



SEVERN
BUSINESS
COLLEGE

**SBC Level 5 Diploma in Leadership and
Management for Adult Care**

Course Handbook

Qualification

SBC Level 5 Diploma in Leadership and Management for Adult Care

Level

5

Guided Learning Hours

300

Total Qualification Time Hours

1200

Credit Value

120

Qualification Objective

The Level 5 Diploma in Leadership and Management for Adult Care provides individuals with the knowledge and skills needed to effectively manage and lead adult care services. This qualification is designed to meet the requirements for managerial positions within adult care settings. The curriculum covers key areas such as leadership, resource management, safeguarding, performance management, and the promotion of high-quality person-centered care. The course equips learners to become competent and confident leaders, capable of meeting regulatory requirements and improving service delivery in a care environment.

Assessment

Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

Unit Structure of the Qualification

Level 5 Diploma in Leadership and Management for Adult Care (120 credits):

| Units | Unit level | Unit credit |
|---|------------|-------------|
| Principles of Leadership and Management in Adult Care | 5 | 20 |
| Managing Resources in Adult Care Settings | 5 | 20 |
| Understanding Adult Safeguarding | 5 | 20 |
| Managing Change in Adult Care Services | 5 | 20 |
| Developing Person-Centered Care Practices | 5 | 20 |
| Managing Performance and Improving Quality | 5 | 20 |

Assessment Grades

| Marks Ranges | Marking Criteria |
|--------------|--|
| Pass | All learning outcomes are achieved. All assessment criteria are met. |
| Fail | All learning outcomes are not achieved. All assessment criteria are not met. |
| No Marks | Plagiarism |

UNIT SPECIFICATIONS**Unit Title**

Principles of Leadership and Management in Adult Care

Level

5

Guided Learning Hours

50

Learning Time Hours

200

Credit Value

20

Introduction

Effective leadership and management are crucial to delivering high-quality care in adult services. This unit explores the core principles of leadership and management, focusing on the role of a manager in ensuring quality, motivating staff, and maintaining standards. Learners will develop an understanding of various leadership styles and how they influence both team performance

and the care provided to service users. This unit provides the foundational skills needed for anyone in or aspiring to a managerial role in adult care.

Learning Outcomes and Assessment Criteria

The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

| Learning Outcome <i>To achieve this unit a learner must:</i> | Assessment Criteria <i>Assessment of this outcome will require a learner to demonstrate that they can:</i> |
|--|--|
| 1. Understand the role of leadership and management in adult care | 1.1 Explain the role of a manager in ensuring quality care. 1.2 Identify the key leadership qualities required in an adult care setting. 1.3 Assess the importance of communication in leadership. |
| 2. Analyze leadership styles and their impact on staff and service users | 2.1 Compare different leadership styles. 2.2 Evaluate how leadership styles affect staff performance. 2.3 Discuss the impact of leadership on service users' care. |
| 3. Apply management theories to leadership in adult care | 3.1 Examine various management theories. 3.2 Analyze how these theories influence decision-making in adult care. 3.3 Apply appropriate theories to real-life scenarios. |
| 4. Manage and monitor the delivery of high-quality care | 4.1 Develop systems for monitoring care delivery. 4.2 Implement processes to ensure care is person-centered. 4.3 Evaluate strategies to ensure quality care is consistent. |

UNIT SPECIFICATIONS

Unit Title

Managing Resources in Adult Care Settings

Level

5

Guided Learning Hours

50

Learning Time Hours

200

Credit Value

20

Introduction

Managing resources efficiently is a key responsibility for managers in adult care. This unit focuses on the practical aspects of managing financial, human, and physical resources to deliver effective and sustainable care. Learners will gain insight into the importance of budgeting, recruitment, health and safety, and ensuring that resources are used effectively to benefit both staff and service users. The skills developed in this unit will help managers navigate the challenges of resource allocation in care settings.

Learning Outcomes and Assessment Criteria

The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

| Learning Outcome <i>To achieve this unit a learner must:</i> | Assessment Criteria <i>Assessment of this outcome will require a learner to demonstrate that they can:</i> |
|--|--|
| 1. Understand resource allocation in adult care settings. | 1.1 Define resource allocation in adult care. 1.2 Explain how to allocate resources effectively. 1.3 Identify factors affecting resource allocation. |
| 2. Manage financial resources in an adult care setting. | 2.1 Explain budgeting in adult care. 2.2 Develop financial plans to ensure care delivery. 2.3 Analyze the financial challenges in care settings. |
| 3. Lead the recruitment, retention, and development of staff. | 3.1 Develop a recruitment strategy for care staff. 3.2 Plan staff development and training programs. 3.3 Create strategies to retain staff in care settings. |
| 4. Manage health and safety in adult care settings. | 4.1 Identify health and safety regulations relevant to care settings. 4.2 Implement health and safety policies. 4.3 Monitor compliance with health and safety standards. |

UNIT SPECIFICATIONS

Unit Title

Understanding Adult Safeguarding

Level

5

Guided Learning Hours

50

Learning Time Hours

200

Credit Value

20

Introduction

Safeguarding is a fundamental responsibility for all adult care providers. This unit covers the principles of adult safeguarding, focusing on the importance of protecting vulnerable individuals from abuse and neglect. Learners will understand the legislative frameworks that guide safeguarding practices and explore ways to create a culture of safeguarding within a care setting. By the end of the unit, learners will be able to implement effective safeguarding procedures and collaborate with external agencies to ensure service users' safety and well-being.

Learning Outcomes and Assessment Criteria

The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

| Learning Outcome <i>To achieve this unit a learner must:</i> | Assessment Criteria <i>Assessment of this outcome will require a learner to demonstrate that they can:</i> |
|--|---|
| 1. Understand the principles of adult safeguarding. | 1.1 Explain the importance of safeguarding in adult care. 1.2 Define safeguarding and its legislative framework. 1.3 Identify the risks to adult service users. |
| 2. Implement safeguarding procedures in adult care settings | 2.1 Outline safeguarding procedures. 2.2 Identify the roles of staff in safeguarding. 2.3 Monitor the effectiveness of safeguarding procedures. |
| 3. Promote a culture of safeguarding within the team. | 3.1 Develop training programs on safeguarding for staff. 3.2 Foster a team culture where safeguarding is prioritized. 3.3 Evaluate the culture of safeguarding in the care setting. |
| 4. Work collaboratively to address safeguarding concerns. | 4.1 Identify agencies and organizations involved in safeguarding. 4.2 Develop strategies for collaborating with external agencies. 4.3 Review outcomes of safeguarding interventions. |

UNIT SPECIFICATIONS

Unit Title

Managing Change in Adult Care Services

Level

5

Guided Learning Hours

50

Learning Time Hours

200

Credit Value

20

Introduction

Change is inevitable in any organization, and managing it effectively is vital to maintaining high standards in adult care. This unit provides learners with the tools to understand the need for change and to lead and manage changes within a care setting. Topics include strategies for managing resistance, the impact of change on staff and service users, and how to evaluate the outcomes of change initiatives. Learners will acquire the skills necessary to implement and sustain positive changes within their teams and organizations.

Learning Outcomes and Assessment Criteria

The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

| Learning Outcome <i>To achieve this unit a learner must:</i> | Assessment Criteria <i>Assessment of this outcome will require a learner to demonstrate that they can:</i> |
|--|--|
| 1. Understand the need for change in adult care services. | 1.1 Define the drivers for change in adult care. 1.2 Analyze the impact of change on staff and service users. 1.3 Recognize the importance of managing change effectively. |
| 2. Lead and manage change in adult care settings. | 2.1 Develop a change management strategy. 2.2 Implement the change strategy with staff and service users. 2.3 Monitor the effectiveness of the change process. |
| 3. Address resistance to change in adult care services. | 3.1 Identify reasons for resistance to change. 3.2 Develop strategies to address resistance. 3.3 Assess the success of interventions to overcome resistance. |
| 4. Evaluate the impact of change on service users and staff. | 4.1 Measure the impact of change on service users' well-being. 4.2 Assess staff satisfaction with changes. 4.3 Analyze the long-term effects of change. |

UNIT SPECIFICATIONS

Unit Title

Developing Person-Centered Care Practices

Level

5

Guided Learning Hours

50

Learning Time Hours

200

Credit Value

20

Introduction

Person-centered care is at the heart of quality adult care. This unit focuses on developing the skills to provide care that respects the individuality, preferences, and needs of each service user. Learners will explore the principles of person-centered care, including the importance of building relationships based on trust and dignity. The unit also provides strategies for ensuring that care plans and practices are tailored to the individual, promoting independence and choice for service users.

Learning Outcomes and Assessment Criteria

The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

| Learning Outcome <i>To achieve this unit a learner must:</i> | Assessment Criteria <i>Assessment of this outcome will require a learner to demonstrate that they can:</i> |
|--|--|
| 1. Understand the principles of person-centered care. | 1.1 Define person-centered care. 1.2 Explain the key principles of person-centered care. 1.3 Discuss the benefits of person-centered care for service users. |
| 2. Promote person-centered care in practice. | 2.1 Develop person-centered care plans. 2.2 Implement person-centered approaches with staff and service users. 2.3 Review the effectiveness of person-centered care practices. |
| 3. Support individuals to express their preferences and choices. | 3.1 Develop tools for gathering service user preferences. 3.2 Support individuals to make choices about their care. 3.3 Document and review service users' preferences. |
| 4. Manage the delivery of person-centered | 4.1 Develop systems to ensure the delivery of person-centered care. |

| | |
|-------|---|
| care. | 4.2 Lead staff in delivering person-centered care. 4.3 Monitor the outcomes of person-centered care. |
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UNIT SPECIFICATIONS

Unit Title

Managing Performance and Improving Quality

Level

5

Guided Learning Hours

50

Learning Time Hours

200

Credit Value

20

Introduction

Managing performance and driving continuous improvement are essential for ensuring that adult care services consistently meet high standards. This unit explores performance management systems, setting clear expectations for staff, and fostering a culture of quality improvement. Learners will gain an understanding of how to use data and feedback to evaluate and improve service delivery, and develop strategies for managing staff performance and motivation. The unit will equip learners with the skills to create a culture of ongoing development and excellence in care.

Learning Outcomes and Assessment Criteria

The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

| Learning Outcome <i>To achieve this unit a learner must:</i> | Assessment Criteria <i>Assessment of this outcome will require a learner to demonstrate that they can:</i> |
|--|---|
| 1. Understand the importance of performance management in adult care. | 1.1 Define performance management. 1.2 Explain how performance management contributes to quality care. 1.3 Identify key performance indicators for adult care services. |
| 2. Implement performance management systems in adult care settings. | 2.1 Develop performance management processes. 2.2 Implement performance reviews for staff. 2.3 Measure and analyze staff performance data. |
| 3. Improve the quality of care services. | 3.1 Develop strategies for continuous improvement in care services. 3.2 Analyze care quality data and implement improvements. 3.3 Encourage staff to participate in quality improvement initiatives. |
| 4. Lead and manage a culture of continuous improvement. | 4.1 Promote a culture of learning and improvement within the team. 4.2 Develop training and development plans for continuous improvement. 4.3 Evaluate the effectiveness of continuous improvement efforts. |

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