Level 5 Diploma in Leadership for Health and Social Care and Children and Young People’s Services (England) (Adult Branches 4978-54/55/56)

How is the qualification assessed?

The qualification is assessed by:

√ portfolio of assessment
√ assignments/case studies
√ verbal/written questioning
√ expert/witness testimony
√ assessor observations.

An initial assessment of each learner should be made before the start of their programme. This is a competence-based qualification is designed to be assessed in the learner’s workplace as they undertake their normal work role. It is advisable that the majority of assessment for this competence-based qualification will take place in the workplace under real work conditions.

Direct observation of learners’ performance by a qualified occupationally competent assessor, and the assessor’s judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence for this qualification. Performance evidence must be the main form of evidence gathered. In order to demonstrate consistent competent performance for a unit. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

It is recommended that where possible evidence is gathered holistically. Evidence should be obtained as a whole, where practically possible.

Diploma Level 5 Units

Unit 501 Use and develop systems that promote communication
Unit 502 Promote professional development
Unit 503 Champion equality, diversity and inclusion
Unit 504 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people’s settings
Unit 505 Work in partnership in health and social care or children and young people’s settings
Unit 506 Understand children and young person’s development
Unit 507 Lead practice that supports positive outcomes for child and young person
development
Unit 508 Develop and implement policies and procedures to support the safeguarding of
children and young people
Unit 509 Lead and manage group living for children
Unit 510 Lead and manage a team within a health and social care or children and young
people's setting
Unit 511 Develop professional supervision practice in health and social care or children and
young people's settings
Unit 512 Lead practice in promoting the well-being and resilience of children and young
people
Unit 513 Manage health and social care practice to ensure positive outcomes for individuals
Unit 514 Safeguarding and protection of vulnerable adults
Unit 515 Lead and manage group living for adults
Unit 516 Understand safeguarding of children and young people (for those working in the
adult sector)
Unit 517 Lead person-centred practice
Unit 519 Develop procedures and practice to respond to concerns and complaints
Unit 520 Recruitment and selection within health and social care or children and young
people's settings
Unit 521 Facilitate the development of effective group practice in health and social care or
children and young people's settings
Unit 522 Facilitate coaching and mentoring of practitioners in health and social care or
children and young people's settings
Unit 523 Manage induction in health and social care or children and young people's settings
Unit 524 Facilitate change in health and social care or children and young people's setting
Unit 525 Manage an inter-professional team in a health and social care or children and
young people's setting
Unit 526 Manage finance within own area of responsibility in health and social care or
children and young people's setting
Unit 527 Manage quality in health and social care or children and young people's setting
Unit 528 Develop and evaluate operational plans for own area of responsibility
Unit 529 Manage physical resources
Unit 530 Understand partnership working
Unit 531 Understand how to manage a team
Unit 532 Understanding professional supervision practice
Unit 533 Understand the process and experience of dementia
Unit 534 Understand physical disability
Unit 535 Understand the impact of Acquired Brain Injury on individuals
Unit 536 Understand sensory loss
Unit 537 Principles of supporting individuals with a learning disability regarding sexuality
and sexual health
Unit 538 Manage domiciliary services
Unit 539 Lead the management of transitions
Unit 540 Lead positive behavioural support
Unit 541 Develop provision for family support
Unit 543 Undertake a research project within services for health and social care or children and young people
Unit 544 Lead active support
Unit 545 Active support: Lead interactive training
Unit 546 Promote access to health care for individuals with learning disabilities
Unit 547 Promote good practice in the support of individuals with Autistic Spectrum Conditions
Unit 548 Support families who are affected by Acquired Brain Injury
Unit 549 Support families who have a child with a disability
Unit 550 Support the development of community partnerships
Unit 551 Support individuals to access housing and accommodation services
Unit 552 Support individuals at the end of life
Unit 553 Work with families, carers and individuals during times of crisis
Unit 554 Implement the Positive Behavioural Support model
Unit 555 Support individuals to access education, training or employment
Unit 556 Promote awareness of sensory loss
Unit 557 Support the use of assistive technology
Unit 558 Explore models of disability
Unit 559 Support individuals with sensory loss with communication
Unit 560 Support individuals with multiple conditions and/or disabilities
Unit 561 Support children’s speech, language and communication
Unit 562 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage
Unit 563 Independent Mental Capacity Advocacy
Unit 564 Independent Mental Health Advocacy
Unit 565 Providing Independent Advocacy Management
Unit 566 Providing Independent Advocacy to adults
Unit 568 Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards
Unit 569 Recognise indications of substance misuse and refer individuals to specialists
Unit 570 Identify and act upon immediate risk of danger to substance misusers
Unit 636 Professional practice in health and social care for adults or children and young people
Unit 637 Develop, maintain and use records and reports
Unit 640 Support individuals to stay safe from harm or abuse
Unit 642 Provide support to adults who have experienced harm or abuse
Unit 645 Lead and manage infection prevention and control within the work setting
Unit 646 Lead and manage practice in dementia care
Unit 647 Lead practice which supports individuals to take positive risks
Unit 648 Assess the needs of carers and families
Unit 649 Lead practice in assessing and planning for the needs of families and carers
Unit 650 Understand professional management and leadership in health and social care or children and young people’s settings
Unit 651 Appraise staff performance
Unit 652 Support people who are providing homes to individuals
Unit 654 Manage disciplinary processes in health and social care or children and young people’s settings
Unit 655 Manage business redesign in health and social care or children or young people’s services
Unit 656 Understand the factors affecting older people
Unit 660 Understand Advanced Care Planning
Unit 661 Support the spiritual wellbeing of individuals
Unit 663 Support individuals during the last days of life
Unit 664 Understand how to support individuals during the last days of life
Unit 665 End of life and dementia care
Unit 666 Lead and manage end of life care services
Unit 667 Lead a service that supports individuals through significant life events
Unit 681 Provide information about health and social care or children and young people’s services