

Introduction to the Level 5



Leadership and Management of

Health and Social Care: Practice qualification

– a learner/student guide



CONTENTS

Overview of the Framework	4	What might my journey through the qualification look like?	24
Complete Health and Social Care and Children's Care, Play, Learning and Development suite of qualifications 2020	5	Step 1 – Pre-delivery	25
Level 5 Leadership and Management of Health and Social Care: Practice qualification	6	What resources will I need?	27
Who is the qualification for?	6	Which units will I complete?	27
Learner entry requirements	6	What are credits?	28
Aims and objectives	6	Optional group	30
What progression opportunities are there?	7	Step 2 – Learning period	31
How can I be confident that this qualification is up-to-date and will be recognised by employers?	8	Formal learning period	33
Qualification structure	9	Formative assessment	33
Guided learning hours and total qualification time	9	Readiness for assessment	33
Units	10	Step 3 – Summative Assessment period	35
Assessment	11	How will my qualification be assessed?	36
What is a unit?	12	What will I have to do?	38
Some words and statements appear in bold – why is that?	13	Assessment approach	39
What subject areas will I learn about?	15	Task 1: Portfolio of evidence	40
What do I have to do to achieve this qualification?	21	Task 2: Business project	40
Focus on leadership	22	Task 3: Professional discussion	40
Employer engagement	23	What evidence might I use in my portfolio?	41
What is a workplace mentor?	23	Expert Witness	41
I am not employed; can I still complete this qualification?	23	Reflective log	42
		What is a professional discussion?	46
		Prior to the discussion	46

Timings	46
Retention of evidence	47
Supporting the assessment process	47
Check-ins	47
Presentation of work	48
Support and feedback	48
Step 4 – Completion	49
Resubmission	50
What happens after my professional discussion?	50
What support is available to me?	51
How can I prepare for my assessments?	52
Progression across the wider sector	53
Will employers outside of Wales recognise my qualification?	54
Funding	54
How do I like to learn – What is my ‘preferred’ learning style?	55

Overview of the Framework

From 2015-2016, Qualifications Wales conducted a review of all of the health and social care, and childcare qualifications that were fundable in Wales. Following the review, Qualifications Wales concluded that the vast number of qualifications available caused too much confusion for learners, parents and employers.

Because of these findings, Qualifications Wales commissioned City & Guilds and WJEC (**the Consortium**) to develop a minimum of 22 qualifications designed to meeting the evolving needs of the health and social care, and childcare sector (see illustration on page 5). We have worked closely with Qualifications Wales, Social Care Wales, Health Education and Improvement Wales and other sector bodies, tutors, teachers and workplace assessors to ensure that the new qualifications are innovative, fit for purpose and of the highest quality.

City & Guilds and WJEC are recognised Awarding Bodies. This means that we are approved by Qualifications Wales and other bodies across the UK to design, develop, deliver and award qualifications in line with specific conditions and regulations.

You can find out more about Qualifications Wales' review here:

<https://qualificationswales.org/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

Whether you are at school or sixth form college, in work or studying at college or with a work-based provider, the suite of new qualifications is designed to meet your needs. Available from Level 1 to Level 5, including a GCSE and GCE AS and A level, they provide opportunities for progression whether you are thinking about entering employment, seeking career progression or hoping to go to college or university.

The qualification resources are available in Welsh and in English. Please speak to your tutor/teacher/assessor about completing your qualification in Welsh. Support documents are available online from Health and Care Learning Wales and include:

- Qualification handbook - including individual unit guidance
- Assessment pack.

Complete Health and Social Care and Children's Care, Play, Learning and Development suite of qualifications 2020

This student guide focuses on the **Level 5 Leadership and Management of Health and Social Care: Practice qualification**. You must be at least 18 years old to complete this qualification. How the qualification fits within the new suite of qualifications is highlighted on the framework below.



Level 5 Leadership and Management of Health and Social Care: Practice qualification

Who is the qualification for?

You are working towards the **Level 5 Leadership and Management of Health and Social Care: Practice qualification**, which is designed for individuals working in a leadership or management role within the health and social care sector (adults, and children and young people). This qualification is practice-based and assesses your knowledge and practice through your work. This qualification requires learners to develop the knowledge, understanding, behaviours and skills required for leadership and management of health and social care settings. This qualification provides opportunities for those leading and managing health and social care settings for adults, children and young people.

Learner entry requirements

The knowledge, understanding and skills you are required to achieve within this qualification build on the content of the **Level 4 Leadership and Management in Health and Social Care qualification**. Therefore.

- You must have completed the following qualification or an agreed comparable qualification* prior to registration of this qualification:
8040-09 Level 4 Leadership and Management in Health and Social Care.
- Your centre, as part of your induction to the programme, will confirm that all knowledge areas have been covered in sufficient depth, and you have a sufficient degree of understanding to progress to the Level 5 programme.
- City & Guilds does not set any **additional** entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

***Agreed comparable qualifications:** Step Up to Management award (University of South Wales).

Aims and objectives

The **Level 5 Leadership and Management of Health and Social Care: Practice qualification** will 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:

- understand and apply in practice a range of leadership and management concepts, theories and techniques
- reflect on their own and others' leadership and management styles and understand how this impacts on those they work with, both within and outside of their setting
- lead and manage performance improvement in health and social care settings
- lead and manage person/child-centred approaches in practice
- lead and manage the improvement of service within health and social care
- work as effective and independent learners, and as critical and reflective thinkers, to make informed judgements, which includes using and interpreting data
- use communication, numeracy and digital competency skills as appropriate within their role.

What progression opportunities are there?

Successful completion of this qualification allows learners to improve their employment opportunities or to continue to further study at a higher level. It will enable learners to apply for registration with Social Care Wales as a Registered Manager, providing that they also meet all other registration requirements.

How can I be confident that this qualification is up-to-date and will be recognised by employers?

The content has been developed in conjunction with the Consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the health and social care sector.

It is likely that your college or work-based provider will be working closely with health and social care employers in your area and they will have developed a programme of study to ensure that all of the qualification requirements are fully met. Your learning may occur in a very structured environment, e.g. in a traditional classroom, or by a more blended approach that involves both classroom and online learning. Alternatively, you may be supported to learn 'on-the-job' and to undertake some self-directed study. Whatever approach to learning is taken, we have provided some supportive resources that will help you along the way.

Whether you are at college or being supported by a work-based provider, it is likely that you will need to learn information that is new to you. How you learn can be influenced by a number of different factors, including what motivates you and what type of environment you need. Your tutor/teacher/assessor will want to work with you to find out how they can support you to learn effectively – this is often referred to as your '**preferred**' **learning style** (see page 51 for more information about 'preferred' learning styles).

Qualification structure

Guided learning hours and total qualification time

Minimum guided learning hours	395 hours	This is the amount of supervised learning and assessment that is required to deliver the qualification and can be used for planning purposes.
Total qualification time	1200 hours	This is the total amount of time expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and undertaking some formative assessment activities.

Units

The **Level 5 Leadership and Management of Health and Social Care: Practice qualification** is made up of mandatory and optional units:

There are two Mandatory Groups: Group A and Group B.

MANDATORY UNITS	
GROUP A*	GROUP B**
Unit 520: Lead and manage person/child-centred practice	Unit 522: Lead and manage effective team performance
	Unit 523: Lead and manage the quality of service provision to meet legislative, regulatory and organisational requirements
Unit 521: Lead and manage person/child-centred practice through independent advocacy	Unit 524: Professional practice
	Unit 525: Lead and manage practice that promotes the safeguarding of individuals
	Unit 526: Lead and manage health, safety and security in the work setting

*Learners completing this qualification with the purpose of leading and managing independent advocacy services should select unit 521 from Mandatory Group A.

*Learners completing this qualification for all other health and social care services should select unit 520 from Mandatory Group A.

All learners completing this qualification **must complete all units from Mandatory Group B.

There is one group of optional units, with 21 units in total. You must choose **at least one optional unit**. Your chosen units from the optional group must equate to at least 30 credits in total. You should select units that are relevant to your role and to the individuals for whom you care within your organisation/setting. Further information about the Level 5 units is outlined below and can be accessed from the Health and Care Learning Wales website: <https://www.healthandcarelearning.wales/qualifications/>

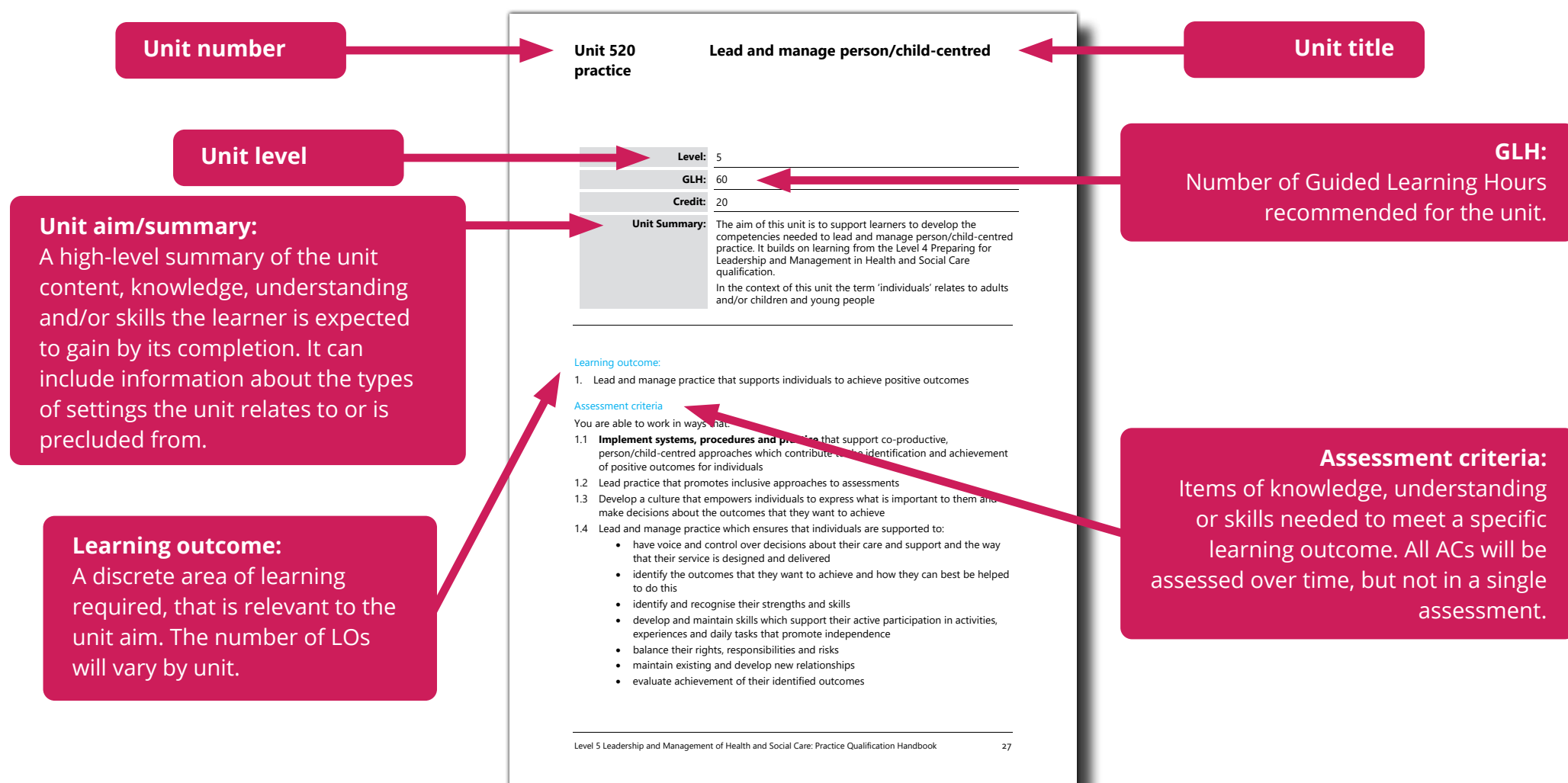
Assessment

The main assessment methods within this qualification will be through a portfolio of evidence, a business project, observation of practice and a professional discussion. The assessment activities have been designed to allow for holistic evidence collection. This means that your evidence will be collected from real working situations that show you can work confidently and consistently across all aspects of the qualification on more than one occasion, supporting you to demonstrate your knowledge and skills across different units and learning outcomes within the same activity and reducing any repetition of assessment.

The tasks will require you to integrate your knowledge and skills in a way that reflects workplace and sector requirements to provide effective leadership and management. The assessment therefore focuses on ensuring the quality and consistency of your practice.

What is a unit?

All of the knowledge, understanding, behaviours, skills and practice required for this qualification is arranged in units – a bit like chapters in a book. The unit layout used in this qualification is illustrated below, and we have identified some key aspects and language that you will become more and more familiar with as you progress through your learning and assessment journey.



Some words and statements appear in bold – why is that?

Within each unit, you will notice that some words and statements are in **BOLD**. This means these are to be considered in a particular way or there is certain definition or meaning that needs to be used. Further information relating to these words and statements can be found in the 'Range' section of the unit.

Unit 525 **Lead and manage practice that promotes the safeguarding of individuals**

Level:	5
GLH:	60
Credit:	12
Unit Summary:	<p>The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to promote the safeguarding of individuals in a leadership and management role. It builds on learning from the Level 4 Preparing for Leadership and Management in Health and Social Care qualification.</p> <p>In the context of this unit the term 'individuals' relates to adults and/or children and young people</p>

Learning outcome:

1. Lead and manage compliance with legislative, regulatory and organisational requirements for the safeguarding of individuals

Assessment criteria

You are able to work in ways that:

- 1.1 **Implement systems, procedures and practice** that enable workers to comply with requirements for safeguarding
- 1.2 Monitor compliance with requirements for safeguarding and take action where these are not being adhered to
- 1.3 Manage the performance of workers to meet legislative, regulatory and organisational requirements for safeguarding

Range

Implement systems, procedures and practice in accordance with legislative, regulatory and organisational contexts

Learning outcome:

2. Develop and maintain knowledge and understanding of safeguarding of individuals

Range:

Identifies exactly what must be considered when addressing these words or statements in bold.

Words in bold

Where can I find more information about each unit?

At the end of every unit we have provided further guidance, and your tutor/trainer/assessor will refer to this to guide their delivery of teaching, learning and assessment. The Guidance for Delivery for unit 512 is illustrated here. You may find it useful to look at the Guidance for Delivery of all of the units in this qualification. These can be found in the Qualification Handbook.

Unit 521 **Lead and manage person/child-centred practice through independent advocacy**

Supporting Information

Guidance for delivery

Note, learners completing this qualification with the purpose of **leading and managing independent advocacy services** should select to complete this unit (**521**) from Mandatory Group A. Learners completing this qualification for all other health and social care services should select unit 520 from Mandatory Group A.

This unit builds on learning from the Level 4 Preparing for Leadership and Management in Health and Social Care qualification, in particular:

- Unit 410 Legislation, theories and models of person/child-centred practice - Learning outcomes: 1; 2; 4; 5; 6; 7; 8
- Unit 412 Leadership and management of effective team performance in health and social care services - Learning outcomes: 2; 7

Guidance and resources listed for these units would be pertinent for Unit 521.

Approaches would include non-instructed and instructed advocacy

Development opportunities may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions

Resources

- Social Care Wales resource 'First Steps in Management':
<https://socialcare.wales/learning-and-development/first-steps-in-management>
- Social Care Wales resources for Code of Professional Practice and Practice guidance:
<https://socialcare.wales/fitness-to-practise/codes-of-practice-and-guidance>

Related NOS

- **SCDLMCB2:** Lead and manage service provision that promotes the well-being of individuals
- **SCDLMCB3:** Lead and manage the provision of care services that deals effectively with transitions and significant life events
- **SCDLMCB6:** Lead and manage provision of care services that supports the development of children and young people
- **SCDLMCE1:** Lead and manage effective communication systems and practice

What subject areas will I learn about?

Each of the units in the qualification include areas of learning that link to each unit title. As illustrated above, these are presented in Learning Outcomes and Assessment Criteria. An overview of each unit in the **Level 5 Leadership and Management of Health and Social Care: Practice qualification** is provided below.

MANDATORY GROUP A	
Unit	Unit Summary
Unit 520: Lead and manage person/child-centred practice	<p>The aim of this unit is to support learners to develop the competencies needed to lead and manage person/child-centred practice. It builds on learning from the Level 4 Leadership and Management in Health and Social Care qualification.</p> <p>In the context of this unit, the term 'individuals' relates to adults and/or children and young people.</p>
Unit 521: Lead and manage person/child-centred practice through independent advocacy	<p>The aim of this unit is to support learners to develop the competencies needed to lead and manage person/child-centred practice through independent advocacy. It builds on learning from the Level 4 Leadership and Management in Health and Social Care qualification.</p> <p>In the context of this unit, the term 'independent advocacy' also includes independent professional advocacy.</p>

MANDATORY GROUP B

Unit	Unit Summary
Unit 522: Lead and manage effective team performance	<p>This unit aims to support learners to develop the competencies needed to effectively lead and manage team performance. It builds on learning from the Level 4 Leadership and Management in Health and Social Care qualification.</p> <p>In the context of this unit, the term 'individuals' relates to adults and/or children and young people.</p>
Unit 523: Lead and manage the quality of service provision to meet legislative, regulatory and organisational requirements	<p>The aim of this unit is to support learners to develop the knowledge, understanding and skills required to lead and manage the quality of service provision to meet legislative, regulatory and organisational requirements. It builds on learning from the Level 4 Leadership and Management in Health and Social Care qualification.</p> <p>In the context of this unit, the term 'individuals' relates to adults and/or children and young people.</p>
Unit 524: Professional practice	<p>The aim of this unit is to support learners to reflect on and develop their professional practice in a leadership and management role. It builds on learning from the Level 4 Leadership and Management in Health and Social Care qualification.</p> <p>In the context of this unit, the term 'health and social care' also references advocacy.</p>
Unit 525: Lead and manage practice that promotes the safeguarding of individuals	<p>The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to promote the safeguarding of individuals in a leadership and management role. It builds on learning from the Level 4 Leadership and Management in Health and Social Care qualification.</p> <p>In the context of this unit, the term 'individuals' relates to adults and/or children and young people.</p>
Unit 526: Lead and manage health, safety and security in the work setting	<p>The aim of this unit is to support learners to develop the knowledge, understanding and skills to lead and manage health, safety and security in the work setting.</p> <p>In the context of this unit, the term 'individuals' relates to adults and/or children and young people.</p>

OPTIONAL UNITS

Unit	Unit Summary
Unit 527: Lead and manage service provision for children and young people who are looked after	<p>This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage service provision for children who are looked after</p> <p>In the context of this unit the term 'children' refers to children and young people who are looked after.</p>
Unit 528: Lead and manage service provision for disabled children and young people	<p>This unit aims to support learners develop the knowledge, understanding and skills needed to lead and manage support disabled children and young people to achieve of positive outcomes including their holistic growth, learning and development.</p> <p>In the context of this unit, the term 'children' refers to 'disabled children and young people'.</p>
Unit 529: Lead and manage support for reducing restrictive practices through positive approaches for behaviour support	<p>This unit is for those who are responsible for leading and managing positive behavioural support</p> <p>In the context of this unit, the term 'individual' refers to adults or children and young people.</p>
Unit 530: Lead and manage care and support for individuals living in their own homes	<p>This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage care and support for individuals living in their own homes.</p>
Unit 531: Lead and manage services for individuals living in care home settings	<p>This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage services for individuals living in care home settings.</p> <p>In the context of this unit, the term 'individuals' refers to older adults living in care home settings.</p>
Unit 532: Lead and manage practice in dementia care	<p>This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage services for individuals living with dementia</p> <p>In the context of this unit, the term 'individual' relates to people living with dementia.</p>

OPTIONAL UNITS

Unit	Unit Summary
Unit 533: Lead and manage services for individuals living with mental ill-health	<p>This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage services for individuals living with mental ill-health</p> <p>In the context of this unit, the term 'individual' relates to adults living with mental ill-health.</p>
Unit 534: Lead and manage support for individuals with a learning disability and/or autism	<p>This unit aims to develop learner's knowledge, understanding and skills needed to lead and manage services for individuals with a learning disability and/or autism</p> <p>In the context of this unit, the term 'individual' refers to autistic adults and/or adults with learning disabilities.</p>
Unit 535: Lead work with individuals with sensory loss	<p>This unit aims to support learners to develop the knowledge, understanding and skills to lead and manage practice for individuals with sensory loss.</p>
Unit 536: Lead and manage work for substance misuse services	<p>This unit will provide learners with the knowledge, understanding and skills needed to lead and manage work with individuals who misuse substances.</p>
Unit 537: Lead work in end of life care	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading and managing a service that provides end of life care. The learner will analyse a range of tools and theories to provide the best outcomes for individuals in end of life services and provide support to staff and others to achieve delivery in excellence for individuals, their families and carers.</p>
Unit 538: Lead and manage a clinical area	<p>This unit covers the skills required to manage and lead a clinical area. In the context of this unit this would include District Nursing and other NHS community based services.</p>

OPTIONAL UNITS

Unit	Unit Summary
Unit 539: Lead and manage adult placement/shared lives services	<p>This unit aims to support learners develop the knowledge, understanding and skills needed by those who are responsible for managing Adult Placement/Shared Lives services</p> <p>In the context of this unit, the term 'carers' refers to Adult Placement/Shared Lives carers.</p>
Unit 540: Lead and manage independent advocacy services	<p>This unit aims to support the learner to develop the knowledge, understanding and skills needed to lead and manage independent advocacy services.</p>
Unit 541: Lead and manage work with carers	<p>This unit aims to support learners develop the knowledge, understanding and skills to lead and manage work with carers</p> <p>In the context of this unit, the term 'carers' relates to young carers and/or carers who are adults. The term 'individual' relates to adults and/or children.</p>
Unit 542: Lead support for carers	<p>This unit aims to support learners develop the knowledge, understanding and skills to lead support for carers</p> <p>In the context of this unit, the term 'carers' relates to young carers and/or carers who are adults. The term 'individual' relates to adults and/or children.</p>
Unit 543: Lead and manage inter-professional working arrangements	<p>The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to lead and manage inter-professional working arrangements.</p> <p>In the context of this unit, the term 'individual' refers to adults and/or children.</p> <p>Inter-professional teams are where team membership comprises of different professions and occupational groups working together to make assessments and decisions.</p>

OPTIONAL UNITS

Unit	Unit Summary
Unit 544: Lead work with volunteers	The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to lead work with volunteers in service provision.
Unit 545: Lead and manage business planning and processes	<p>The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to lead and manage business planning and processes</p> <p>In the context of this unit, the term 'individuals' refers to adults and/or children.</p>
Unit 546: Lead and manage a therapy team	<p>This unit covers the skills required to manage and lead a therapy team, or sub-specialty</p> <p>The service will be patient-facing, with the individual having responsibility for team delivering care.</p> <p>In the context of this unit patients may include children and/or adults dependant on the focus of the therapy team.</p>
Unit 401: Using assessments for the development of personal plans	<p>This unit aims to support learners to develop the knowledge, understanding and skills needed to use assessment information to develop personal plans for the delivery of care and support that meets identified outcomes.</p> <p>In the context of this unit, 'individual' refers to adults or children and young people. Practice assessment would include families/carers where appropriate.</p>

What do I have to do to achieve this qualification?

In order to achieve the **Level 5 Leadership and Management of Health and Social Care: Practice qualification**, you will need to:

1. work closely with your **tutor/teacher/assessor/employer**
2. be prepared to learn about and experience new things related to working within health and social care
3. prepare for and complete assessments – there is more information about assessment on page 11.

Throughout the **Level 5 Leadership and Management of Health and Social Care: Practice qualification**, you will come into contact with, and be supported by, people in various different roles:

ROLES	SCOPE AND FUNCTION
Tutor	Provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment.
Internal assessor	A qualified assessor – they will be responsible for determining the outcome of tasks using externally set pass criteria and completing formative and summative observations.
Internal Quality Assurer	Ensures that the assessment of evidence is of a consistent and appropriate quality.
External Quality Assurer	is responsible for confirming that the planning, delivery and assessment of the internally assessed tasks has been carried out in accordance with City & Guilds policies and procedures.
City & Guilds External Assessor*	A qualified assessor who is responsible for completing one observation of practice, conducting a professional discussion and making the final assessment judgement.
City & Guilds Lead Assessor*	Will be responsible for sampling and standardising the assessment judgement determined by external assessors.

* These roles are appointed by City & Guilds – you may meet these people towards the end of your qualification.

Focus on leadership

Throughout the **Level 5 Leadership and Management of Health and Social Care: Practice** qualification, there is a focus on developing your leadership and management skills so that you can demonstrate how you 'lead and manage'.

All of the units focus on your ability to lead and manage, rather than promote or support. As a result, the learning outcomes throughout the qualification require you to work at a higher level of responsibility.

- e.g. Unit 520 Learning outcome 1 – Lead and manage practice that supports individuals to achieve positive outcomes
- Unit 539 Learning outcome 4 – Lead and manage support for carers to provide Shared Lives placements/arrangements

This is also demonstrated in many assessment criteria.

- e.g. Unit 521 Assessment Criteria 1.2 – Lead practice that promotes inclusive approaches to establish what the individual wants
- Unit 522 Assessment Criteria 7.1 – Implement systems, procedures and practice for addressing poor performance
- Unit 523 Assessment Criteria 2.3 – Lead work to identify how performance of the service provision will be measured including key indicators and roles and responsibilities
- Unit 525 Assessment Criteria 1.2 – Monitor compliance with requirements for safeguarding and take action where these are not being adhered to
- Unit 532 Assessment Criteria 3.5 – Lead and manage practice for the use and adaptation of communication that responds to each individual's sense of reality, needs and preferences

Employer engagement

In order to achieve the **Level 5 Leadership and Management of Health and Social Care: Practice qualification** you must be working in a leadership or management role within a health and social care setting. Although not essential, this qualification provides opportunity for your employer to be very involved in your learning, development and progress throughout your qualification, and this is something that should be strongly encouraged and supported.

What is a workplace mentor?

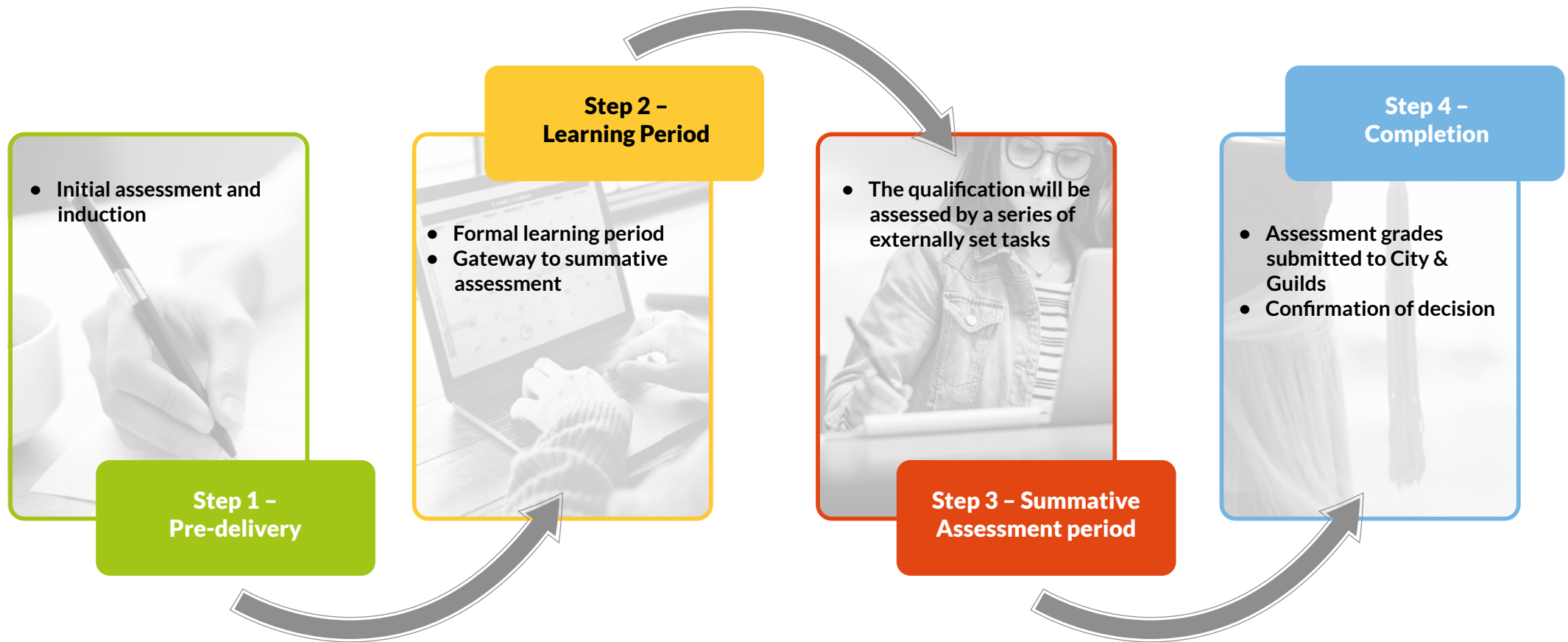
A workplace mentor may be assigned to you by your employer. They are not a mandatory requirement for this qualification, but some employers and providers recognise that they have an important role in workplace learning and assessment. A workplace mentor will help you to make connections between what you may learn in the classroom and how this applies in the world of work. They may also help you to identify and make the best use of any opportunities for learning that occur when you are 'on-the-job'. Your internal assessor may also be able to work as your mentor.

I am not employed; can I still complete this qualification?

This qualification is designed for individuals working in a leadership or management role within the health and social care sector (adults, and children and young people). If you are not currently employed it is highly recommended that you consider completing the following qualification:

- **Level 4 Leadership and Management in Health and Social Care**

What might my journey through the qualification look like?



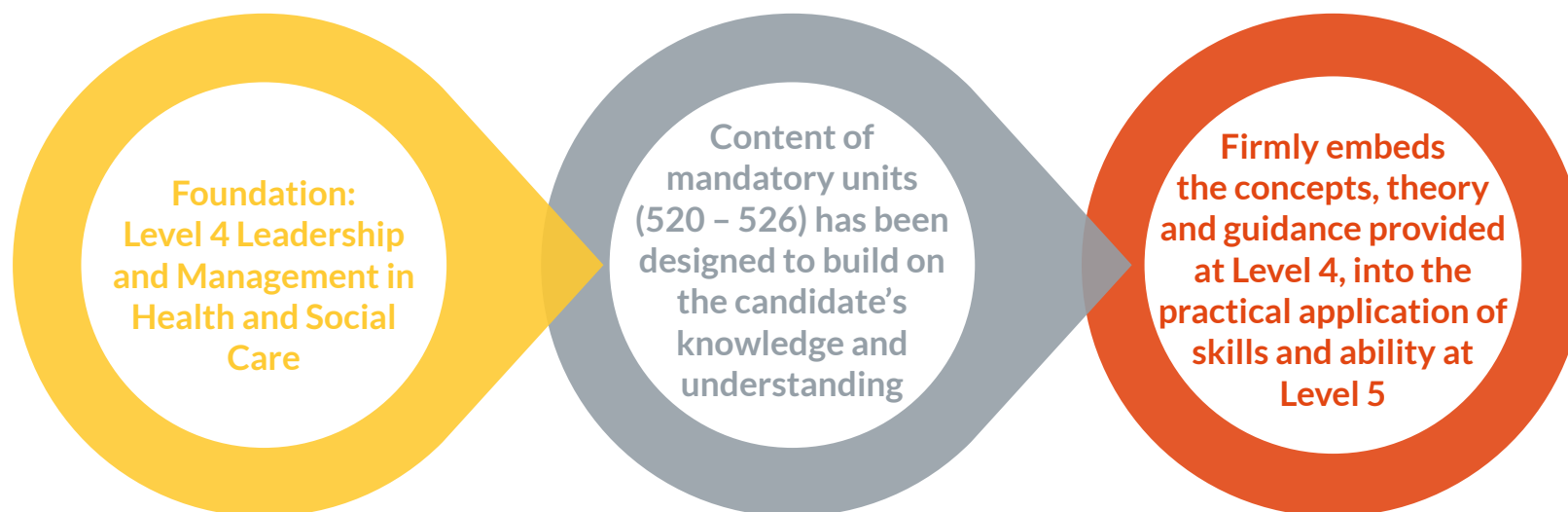
- **Completion of the Level 4 Leadership and Management in Health and Social Care qualification** (or an agreed comparable qualification):

It is a requirement that before undertaking this qualification you have completed the Level 4 Leadership and Management in Health and Social Care qualification (or an agreed comparable qualification).

- **Initial registration and Induction**

- **Unit selection**

You will discuss options available for completion of the qualification with your assessor/manager/employer, e.g. optional unit selection.



The delivery of Level 5 **builds upon** the Level 4 content but does not attempt to unnecessarily replicate it. Refreshment or reiteration of certain content elements may be helpful; however, the delivery should primarily focus on the development of Level 5 skills, with the understanding that a secure knowledge base has already been achieved by candidates.

You will complete an initial assessment before you start your programme to identify:

- whether you have any specific training needs
- support and guidance you may need when working towards your qualification
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme so that you fully understand the requirements of the qualification, your responsibilities as a learner, and the responsibilities of the centre. This information may be recorded on a learning contract. It is really beneficial for your manager/ employer to participate in, or contribute to, this discussion.

It would also be helpful to discuss with your tutor/assessor what you hope to achieve from this qualification, and there would be value in completing a personal statement at the start of the programme, where you consider your own goals for what you hope to achieve from completion of the programme, and remain focused on these throughout the delivery.

Your college or work-based provider may require you to engage in additional learning focused on the wider range of skills that you may require in order to complete this qualification, e.g. an introduction to research and study skills. An introduction to these skills will be highly advantageous to support you through the delivery process, assessment tasks and to embed an enriched learning experience.

What resources will I need?

You must have access to a suitable range of resources to carry out the assessment tasks. This will be discussed during your induction, and you should share this information with your manager/employer.

- **Staff resource** – you are required to be observed managing others as part of the evidence for this qualification; managers/employers should ensure that for purposes of assessment, you are provided opportunity to use staff resource as needed for the implementation of your business project. The required level of resource should be reasoned and agreed as part of the approval of the business project plan.
- **Environment** – it is expected that all activities be carried out as in normal work practice, including those undertaken offsite.

Which units will I complete?

To achieve the **Level 5 Leadership and Management of Health and Social Care: Practice** qualification, you must achieve a **minimum** of 120 credits in total.

- 20 credits must be achieved from Mandatory Group A*
- 70 credits must be achieved from Mandatory Group B
- A minimum of 30 credits must be achieved from the Optional Group.

It is really beneficial for your manager/employer to participate in this selection process. Speak to your manager about what optional units are the best fit for your role in the setting and for their vision of the services provided.

*Learners completing this qualification with the purpose of leading and managing independent advocacy services should select unit 521 from Mandatory Group A. Learners completing this qualification for all other health and social care services should select unit 520 from Mandatory Group A.

What are credits?

We have awarded a credit value to each unit; these values can be found in the qualification handbook and are expressed in the table below. The credits awarded to a unit reflect the level and volume of knowledge, understanding, behaviours, skills and practice which will be achieved through completion of the unit.

Unit Number	Unit title	GLH	Credits
Mandatory Group A			
520	Lead and manage person/child-centred practice	60	20
521	Lead and manage person/child-centred practice through independent advocacy	60	20
Mandatory Group B			
522	Lead and manage effective team performance	65	18
523	Lead and manage the quality of service provision to meet legislative, regulatory and organisational requirements	70	16
524	Professional practice	50	12
525	Lead and manage practice that promotes the safeguarding of individuals	60	12
526	Lead and manage health, safety and security in the work setting	60	12
Optional Group			
527	Lead and manage service provision for children and young people who are looked after	45	31
528	Lead and manage service provision for disabled children and young people	50	30
529	Lead and manage support for reducing restrictive practices through positive approaches for behaviour support	40	21

Learners may only achieve credits for one of the following:

- Unit 541 Lead and manage work with carers
- Unit 542 Lead support for carers

If learners take both units as part of this qualification, only credits achieved from one unit will count towards their overall credit achievement.

Learners should select units that are relevant to their role and to the individuals for whom they care within their organisation/setting.

Unit Number	Unit title	GLH	Credits
530	Lead and manage care and support for individuals living in their own homes	40	19
531	Lead and manage services for individuals living in care home settings	30	30
532	Lead and manage practice in dementia care	40	31
533	Lead and manage services for individuals living with mental ill-health	40	31
534	Lead and manage support for individuals with a learning disability and/or autism	40	34
535	Lead work with individuals with sensory loss	50	20
536	Lead and manage work for substance misuse services	40	19
537	Lead work in end of life care	30	11
538	Lead and manage a clinical area	50	30
539	Lead and manage adult placement/shared lives services	40	18
540	Lead and manage independent advocacy services	20	24
541	Lead and manage work with carers	20	11
542	Lead support for carers	10	8
543	Lead and manage inter-professional working arrangements	20	10
544	Lead work with volunteers	10	9
545	Lead and manage business planning and processes	20	12
546	Lead and manage a therapy team	80	20
401	Using assessments for the development of personal plans	35	6

Optional group

There is one group of optional units with 21 units in total and you must choose **at least one optional unit**. Your chosen units from the Optional Group must equate to at least 30 credits in total. You should select units that are relevant to your role and to the individuals for whom you care within your organisation/setting. It is really beneficial for your manager/employer to participate in this selection process.

Many of these units focus on leading and managing specific services within various health and social care settings/services. Units 527 and 528 focus on children and young people, while unit 531 relates to leading and managing services for individuals living in care home settings. Unit 532 is about leading and managing practice in dementia care, while unit 536 relates to leading and managing work for substance misuse services, and unit 534 is about leading and managing support for individuals with a learning disability and/or autism.

There are also units within this group that focus on leading and managing people; unit 541 requires you to lead and manage work with carers, while unit 542 requires you lead support for carers. Unit 543 requires you to lead and manage inter-professional working arrangements, while unit 544 directs you to lead work with volunteers.

To complete a unit in this group you must be leading and managing the relevant services. Speak to your manager/employer about their vision of the services provided, what optional units are the best fit for your role in the setting and discuss the suitability of the units you are considering.

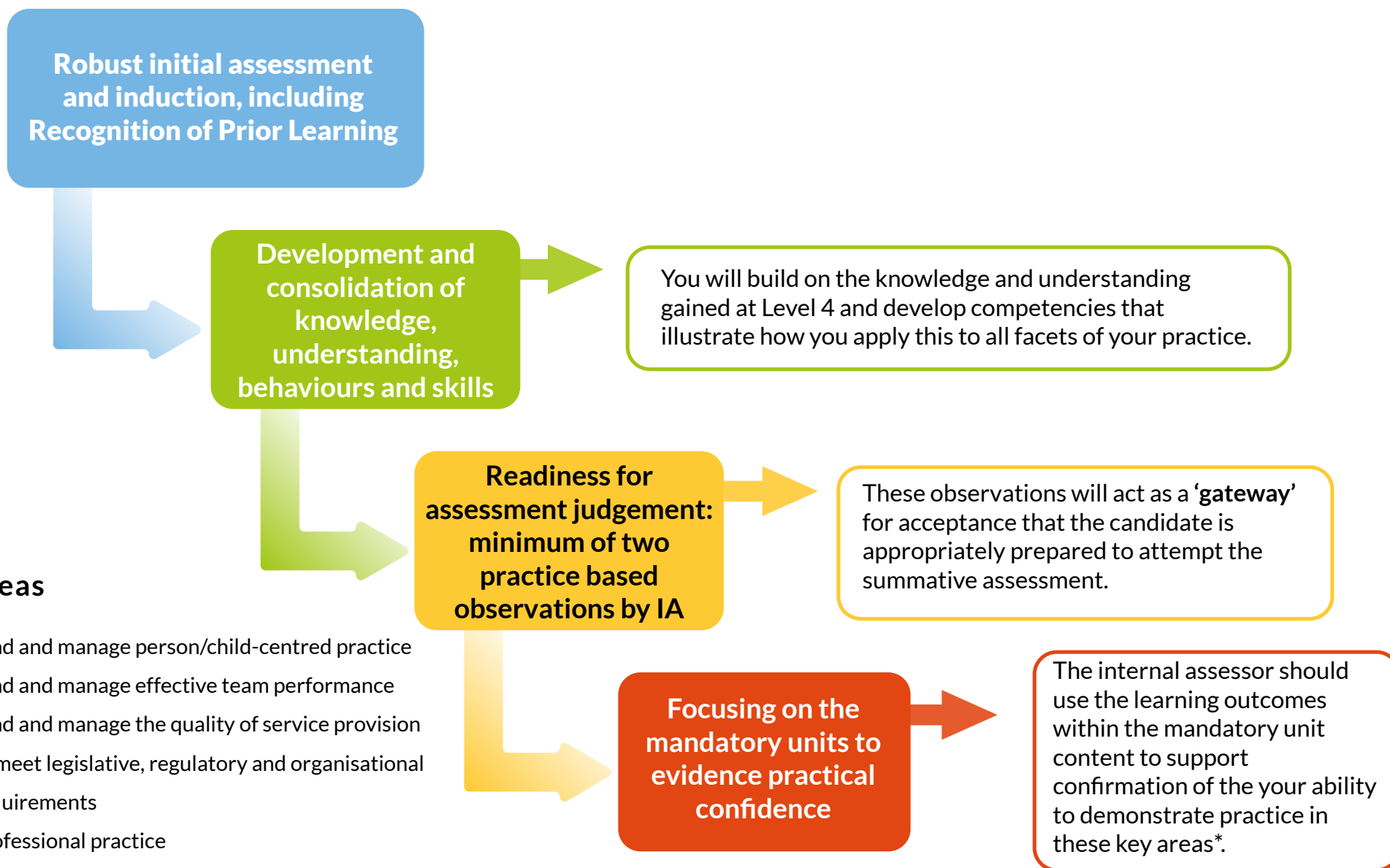
- **Formal learning period**

You will undertake on the job learning and training and ongoing formative assessment

- **Gateway to summative assessment – observations**

You will be observed in practice by your assessor on a minimum of two formal occasions

Following the completion of observations, you will discuss and agree with your assessor/manager/employer your readiness for assessment.



*Key areas

- Lead and manage person/child-centred practice
- Lead and manage effective team performance
- Lead and manage the quality of service provision to meet legislative, regulatory and organisational requirements
- Professional practice
- Lead and manage practice that promotes the safeguarding of individuals
- Lead and manage health, safety and security in the work setting.

Formal learning period

During your learning period, you will build up a 'tool kit' of knowledge, understanding and skills in order for you to competently lead and manage practice within your organisation/setting. Your learning will support you to take responsibility for transferring your knowledge, understanding and skills into practice, foster independence, autonomy and the confidence needed within job roles at this level.

Formative assessment

It is recommended that your tutor/internal assessor set shorter, formative tasks during this learning period. These tasks will allow you to be supported towards more independently applying the learning you have so far covered, drawing this together in a similar way, so you are familiar with the format, conditions and expectations of the assessment. You are also encouraged to reflect on the theoretical assessment activities that you undertook as part of the **Level 4 Leadership and Management in Health and Social Care qualification** to support your assessment in practice at Level 5.

Readiness for assessment

Prior to starting the summative assessment, your internal assessor will confirm your 'readiness' through their formative assessment activities.

Your internal assessor will undertake a **minimum of two** practice-based observations to support a judgement that you are ready for the summative assessment. These observations will act as a 'gateway' for acceptance that you are appropriately prepared to attempt the summative assessment. The observations will be based on the mandatory units of the qualification.

What happens if I am not ready?

If your internal assessor is not confident of your 'readiness' following either of the **two** observations, they will discuss with you what additional learning or training is needed and should schedule a further checkpoint to confirm that this learning/training has happened. If the internal assessor is not satisfied with the progress you have made at this checkpoint, further practical observation(s) should be scheduled.

What happens when I am ready?

If your internal assessor is confident of your 'readiness' following your **two** observations, they will introduce the assessment to you. Release of the assessment to you confirms that the internal assessor has confidence that you are working in a way that consistently demonstrates the values, principles and behaviours that are expected of a leader in practice within the health and social care sector.

Step 3 – Summative Assessment period

Once it is agreed, between you and your assessor/manager/employer that you are ready to be assessed, you will begin to prepare for your final assessment.

- **A portfolio of evidence**
 - **A business project**
- **A professional discussion**

Assessment is holistic, which means that your evidence will be collected from real working situations that show you can work confidently and consistently across all aspects of the qualification on more than one occasion.

How will my qualification be assessed?

The **Level 5 Leadership and Management of Health and Social Care: Practice qualification** will be assessed by a series of externally set tasks. All assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three tasks will result in an overall qualification grade being achieved.

ASSESSMENT TASK	DURATION	PURPOSE	UNITS	INTERNAL ASSESSOR/ EMPLOYER ROLE/ ASSESSMENT	ASSESSMENT ACTIVITY
Task 1: Portfolio	Maintained throughout	<p>‘Showcase’ of evidence that originates during the period of assessment – summative.</p> <p>Captures evidence not gathered through business project.</p>	Mandatory and/or optional	Provides support and guidance.	Assessed as part of the professional discussion that will be undertaken with the External Assessor.
Task 2: Business Project 2a – Rationale 2b – Plan 2c – Implementation 2d – Evaluation	Approx. 8-9 months	<p>How the candidate:</p> <ul style="list-style-type: none"> supports, develops and enhances provision for, and the experience of, individuals within their organisation/setting works with and manages others within the organisation/setting to successfully implement their project. 	Mandatory and optional	2a – concept meeting 2b – project planning meeting 2c – minimum of two observations by IA (p19). Internal Assessor should facilitate regular ‘check-ins’ though this period or manager via supervision.	2a – rationale, proposal concept form 2b – completed business project plan, business project approval form 2c – minimum of one observation by External Assessor (summative), critically reflective log 2d – overall evaluation of the business project

ASSESSMENT TASK	DURATION	PURPOSE	UNITS	INTERNAL ASSESSOR/ EMPLOYER ROLE/ ASSESSMENT	ASSESSMENT ACTIVITY
Task 3: Professional Discussion	Summative Up to 75 mins	The focus of the discussion will be on the learning and development that has been undertaken as part of the qualification. This will be underpinned by the activities and work that the candidate has completed as part of their learning programme and their assessments.	Mandatory and optional	Provides guidance around the format of the discussion and will support with mentoring activities to prepare the candidate for undertaking the discussion.	<p>Candidate led discussion with the External Assessor.</p> <p>The candidate must respond to the discussion points and questions independently without support and comply with the relevant conditions if the assessment is being conducted remotely.</p> <p>Any preparatory notes referred to within the discussion will be used as evidence.</p>

**Full
assessment
journey
9-12 months
depending on
employment
contract**

Your internal assessor should introduce the assessment to you when you are deemed ready and prepared to undertake it.

All the assessment tasks are expected to take place within a 9-12 month period. This assessment period will commence at the outset of the concept discussion meeting and includes approximately 8-9 months spent on producing evidence for the business project and time for completion of the professional discussion.

What will I have to do?

The assessments for this qualification have been designed to present you with the opportunity to demonstrate how you apply the skills, knowledge and understanding of leadership and management within the context of real-life work situations in health and social care. The tasks require you to consider how you behave as a leader and manager, and you should approach the tasks from this perspective, applying the knowledge, understanding and skills you have gained and developed from your learning programme to respond to the tasks.

Where possible, you are encouraged to use your own experience and reflections of previous experience in the health and social care sector to support your responses.

If you do refer to any current or past experiences that relates to work with individuals or others, you must ensure that any references to the identity of these individuals or organisations/settings are kept fully anonymised within all your assessment tasks. This should include taking care not to use specific references or information that may, by default, identify an organisation/setting, individual supported or other individual.

The three assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three tasks will result in an overall qualification grade being achieved.

Assessment approach

The **Level 5 Leadership and Management of Health and Social Care: Practice qualification** will be assessed through a series of assessment activities.

- A **portfolio of evidence** will be used to gather assessment evidence for learning outcomes where opportunities in practice may not be presented through the business project. This will include areas from the mandatory and the optional units.
- A **business project** will be used to gather assessment evidence for the majority of the mandatory content, as well as the optional units where achievable. The project will require you to:
 - identify an opportunity for implementing a new or revised provision/initiative within the organisation/setting
 - develop a project plan for implementing a new or revised provision/initiative within the organisation/setting
 - implement the new or revised provision/initiative
 - evaluate the outcome of the implementation.
- The assessment approach will be concluded by you delivering a final evaluation of your activities through a **professional discussion** held with an external assessor.

The use of simulated practical assessment is not permitted as evidence within this qualification. Simulated situations or activities may be useful for supporting formative assessment activities, but evidence for summative assessment should reflect the your actual experienced practice.

Task 1: Portfolio of evidence

You are required to maintain a portfolio of evidence throughout the assessment period. The portfolio is intended to capture evidence for outcomes that would not be directly evidenced through your business project.

This may include both areas from the mandatory content, and any optional units that you undertake as part of your learning programme. You may also use the portfolio to provide any 'showcase' examples of evidence that capture key activities and achievements that you have undertaken as part of your practice from across the period of assessment.

Task 2: Business project

You are required to undertake and lead on a business project within your organisation/setting. The business project should be conducted over a period of approximately 8-9 months. This has been set to provide sufficient time to identify an opportunity, plan and implement, and then evaluate the outcomes of implementing the new/revised provision or initiative.

You must consider the contents of the optional units that you are completing as part of the qualification and how you will be able to demonstrate your practice from these units through your business project. This includes how you have considered and used any theories, models and research related to the optional unit content areas as part of the development and implementation of your business project.

Your internal assessor and manager/employer should confirm with you during the initial concept discussion meeting expectations of the timeframe, based on your role, that they expect the assessment to take place in. If it is agreed that the entire assessment will take longer than 9 months, the decision for this should be recorded, and a rationale provided to confirm why this approach has been agreed.

Task 3: Professional discussion

You will be invited to attend a professional discussion to discuss work completed as part of your portfolio and your business project. The professional discussion will be held with an external assessor.

Evidence from your portfolio and business project will be submitted to the external assessor who will use this to prepare for your discussion.

What evidence might I use in my portfolio?

Additional evidence will be gathered through normal workplace processes, including witness testimony from your employer or workplace mentor.

- Expert witnesses
- Witness testimonies
- Workplace documents/products
- Candidate/reflective accounts/logs
- Question responses
- Supportive case studies.

Expert Witness

Where used to provide supportive evidence as part of the portfolio, expert witnesses must:

- have a working knowledge of the units for which they are giving testimony
- be occupationally competent in their area of expertise to at least the same level of the unit for which they are providing testimony
- have either a qualification in assessment of workplace performance or a professional work role that involves evaluating the everyday practice of staff.

Reflective log

You are required to maintain a reflective log alongside the implementation of the business project, capturing your activities and experiences. This is not as a diary for capturing a high-level narrative of what activities you have undertaken, but rather it should be utilised for purposes of self-reflection, critical analysis and detailed review of what you have achieved; what has gone well, or less well, and your thoughts and feelings on how to improve in practice.

Your tutor/manager/employer is encouraged to explore the use of different styles of reflection with you, supporting you to identify and use a format that reflects best your learning style and that best supports you to progress and develop your reflections into enhancement of your practice.

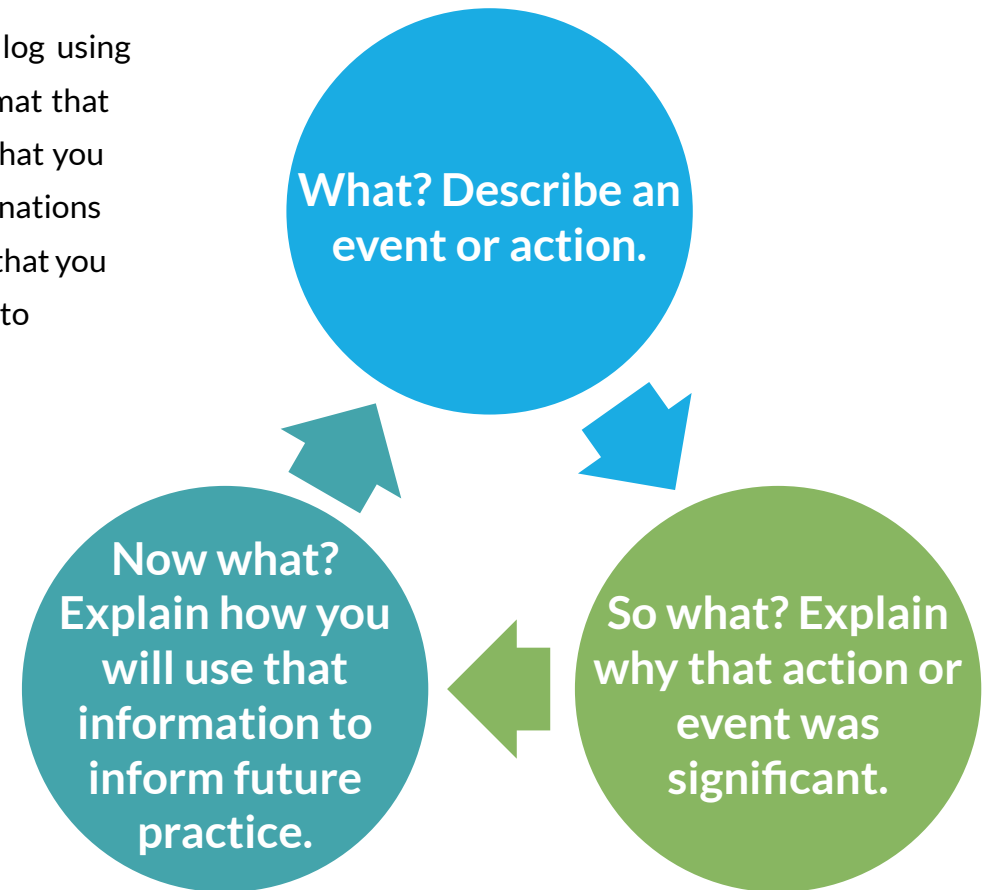
What is a reflective log?

Your reflective log is a critical piece of evidence in completing your **Level 5 Leadership and Management of Health and Social Care: Practice qualification**. This is a written piece of evidence in which you reflect on your practice while working within the health and social care setting and identify any of your own development needs to discuss further with your manager/employer/assessor.

This log is more than a diary and will contain more than a record of events; it will also contain self-reflection, critical analysis and detailed reviews of what you have achieved, what has gone well, or less well, and your thoughts and feelings on how to develop and improve in practice. It is also an opportunity for you to showcase that you know and understand the concepts, approaches, policy and legislation that underpins high quality, person-centred and rights-based practice.

Your manager/employer is encouraged to support you to complete this log using different styles of reflective log, supporting you to identify and use a format that best reflects your learning style. Your manager/employer should be sure that you understand what you need to do and by when, and that you need to add explanations showing understanding during your written work. They should also ensure that you are not led or told what to do in a way that prevents you from being able to show your own independent decision making and practice.

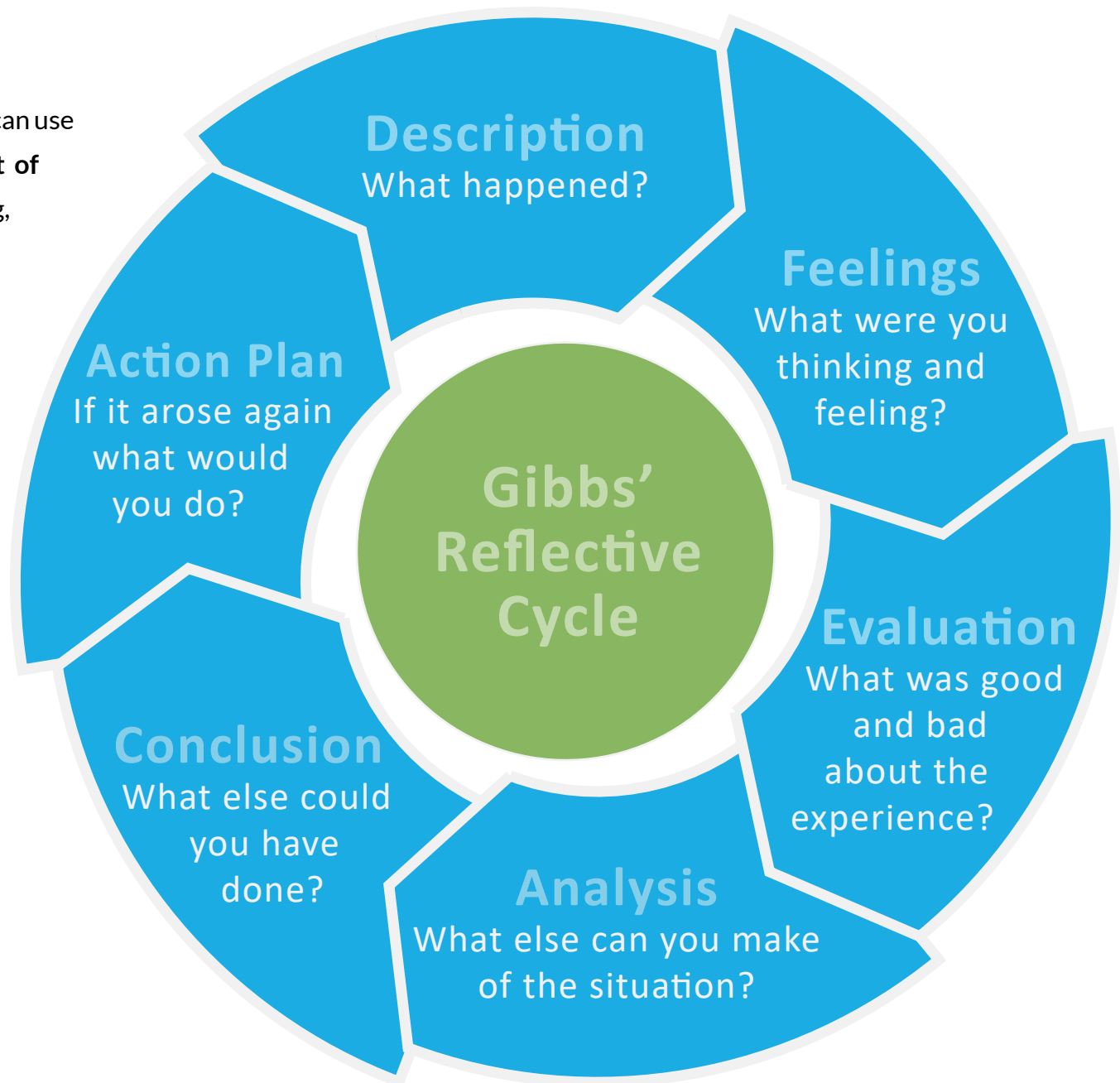
Reflection is an ongoing process of immense value and importance, and as such you should update your log regularly throughout the period between progress meetings. Your log will be the subject of discussion during progress meetings and will enable your assessor and manager/employer to more fully support your learning, determine confidence and knowledge, as well as your readiness for assessment.

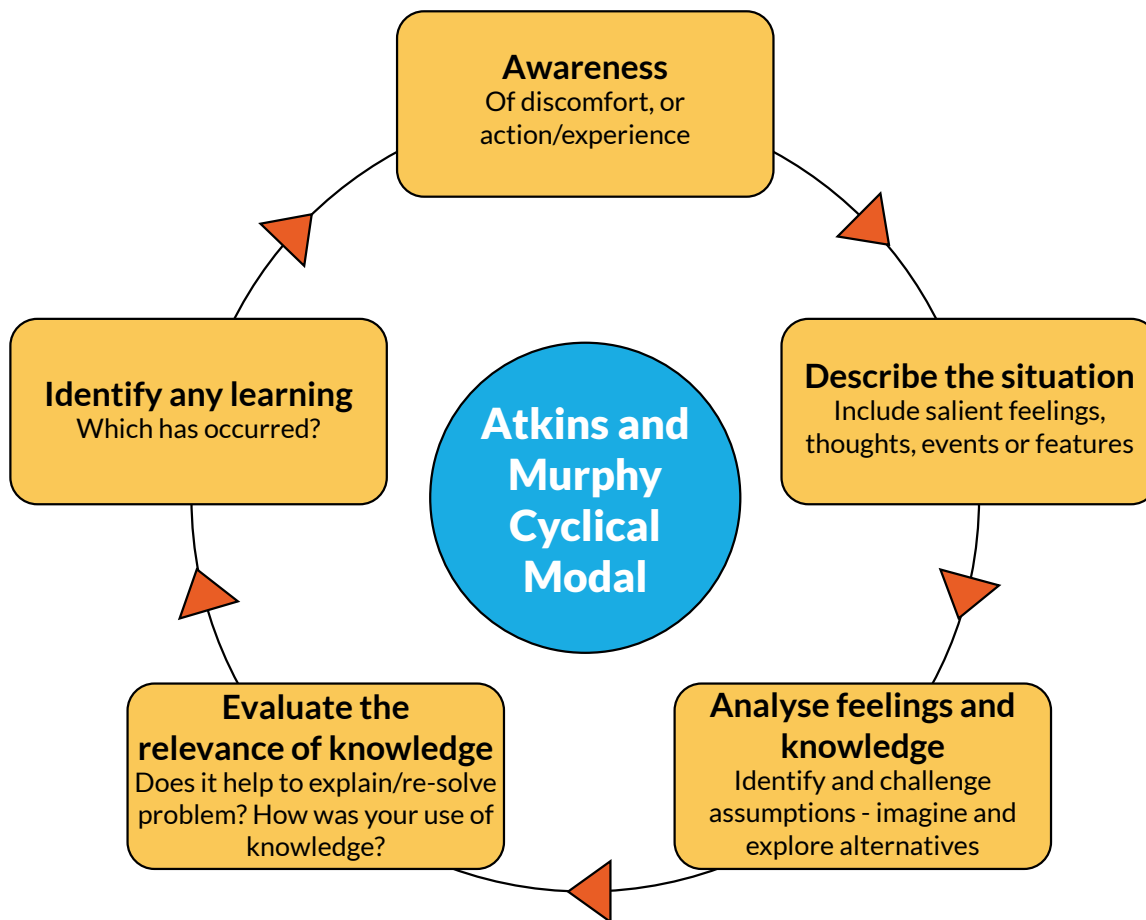


There are various models of reflection that you can use for your **Level 5 Leadership and Management of Health and Social Care: Practice** reflective log, but it is recommended that you follow one of the following:

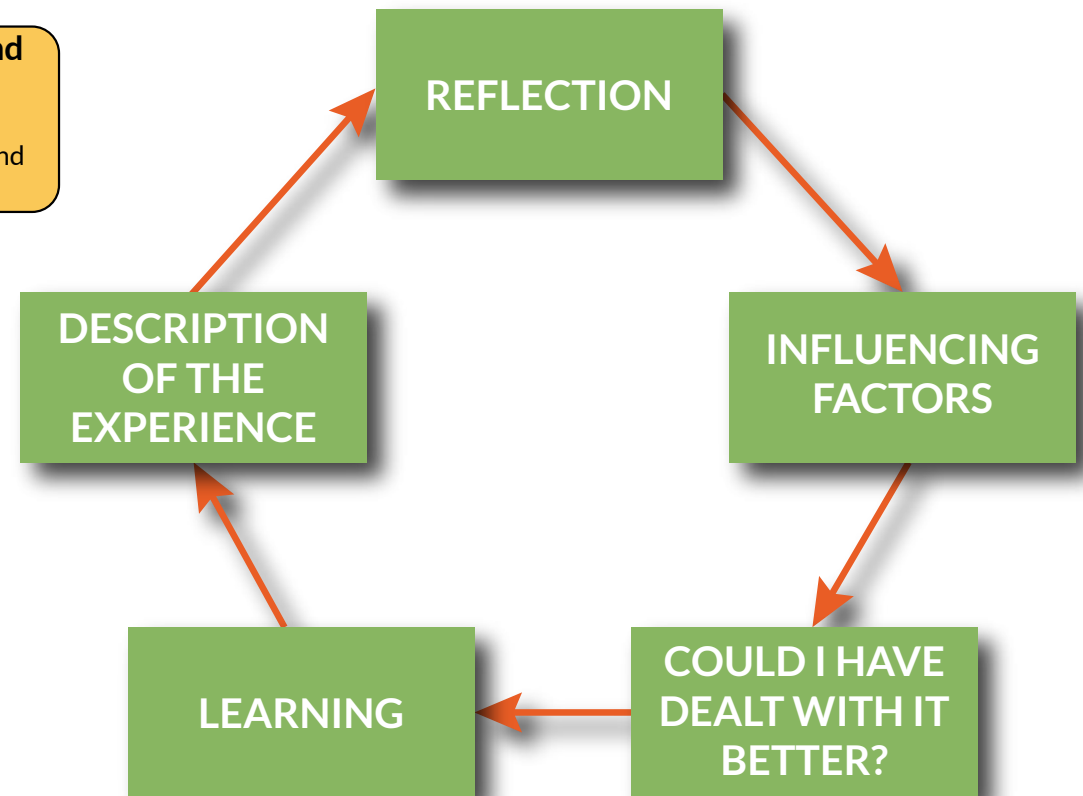
- Gibbs (1988) Reflective Cycle
- Johns (2000) Model of Reflection
- Atkins and Murphy (1993) cyclical model.

Most models of reflection are based on the principle that reflection leads to further learning. However, these recommended models will guide you in the different elements and layers required in a good reflection, thereby ensuring that you include the necessary detail, analysis and reflection within all of your entries.





Johns' Model of Reflection



What is a professional discussion?

The final assessment activity that you need to be complete is a formal professional discussion (Task 3) with an external assessor. The focus of the discussion will be on the learning and development that has been undertaken as part of the qualification. This will be underpinned by the activities and work that you have completed as part of your learning programme and your assessments. The external assessor will be interested in your approach to your work, which demonstrates the standard to which you perform in practice.

The external assessor is looking for evidence that you can apply the objectives of the qualification within your job role and that you demonstrate evidence of working in ways that reflect these competencies, with examples that are drawn from, and reflect on, your assessment tasks and your own work practice.

You must respond to the discussion points and questions independently without support and comply with the relevant conditions if the assessment is being conducted remotely.

Prior to the discussion

A minimum of three weeks prior to the scheduled date for your professional discussion, your evidence for Tasks 1 and 2 must be submitted to City & Guilds.

Your internal assessor will provide you with guidance around the format of the discussion and will support you with mentoring activities to prepare you for undertaking the discussion.

Timings

The discussion is not expected to last more than 75 minutes in total.

Retention of evidence

It is permitted for the assessor to digitally record the discussion to support the assessment process, e.g. to use as a post-review tool, or to support the capturing of notes that may be difficult to fully take during the discussion. If the assessor plans to record the discussion digitally, this must be discussed and agreed with you prior to the discussion starting.

Supporting the assessment process

Your internal assessor will:

- Review your business project concept and the business project plan for feasibility and ensure that the opportunity provides sufficient evidence to meet the requirements for assessment (Task 2b).
- Observe you implementing the delivery of your business project on a minimum of two occasions (Task 2c) – **in addition to the minimum of two observations that will be completed during the formative assessment process.**
- Provide evidence from practical observations and testimonies in the work environment, e.g. the use of observations/witness testimony incorporated into the portfolio. This evidence will inform the external assessor's overall judgements and observations.
- Support you to develop a portfolio of evidence that provides evidence of practice for learning outcomes not seen through the project.
- Provide ongoing coaching to support you as you progress your business project, and to assist your preparation for the professional discussion (Task 3).

Check-ins

Your tutor/internal assessor will also support you with regular check-ins throughout the duration of your business project to ensure that you are progressing on-track with your implementation plan. These check-ins may occur as part of already planned and scheduled supervision. You are encouraged to review your reflective log at these sessions and to build on and embed the outcome of coaching within these regular check-ins to support your practice, using reflection to show how you have achieved this.

Presentation of work

For the assessment tasks that require written responses, you are expected to have access to IT equipment and the internet, as appropriate for completion of the tasks. You are expected to produce typed responses for your written work.

- Evidence must have a header on each page containing your name and signature/e-signature, together with the date the evidence was produced.
- Each piece of evidence must be referenced to the task it is being submitted against either on an evidence reference form or within the header.
- Each piece of evidence must be presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.
- Where relevant, you are permitted to use and make reference to external resources throughout the assessment tasks. However, you must clearly detail and reference any external sources that you have referred to or used as part of your responses. The **‘What must be produced for assessment’** section of each task clearly states where a reference list must be provided if you have used any external resources as part of your task response.

Support and feedback

- Tutors/internal assessors may guide you on the evidence that needs to be produced by supporting access to the tasks.
- The tutor/assessor should be sure that you understand what you need to do and by when, and that you need to add explanations showing understanding during your written work.
- They should, however, ensure that you are **not led or told what to do in a way that prevents you from being able to show your own independent decision-making and application of your knowledge and understanding.**

- **Assessment grades submitted to City & Guilds**

- **Confirmation of decision**

You are informed of the assessment outcome.

If the assessment has not been achieved, the reasons for this outcome are outlined – and feedback given on what needs to be done next.

Resubmission

If you are required to submit further evidence, the centre must provide appropriate feedback and support to enable you to resubmit. If you do not meet the appropriate learning outcomes required in the subsequent resubmission, the centre should either:

- arrange additional support for you, or
- inform you of the right to appeal.

Where a candidate is required to undertake a further professional discussion, a clear audit trail must be provided by the internal assessor that shows how feedback has been provided to the candidate prior to undertaking this, and what remedial activity has been taken to support the development of any deficits in the candidate's knowledge and understanding.

There is no restriction on the number of times you can re-take/re-submit tasks that you may have failed within this qualification.

What happens after my professional discussion?

Once you have completed your professional discussion the external assessor will ensure that all assessment requirements have been achieved and carry out a final holistic assessment.

As part of their final assessment judgement, the external assessor should consider how you have met the key objective areas – within the context of both the mandatory units and any optional units selected.

On completion of their final assessment judgement, the external assessor will submit this to City & Guilds as confirmation of your outcome. City & Guilds will confirm candidate results within 30 working days of completion of the professional discussion.

What support is available to me?

You may be able to apply for extra support during your period of study and assessment. You will need to meet certain criteria and the process can take some time to organise, so make sure you speak with your tutor/teacher/trainer or assessor as soon as you can so that they can make arrangements. Not every application for additional support is successful and you may be asked for specific evidence to help make the right decision.

REMEMBER – Before taking an assessment it is important to be confident that you are ready and your tutor/teacher/assessor will help you to recognise when you have reached this point. Through the learning period you should have opportunities to practice working with individuals within the health and social care sector. Check out the learning resources on the following websites:

Health and Care Learning Wales:

<https://www.healthandcarelearning.wales/resources/>

Social Care Wales:

<https://socialcare.wales/resources-guidance>

<https://socialcare.wales/resources>

<https://socialcare.wales/hub/home>



How can I prepare for my assessments?

You should start preparing for your assessments as soon as you start your qualification. The sooner you start a good studying routine, the less stressful you will find it. Successful studying requires good organisational and time management skills, but you also need to be realistic. If you are working as well as attending school or college, or you are completing a work-based programme such as an apprenticeship, you will need to plan in study time. Be proud that you are studying and let your friends and family know that you will need and expect their support.

Some people find it easier and more effective to study first thing in the morning, others prefer later in the day, but regardless of the time of day, studying is much easier and more successful if you have a quiet and comfortable space that is bright and airy, and includes somewhere to write and read.

There are lots of resources available on the following websites, which will help you to study:

SOCIAL CARE WALES RESOURCES

[https://socialcare.wales/resources/
documents](https://socialcare.wales/resources/documents)

DIGITAL LEARNING RESOURCES

[https://www.healthandcarelearning.wales/
resources/](https://www.healthandcarelearning.wales/resources/)

<https://socialcare.wales/hub/home>

There are many tools and props that can help you study:

- Writing with colourful pens can help you to spot key words or phrases when you are revising.
- Summarising your notes can help you to organise your learning and reduce repetition.
- Working with others in small groups – sharing knowledge and understanding and testing each other is really worthwhile.
- Taking regular breaks – fresh air and exercise can give you an energy boost and help to keep your mind focused.
- Having a break from social media, put your phone on silent or better yet turn it off.

REMEMBER that you cannot study well if you are tired, too stressed or in a rush. Planning and determination is the key!

Progression across the wider sector

The **Level 5 Leadership and Management of Health and Social Care: Practice** qualification is part of a larger suite of qualifications that have been designed to enable progression in the wider health and social care sector, to other roles in the childcare services and further study or professional training.

Once you have completed the **Level 5 Leadership and Management of Health and Social Care: Practice qualification**, you may decide that you would like to work in childcare, or to continue studying. The following qualifications will help you to develop the knowledge, understanding and skills needed to work in other parts of the wider sector and, whilst not essential, may assist with progression to further or higher study:

- Level 3 Certificate and Diploma in Health and Social Care: Principles and Contexts (Adults, Children and Young People)
- Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare
- Level 3 Health and Social Care: Practice (Children and Young People)
- Level 3 Children's Care, Play, Learning and Development: Practice and Theory
- Level 3 Children's Care, Play, Learning and Development: Practice
- Level 4 Leadership and Management in Children's Care, Play, Learning and Development
- Level 4 Professional Practice in Children's Care, Play, Learning and Development
- Level 5 Leadership and Management in Children's Care, Play, Learning and Development

Will employers outside of Wales recognise my qualification?

The content of this qualification represents the fundamental Level 5 knowledge and understanding essential for working in a leadership and management role within the health and social care sector. It is required that learners will have previously completed the:

- Level 4 Leadership and Management in Health and Social Care qualification

All of the new qualifications within the suite are linked to key aspects of the National Occupational Standards for Health and Social Care, which are recognised by workforce regulators and sector organisations in England, Scotland and Northern Ireland as representative of the knowledge, understanding and skills needed to work within health and social care across the UK.

Funding

All of the qualifications referred to in this document are fundable in Wales, including Apprenticeships. Speak with your school, college or work-based provider about funding opportunities that may suit your needs.

How do I like to learn – What is my ‘preferred’ learning style?

Learning is a very individual process, and so it is important that you focus on how you can learn, process information effectively and how this can support your success and progression. It is important that you learn effectively so that you can recall your new knowledge easily when needed. This is not only about performing well in your assessments – it is equally important that you can recall your knowledge when you are working directly with children and others. This qualification will enable you to develop and demonstrate your knowledge, understanding, behaviours, skills and practice within a health and social care setting.

Research suggests that most people have a preferred way of learning, which can be roughly described in one or two of the following:

- Doing
- Thinking
- Feeling
- Watching

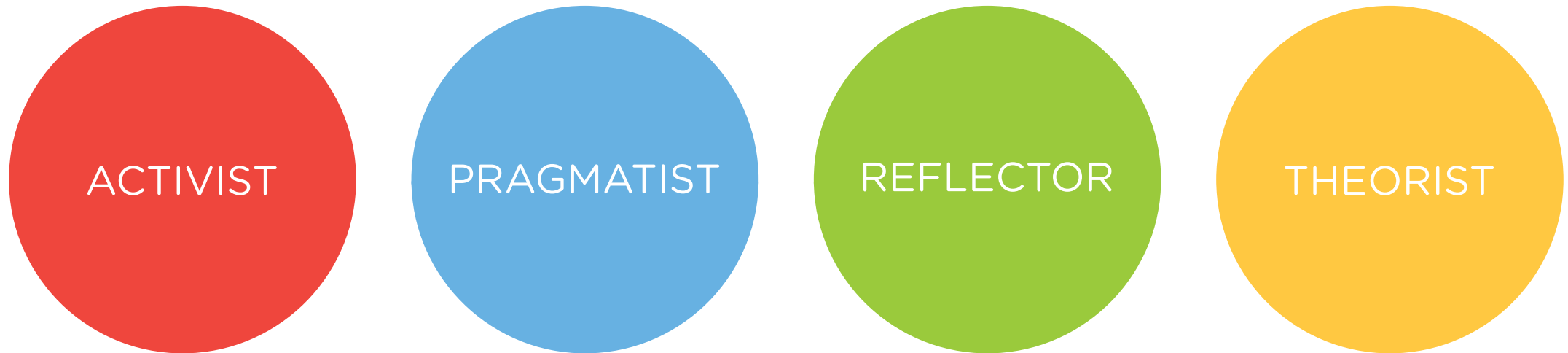
Over the years, quite a few models or theories have been developed to try to help us to recognise how we learn and what kinds of things different individuals may need to make learning easier and more successful. Two of the most popular, or commonly used, models are Kolb's (1984) experiential learning theory and Honey & Mumford's (1983) theory on learning styles.

Kolb's model suggests that effective learning happens in a cycle, that ‘experiences’ are central to the process and that most people learn using one or two types of the following actions – feeling, thinking, watching, doing.



Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall

Honey & Mumford built on Kolb's theory, suggesting that there are four types of learning styles and that an individual's approach to learning will be heavily influenced by only one or two of these:



When the topic of 'preferred' learning styles was first introduced as a way to support effective learning, many believed that individuals only learned in a particular way and that this was relatively unchanging. Modern thinking about a 'preferred' learning style recognises that how you approach learning should not be thought of as something that is unchanging. Thinking about how you prefer to learn is a useful tool to help you to consider how you respond differently to information depending on things like how you are feeling, your motivation and confidence, the type of environment you are in, etc.

If you think about the last time you had to learn something, you may see that your preferred approach fits into one, or perhaps two, of the following categories:

LEARNING STYLE	THIS MAY BE YOUR PREFERRED LEARNING STYLE IF:	YOU ARE:	TYPES OF LEARNING METHODS THAT APPEAL
ACTIVIST	you may like to learn by doing	enthusiastic; tend to act first, consider later; are in the here and now	brain-storming, practical experimentation, role plays, group discussion and problem-solving
PRAGMATIST	you like to know how things work or may work in the real world	tend to stand back; consider all angles; tendency to be over cautious	case studies and time to think about the practical applications of what you are learning
REFLECTOR	you like to think about what you're learning	like to try things out; will act quickly and confidently; can be impatient; effective problem solvers	spending time reading around a subject, and watching others try things out
THEORIST	you like to understand how the new learning fits into your 'working model' or 'framework' and into previous theories	are good at adapting; like to analyse to think deeply about things; are logical thinkers	models and theories, with plenty of background information

If you think about some other learning experiences that you have had, you may notice that you used a different approach because, for example, (1) you had access to different resources, (2) you were feeling confident, (3) you were able to take your time. This is because the environment, how you are feeling emotionally and your past experiences of learning can all impact how you may approach learning today.

Talk to your tutor/teacher/assessor/workplace mentor/employer about what makes learning easier for you and what, if any, concerns you may have about starting a new qualification or programme of study. Your tutor/teacher/assessor/workplace mentor/employer may also be able to support you to access additional support and advice, including how to recognise and better understand what different approaches to learning work best for you.