirements, standards and Codes of Conduct and Professional Practice</p> <p>5.4. Develop effective partnership working</p> <p>5.5. Ensure compliance with requirements for presenting, recording, reporting and storing information</p>
<p>6. Lead and manage practice that promotes the safeguarding of individuals</p>	<p>6.1. Lead and manage compliance with legislative, regulatory and organisational requirements for the safeguarding of individuals</p> <p>6.2. Develop and maintain knowledge and understanding of safeguarding of individuals</p> <p>6.3. Lead and manage practice that safeguards individuals from harm and abuse</p> <p>6.4. Lead and manage practice that supports rights, well-being and positive relationships to promote safeguarding</p> <p>6.5. Lead and manage practice that supports individuals to keep themselves safe</p>

<b>Topic Areas</b>	<b>Learning Outcomes</b>
7. Lead and manage health, safety and security in the work setting	7.1. Understand legislative and regulatory requirements for health, safety and security in the work setting 7.2. Monitor and maintain compliance with health, safety and security requirements 7.3. Manage the risk of work-related ill-health

**Group B: Optional content**

The following content will form the optional practice content within the Level 5 Leadership and Management of Health and Social Care: Practice qualification.

Topic Areas	Outcomes
<p>8. Lead and manage service provision for children and young people who are looked after</p>	<p>8.1. The role of services for children and young people who are looked after</p> <p>8.2. Lead and manage practice that complies to specific legislation, regulatory requirements, policy guidance and standards for children and young people</p> <p>8.3. Lead the application of evidence informed practice</p> <p>8.4. Lead and manage the process of assessment, planning, implementation and review of children’s care</p> <p>8.5. Lead and manage the support of children before, during and after change and moves</p> <p>8.6. Lead and manage practice that supports children and young people to develop a positive sense of self</p> <p>8.7. Lead and manage practice that supports children and young people’s development and educational achievement</p> <p>8.8. Lead the application and understanding of child development</p> <p>8.9. Lead and manage practice that uses early intervention and prevention to minimise the risk of crises</p> <p>8.10. Lead and manage the use of medication for children and young people</p> <p>8.11. Lead and manage support for nutrition and hydration of children and young people</p>

Topic Areas	Outcomes
<p>9. Lead and manage service provision for disabled children and young people</p>	<p>9.1. Develop understanding of perceptions, perspectives and nature of disability</p> <p>9.2. Lead and manage practice that supports children to develop a positive sense of self</p> <p>9.3. Lead and manage support for children during change and transition</p> <p>9.4. Lead and manage support for effective communication with disabled children</p> <p>9.5. Lead and manage support for nutrition and hydration of disabled children</p> <p>9.6. Lead and manage the use of medication when working with disabled children</p> <p>9.7. Develop understanding of support for healthcare for disabled children</p> <p>9.8. Lead and manage practice that uses early intervention and prevention to minimise the risk of crises</p> <p>9.9. Lead and manage practice that actively involves families/carers in the support of disabled children</p>

Topic Areas	Outcomes
<p>10. Lead and manage support for reducing restrictive practices through positive approaches for behaviour support</p>	<p>10.1. Lead and manage practice that embeds legislation, national/local policies and guidance that underpin positive approaches to reduce restrictive practices and support positive behaviour</p> <p>10.2. Understand models and frameworks that support ethical, values-based approaches for the use and reduction of restrictive practices and restrictive interventions</p> <p>10.3. Lead and manage practice for the development, implementation, monitoring, review and evaluation of plans that support the positive behaviour of individuals</p> <p>10.4. Lead and manage practice for the safe use and reduction of restrictive interventions</p> <p>10.5. Assessment criteria</p> <p>10.6. Lead and manage support for individuals and others following incidents of behaviours that challenge</p>
<p>11. Lead and manage care and support for individuals living in their own homes</p>	<p>11.1. Manage a dispersed team providing care and support in individuals' own homes</p> <p>11.2. Lead and manage support for a dispersed workforce</p> <p>11.3. Lead and manage practice that supports individuals to balance rights, risks and responsibilities</p> <p>11.4. Lead and manage practice that supports flexible and responsive care and support at home</p> <p>11.5. Maintain quality standards within a dispersed workforce</p> <p>11.6. Collaborative working</p> <p>11.7. Business continuity</p> <p>11.8. Lead and manage technology in care and support at home</p>

Topic Areas	Outcomes
<p>12. Lead and manage services for individuals living in care home settings</p>	<p>12.1. Lead and manage practice that complies to specific legislative and regulatory requirements, national policy guidance and standards for care home settings</p> <p>12.2. Lead the design and delivery of the service in a manner that supports person centred practice and the well-being of individuals</p> <p>12.3. Monitor, review and evaluate the use of restrictive practices and restrictive interventions and implement strategies to reduce these</p> <p>12.4. Lead and manage practice that supports individuals and families to cope with change and transitions</p> <p>12.5. Lead and manage practice that promotes the health and well-being of individuals</p> <p>12.6. Lead and manage support for the Welsh language in the care home setting</p> <p>12.7. Lead and manage practice for palliative and end of life care in the care home setting</p>
<p>13. Lead and manage practice in dementia care</p>	<p>13.1. Lead and manage practice that embeds Legislation, national policy and guidance to support the rights of individuals living with dementia</p> <p>13.2. Lead and manage support for the health and well-being of individuals living with dementia</p> <p>13.3. Lead and manage support for effective communication with individual's living with dementia</p> <p>13.4. Lead and manage support for individuals and their families/carers to adapt to a diagnosis of and living with dementia</p> <p>13.5. Lead and manage support for individuals living with dementia to achieve positive outcomes</p> <p>13.6. Lead and manage the planning of support for palliative and end of life care</p> <p>13.7. Lead and manage practice that develops positive approaches to reduce the use of restrictive practices and restrictive interventions</p>



Topic Areas	Outcomes
<p>14. Lead and manage services for individuals living with mental ill-health</p>	<p>14.1. Lead and manage practice that promotes well-being in mental health services</p> <p>14.2. Lead and manage practice that challenges stigma, discrimination and power differentials</p> <p>14.3. Lead, manage and promote practice that uses legislation, policy and guidance to support the rights of individuals</p> <p>14.4. Lead and manage practice that applies theories, models and approaches for the support and recovery of individuals living with mental ill-health</p> <p>14.5. Lead and manage ongoing support for individuals living with mental ill-health</p> <p>14.6. Lead and manage practice that supports individuals with co-occurring conditions</p> <p>14.7. Lead, manage and promote practice that ensures effective partnership working</p> <p>14.8. Lead and manage practice that promotes the balancing of rights, responsibilities and risks when working with individuals living with mental ill-health</p> <p>14.9. Lead and manage practice that minimises the risk of adverse incidents and effectively manages crisis situations</p> <p>14.10. Lead improvement within your setting and support continued learning and development</p>

Topic Areas	Outcomes
<p>15. Lead and manage support for individuals with a learning disability and/or autism</p>	<p>15.1. Perceptions and perspectives of learning disability and autism</p> <p>15.2. Lead and manage practice for person-centred and rights-based approaches, well-being, positive relationships and community participation</p> <p>15.3. Lead and manage practice that supports effective communication</p> <p>15.4. Lead and manage the use of person-centred planning and Active Support</p> <p>15.5. Understand the importance of sexuality, sexual expression and sexual health</p> <p>15.6. Lead and manage support for health promotion, prevention and early intervention to reduce the risk of ill health</p> <p>15.7. Understand Positive Behavioural Support</p>
<p>16. Lead work with individuals with sensory loss</p>	<p>16.1. Perceptions, types and contexts of 'sensory loss'</p> <p>16.2. Understand legislation, national policies and guidance that underpin service design and delivery for individuals with 'sensory loss'</p> <p>16.3. Use models to promote equality and inclusion</p> <p>16.4. Lead and manage service provision for individuals who have acquired sensory loss</p> <p>16.5. Develop service provision for individuals who are culturally Deaf/British Sign Language users</p> <p>16.6. Understand the role of communication and language professionals</p> <p>16.7. Lead and manage support for the use of assistive technology</p> <p>16.8. Lead and manage support for effective communication</p>

Topic Areas	Outcomes
17. Lead and manage work for substance misuse services	17.1. Lead and manage practice that embeds legislation, national policies, guidance and standards into the design and delivery of substance misuse services 17.2. Lead and manage the planning process for individuals who misuse substance 17.3. Lead, manage and promote services that support ethical, values based and person-centred approaches with individuals who misuse substances. 17.4. Lead and manage support for individuals and others following challenging situations
18. Lead and manage adult placement/shared lives services	18.1. Lead and manage practice that embeds the ethos of Shared Lives and complies with legislative and regulatory requirements for Adult Placement services 18.2. Lead and manage the recruitment, assessment and approval of Adult Placement/Shared Lives carers 18.3. Lead and manage support for the placement/arrangement between individuals and carers 18.4. Lead and manage support for carers to provide Shared Lives placements/arrangements
19. Lead and manage independent advocacy services	19.1. Develop understanding of independent advocacy 19.2. Legislative requirements relating to the provision of independent advocacy services 19.3. Lead and manage the advocacy process 19.4. Use systemic advocacy to influence change 19.5. Develop commissioning relationships which uphold key advocacy principles

Topic Areas	Outcomes
20. Lead and manage work with carers	20.1. The context of carers in Wales 20.2. Understand how the Social Services and Well-being (Wales) Act 2014 is set as the legislative framework for the assessment and support of carers 20.3. Lead practice that promotes the contribution of carers to the assessment and planning process with individuals 20.4. Lead practice that supports assessment and planning processes for carers 20.5. Use collection of data to influence change
21. Lead support for carers	21.1. The context of carers in Wales 21.2. Understand how the Social Services and Well-being (Wales) Act 2014 is set as the legislative framework for the assessment and support of carers 21.3. Lead practice that promotes the contribution of carers to the assessment and planning process with individuals 21.4. Lead practice that supports assessment and planning processes for carers
22. Lead and manage inter-professional working arrangements	22.1. Understand the purpose and principles of inter-professional working arrangements 22.2. Lead and manage effective service delivery through inter-professional working arrangements 22.3. Lead and manage the delivery of agreed plans 22.4. Critically evaluate the effectiveness of inter-professional teamworking
23. Lead work with volunteers	23.1. Understand the role of volunteering for service provision 23.2. Prepare for the use of volunteers in the service provision 23.3. Lead and manage the recruitment and selection of volunteers 23.4. Lead and manage support for volunteers
24. Lead and manage business planning and processes	24.1. Apply the principles of business planning 24.2. Develop, implement, review and evaluate strategic and operational plans for the service provision

<b>Topic Areas</b>	<b>Outcomes</b>
25. Using assessments for the development of personal plans	25.1. Assessment and care and support planning 25.2. Use assessment information and care and support plans to develop personal plans