



Level 3

Diploma in Adult Care

(610/2966/X)



Approved by



Specification Pack

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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 3 Diploma in Adult Care is regulated by Ofqual.

Qualification Number: 610/2966/X

Overview

This qualification is designed to provide learners with knowledge and skills relating to care practices. It will provide individuals with the chance to develop knowledge and gain skills to seek employment or progression onto higher level qualifications.

The purpose of this qualification is to prepare individuals for employment and progression in the care sector. The units specified within this document cover a variety of areas and topics relevant to the sector.

NQual has produced more optional units to allow learners to tailor their qualifications to best fit their expected outcomes and career ambitions.

This qualification is supported by Skills for Care and developed using the Development Assessment Principles. This qualification is approved by Skills for Care.

Entry Requirements

- Minimum age: 16

There are no further entry requirements, however, learners should have or be working towards a minimum of level 2 in literacy and numeracy or equivalent.

Progression Opportunities

- Level 4 Diploma in Adult Care
- Level 5 Diploma in Leadership and Management for Adult Care

Unit Guidance

Learners must achieve all 39 credits of mandatory units and a minimum of 19 optional unit credits. The total credit value for this qualification is 58.

Mandatory Units

Learners must achieve all of the mandatory units totalling 39 credits.

Unit Reference	Title	Level	GLH	Credit Value
M/650/7808	Ways of Working and Responsibilities of a Care Worker	3	24	3
R/650/7809	Safeguarding Principles in Care Settings	3	40	5
A/650/7810	Mental Capacity and Restrictive Practices	3	32	4
D/650/7811	Duty of Care	3	24	3
F/650/7812	Effective Communication	3	24	3
H/650/7813	Handling Information	3	24	3
J/650/7814	Promote Person-Centred Practice, Choice and Independence in Care settings	3	32	4
K/650/7815	Promoting Individual's Health and Well-Being	3	24	3
L/650/7816	Equality, Diversity, Inclusion and Human Rights	3	32	4
M/650/7817	Health and Safety and Infection Prevention and Control	3	32	4
R/650/7818	Personal Well-Being and Continuous development	3	24	3

Optional Units

Optional units are designed to ensure flexibility in different care pathways for individuals who want to undergo this qualification. Optional units can suit the needs of individuals, employers and settings. Learners must achieve a minimum of 19 credits from the optional units.

Unit Reference	Title	Level	GLH	Credit Value
T/650/7819	Mental Health Awareness	3	32	4
M/650/7862	Awareness of the Mental Capacity Act 2005	3	16	2
D/650/7820	Dementia Awareness	3	32	4
R/650/6927	Supporting Individuals to use Assistive Technology	2	16	2
F/650/7821	Diabetes Awareness	3	32	4
K/650/6933	Awareness of Parkinson's Disease	2	32	4
H/650/7822	Stroke Awareness	3	32	4
M/650/6935	Supporting Positive Risk-Taking For Individuals	2	24	3
R/650/6936	Awareness of Autistic Spectrum Disorder	2	32	4
T/650/6937	Supporting Individuals with Learning Disabilities	2	24	3
J/650/7823	Partnership Working with Families and Carers	3	32	4
K/650/7824	Supporting Individuals with Social Interaction and Relationships	3	32	4
L/650/7825	Principles of Independent Advocacy and How to Provide Advocacy Support	3	32	4
R/650/7827	Positive Behaviour Support	3	32	4
T/650/7828	Support Individuals with Managing Pain and Discomfort	3	32	4
Y/650/7829	Provide Support with Pressure Area Care	3	32	4
F/650/7830	Support Individuals with End of Life Care, Including Coping with Death and Bereavement	3	32	4
H/650/7831	Administer Medication	3	32	4
K/650/7833	Awareness of Acquired Brain Injury	3	32	4
L/650/7834	Support Individuals with Sensory Loss	3	32	4
M/650/7835	Promote Nutrition and Hydration	3	32	4

R/650/7836	Digital Skills Within Care Settings	3	16	2
M/650/6944	Introduction to Employment	2	16	2

Leadership and Management Optional Units

In some instances, learners may wish to achieve higher level units to further stretch and challenge. If a learner wishes to complete some of the Leadership and Management optional units below, they can only choose a maximum of 5 credits from this section and a minimum of 14 credits must be from the optional units section above.

Unit Reference	Title	Level	GLH	Credit Value
T/650/7837	Leadership in Care Settings	4	40	5
Y/650/7838	Adult Care Regulation and Inspection	4	40	5
A/650/7839	Supervision Skills	4	40	5
H/650/7840	Quality Assurance and Quality Improvement in the Care Setting	4	40	5

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 464.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing the independent study.

The Total Qualification Time for this qualification is 580.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner’s skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of:

- an internally assessed Portfolio of Evidence and externally quality assured by NQual.

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written Answers
- Appraisals
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts
- Story Boards

Please note this is not an exhaustive list. Competency-based units **must** include direct observation in the workplace as a primary source of evidence.

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQuals procedures for registering learners.

Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Tutor /Trainer

Tutors/ Trainers who deliver NQual qualifications must possess a teaching qualification appropriate for the level they are delivering. Examples of which, can include:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training
- Qualification or extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of which, can include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process
- Qualification or extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: Level 3 Diploma in Adult Care

Learners must complete all mandatory units for this qualification.

Unit: Ways of Working and Responsibilities of a Care Worker

Unit Code: M/650/7808

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria. <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand agreed ways of working	1.1 Explain why it is important to work within the scope of own role, responsibility and training 1.2 Describe what is meant by the term 'delegated healthcare task' 1.3 Explain who might delegate health care tasks and why 1.4 Identify own role in quality assurance 1.5 Provide examples of how to promote positive experiences for individuals accessing care
2. Understand working relationships in care settings	2.1 Explain the difference between working relationships and personal relationships 2.2 Explain the difference in working relationships within care settings 2.3 Describe the importance of working in partnership with others 2.4 Identify and explain the different skills and approaches used when working in partnership with others 2.5 Explain how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts in relationships and partnerships
3. Be able to work in ways that are agreed with the employer	3.1 Access full and up-to-date details of agreed ways of working 3.2 Follow and implement agreed ways of working
4. Be able to work in partnership with others	4.1 Demonstrate ways of working that can help improve partnership working

Guidance Notes

Delegated healthcare tasks: A delegated healthcare task is a health intervention or activity usually of a clinical nature, that a registered healthcare professional delegates to a paid care worker. It is recognised that not all care and support workers will have healthcare tasks delegated to them. However, it is important for learners to develop an understanding of what these are and the requirements around them. This helps prepare learners for potential delegated responsibility in the future. Delegated healthcare tasks may include, but are not limited to:

- supporting skin integrity and wound healing by changing a dressing
- supporting a person's nutrition using a PEG (Percutaneous endoscopic gastrostomy)
- supporting a person to manage their diabetes through insulin administration and monitoring.

Quality assurance processes: this will include own role, understanding and accountability with internal governance and processes used such as assurance and auditing procedures.

Agreed ways of working: these will include policies and procedures, job descriptions and less formal agreements and expected practices.

Working relationships: learners must consider the following groups of people they have working relationships with (unless their role means they do not have a relationship with a particular group of people):

- individuals accessing care and support services
- the friends, family and loved ones of those accessing care and support services
- peers and team members
- other colleagues (paid and volunteers) within the organisation
- managers and senior management
- paid workers and volunteers from other organisations and teams.

Others: in this context, others may include:

- individuals accessing care and support services
- the friends, family and loved ones of those accessing care and support services
- peers and team members
- manager and senior management
- paid workers and volunteers from other organisations and teams.

Unit: Safeguarding Principles in Care Settings

Unit Code: R/650/7809

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria. Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the national and local context of safeguarding and protection from abuse and neglect</p>	<p>1.1 Explain the relevant legislation, principles and <i>national</i> policies and frameworks that relate to safeguarding and protection from abuse and neglect</p> <p>1.2 Explain the relevant legislation, principles and <i>local</i> policies and frameworks that relate to safeguarding and protection from abuse and neglect</p> <p>1.3 Identify the roles of different agencies in safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect</p> <p>1.4 Explore reports into serious Failures in upholding individuals' rights to live free from abuse and neglect and explain how they influence current practice</p> <p>1.5 Describe sources of information and advice about own role in safeguarding, including whistle blowing and accountability for decision-making and information sharing</p>
<p>2. Know how to recognise signs of abuse and neglect</p>	<p>2.1 Define the terms:</p> <ul style="list-style-type: none"> • safeguarding • abuse • harm • neglect <p>2.2 Explain the factors that contribute to an individual being more at risk of abuse or neglect</p> <p>2.3 Explain what is meant by abuse and neglect, including:</p> <ul style="list-style-type: none"> • physical abuse • domestic abuse • sexual abuse • psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • organisational abuse • neglect/ acts of omission • self-neglect <p>2.4 Describe indicators that an individual may be being abused</p> <p>2.5 Describe indicators of perpetrator behaviour</p>
<p>3. Understand ways to reduce the likelihood of abuse or neglect occurring</p>	<p>3.1 Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> • working with person-centred values • enabling active participation • promoting choice and rights

	<ul style="list-style-type: none"> working in partnership with others <p>3.2 Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse</p>
4. Know how to respond to suspected or disclosed abuse and neglect	<p>4.1 Explain the actions to take if there are suspicions an individual is being abused or neglected</p> <p>4.2 Describe how to respond if an individual discloses that they are being abused</p> <p>4.3 Explain issues relating to the consent to share information</p> <p>4.4 Explain how to share information about suspicions or disclosures of abuse or neglect</p> <p>4.5 Describe how to keep the individual and others, appropriately informed and involved about their Safeguarding concern in line with policies and procedures</p> <p>4.6 Identify ways to ensure evidence is preserved</p> <p>4.7 Explain how and when to seek support with responding to safeguarding concerns</p> <p>4.8 Describe how to respond to suspicion or disclosure that a child or young person is being abused or neglected</p>
5. Know how to recognise and report unsafe practices	<p>5.1 Explain unsafe practices that may affect individuals' well-being</p> <p>5.2 Describe the actions to take if unsafe practices have been identified</p> <p>5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but no action taken in response</p>
6. Understand the principles of online safety	<p>6.1 Explain the importance of balancing online safety measures with the benefits individuals can gain from accessing online systems, and the individual's right to make informed decisions</p> <p>6.2 Identify the potential risks to individuals presented by:</p> <ul style="list-style-type: none"> use of electronic communication devices use of internet use of social networking sites carrying out financial transactions online <p>6.3 Outline ways of working inclusively with individuals to reduce the risk presented by each of these types of activities</p>

Guidance Notes

Relevant legislation: learners should consider how different legislation relates to and influence Safeguarding practices. This may include, but is not limited to:

- Liberty Protection Safeguards
- Mental Capacity Act 2005
- Human Rights Act 1998
- Equality Act 2010
- Mental Health Act 1983
- Health and Social Care Act 2012
- Care Act 2014.

Principles: including, but not limited to, the 6 principles of safeguarding embedded within the Care Act 2014: Empowerment, Prevention, Proportionality, Protection, Partnership, and Accountability.

National policies and Frameworks: including, but not limited to, Making Safeguarding Personal

Local systems may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality.

Whistle blowing: where a person (the whistle blower) exposes any kind of information or activity that is deemed illegal, unethical, or incorrect.

Factors may include:

- a setting or situation
- the individual and their care and support needs.

Domestic abuse: learners should consider acts of control and coercion.

Indicators: learners should consider different kinds of abuse/neglect and the physical, emotional, behavioural and social indicators that suggest they may be occurring or have occurred.

Individual/s: in this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.

Person-centred values: values include individuality, rights, choice, privacy, independence, dignity, respect, care, compassion, courage, communication, competence, and partnership.

Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their care or support, rather than a passive recipient.

Actions: these actions constitute the learner's responsibilities in responding to disclosures or suspicions of abuse in line with internal policies and procedures. They include actions to take if the disclosure or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others.

Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties.

Wellbeing: well-being is a broad concept referring to a person's quality of life taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being.

Unit: Mental Capacity and Restrictive Practices

Unit Code: A/650/7810

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria. Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the principles of mental capacity</p>	<p>1.1 Explain the main purpose and principles of relevant legislation and codes of practice relating to mental capacity, and identify how these principles interact</p> <p>1.2 Explain the factors that influence an individual's mental capacity and ability to express content</p> <p>1.3 Describe the relationship between an individual:</p> <ul style="list-style-type: none"> • mental capacity • consent • choice • safety <p>1.4 Identify what is meant by 'valid consent'</p>
<p>2. Understand the application of the principles of mental capacity and consent</p>	<p>2.1 Explain your own role and responsibilities in relation to relevant principles, legislation and codes of practice and upholding individual rights</p> <p>2.2 Explain why is it important to establish an individual's consent when providing care and support</p> <p>2.3 Explain how personal values and attitudes can influence perceptions of situations and an individual's capacity</p> <p>2.4 Identify strategies and skills that could be used to maximise individuals' capacity to make their own decisions</p> <p>2.5 Outline own role in identifying when an assessment of capacity may be required</p> <p>2.6 Identify the steps to take if consent cannot be readily established and own role in this</p>
<p>3. Understand restrictive practices</p>	<p>3.1 Explain what is meant by 'restrictive practice'</p> <p>3.2 Explain the importance and impact of seeking the least restrictive options for individuals</p> <p>3.3 Identify how to raise concerns when restrictions appear out of proportion with evident risk</p> <p>3.4 Describe organisational policies and procedures in relation to restrictive practices and own role in implementing these</p>

Guidance Notes

Principles: this must include the 'best interest' principle.

Legislation and codes of practice: including, but not limited to:

- Liberty Protection Safeguards
- Mental Capacity Act 2005
- Human Rights Act 1998
- Equality Act 2010
- Mental Health Act 1983
- Health and Social Care Act 2012
- Care Act 2014
- Data Protection Act 2018.

Factors: including, but not limited to, fluctuating capacity and time and decision specificity, as well as environment, noise, time of day, coercive/controlling behaviour from others and so on.

Strategies and skills: these will include effective communication and engagement skills to provide practical support. This may include providing information in different formats, using communication aids, addressing environmental factors, listening, and recognising and responding appropriately to coercive behaviours.

Steps to take: these will include adhering to the principles of the Mental Capacity Act as well as adhering to organisations policies and procedures and including best interest decisions.

Restrictive practice: learners should consider restrictions and restraint. They should consider practices intended to restrict and restrain individuals as well as practices that do so inadvertently. Learners should demonstrate awareness of physical, mechanical, chemical, seclusion, segregation, psychological restraint and the threat of restraint.

Unit: Duty of Care

Unit Code: D/650/7811

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria. Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand how duty of care contributes to safe practice</p>	<p>1.1 Define the term 'duty of care'</p> <p>1.2 Explain what it means to have a duty of care in your own role</p> <p>1.3 Explain the relationship between duty of care and duty of candour</p> <p>1.4 Explain how duty of care contributes to the safeguarding and protecting individuals' rights to live in safety and be free from abuse and neglect</p>
<p>2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care including</p>	<p>2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights</p> <p>2.2 Explain how to work effectively with individuals and others to manage conflicts and dilemmas related to duty of care to achieve positive outcomes for individuals</p> <p>2.3 Identify where to get additional support and advice about conflicts and dilemmas</p>
<p>3. Know how to respond to concerns and complaints</p>	<p>3.1 Explain own role in listening and responding to comments and complaints</p> <p>3.2 Explain the main points of agreed procedures for handling comments and complaints</p> <p>3.3 Describe the importance of empowering individuals and others to express their comments and complaints</p>
<p>4. Know how to recognise and respond to adverse events, incidents, errors and near misses</p>	<p>4.1 Describe what is considered to be:</p> <ul style="list-style-type: none"> • adverse events • incidents • errors • near misses <p>4.2 Identify how to recognise, report and respond to:</p> <ul style="list-style-type: none"> • adverse events • incidents • errors • near misses <p>4.3 Explain how own role in recognising and responding to adverse events, incidents, errors and near misses can prevent further occurrences and improve the quality of care</p>

Guidance Notes

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: in this context, this refers to everyone a worker is likely to come in contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Unit: Effective Communication

Unit Code: F/650/7812

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria. Assessment of these outcomes demonstrates a learner can:</p>
<p>1. 1. Understand why effective communication is important in the work setting</p>	<p>1.1 Outline the different reasons people communicate 1.2 Explain how communication affects relationships in the work setting 1.3 Describe how communication skills can be used to manage complex, sensitive, abusive and difficult situations 1.4 Describe the importance of maintaining open and honest communication</p>
<p>2. Understand the variety in peoples' communication needs and preferences</p>	<p>2.1 Describe the range of communication styles, methods and skills available 2.2 Explain how people may use and or interpret communication methods and styles in different ways 2.3 Outline the factors to consider when promoting effective communication 2.4 Explain how digital and other technologies can be used to promote and enhance communication between self and others 2.5 Identify the barriers that may be present when communicating with others 2.6 Explain how to access extra support or services to enable effective communication with and between individuals 2.7 Explain the impact of poor or inappropriate communication practices</p>
<p>3. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences</p>	<p>3.1 Explain the purpose and principles of independent advocacy 3.2 Describe when to offer support to individuals to access and advocate 3.3 Explain how to support individual's access to advocacy services</p>
<p>4. Understand confidentiality in care settings</p>	<p>4.1 Define the term 'confidentiality' 4.2 Explain the importance of maintaining confidentiality when communicating with others 4.3 Describe when and why confidentiality may need to be breached 4.4 Explain the potential tension between maintaining an individual's confidentiality and disclosing concerns</p>
<p>5. Be able to communicate effectively with others</p>	<p>5.1 Demonstrate a range of effective communication methods and skills</p>

	<p>5.2 Apply communication skills appropriately in relation to message and audience for maximum impact</p> <p>5.3 Use communication skills to build relationships</p> <p>5.4 Identify and overcome barriers to communication with a range of people</p>
<p>6. Be able to meet the communication and language needs, wishes and preferences of individuals</p>	<p>6.1 Establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of interaction</p> <p>6.2 Demonstrate a range of communication styles, methods and skills to meet individuals' needs</p> <p>6.3 Respond to an individual's reactions when communicating</p> <p>6.4 Demonstrate professionalism when using a variety of communication methods</p>

Guidance Notes

Work setting: this may include one specific location or a range of locations depending on the context of the learners' role.

Communication styles, methods and skills: learners should consider:

- verbal: words, voice, tone, pitch, spoken and written
- non-verbal: body language, proximity, eye contact, touch, gestures, behaviour
- additional methods to support communication: signs, symbols and pictures, objects of reference
- Face to Face communication (physically together or online), phone calls, emails, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations
- active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement
- interpretation of non-verbal communication
- ability to use silence to provide space and support.

Barriers: may include, but are not limited to:

- environment
- time
- own physical, emotional or psychological state
- physical, emotional or psychological state of others
- own skills, abilities or confidence
- own or others' prejudices
- conflict.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers • managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Services: may include:

- translation services
- interpretation services
- speech and language services
- advocacy services.

Poor or inappropriate: this may include, but is not limited to:

- patronising individuals
- not listening to individuals
- not making time to communicate effectively
- not respecting individuals' communication preferences, needs or strengths
- using communication skills to control or take ownership of an interaction
- interrupting or talking over someone
- offering inappropriate or unsolicited advice
- placating an individual.

Needs, wishes and preferences: these may be based on experiences, desires, values, beliefs or culture and may change over time.

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Unit: Handling Information

Unit Code: H/650/7813

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria. <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand requirements for handling information in care settings	1.1 Identify the main points of legal requirements, policies and codes of practice for handling information in care settings 1.2 Explain the features of manual and electronic information storage systems that help ensure data and cyber security 1.3 Explain how to support others to keep information secure 1.4 Explain what would be considered a 'data breach' in the handling of information and how to respond
2. Be able to implement good practice in handling information	2.1 Ensure data security when storing and accessing information 2.2 Maintain and promote confidentiality in day-to-day communication 2.3 Maintain records that are up-to-date, complete, accurate and legible 2.4 Support audit processes in line with own role and responsibilities

Guidance Notes

Data and cyber security: learners should consider features that ensure the confidentiality, availability and integrity of information. This should include reducing Data Breaches, securing devices, and safe use of email wherever relevant.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers ▪ managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Data breach: this is the accidental or unlawful destruction, loss, alteration unauthorised disclosure of, or access to, personal or secure data.

Storing and accessing: where learners are required to store and access information manually and electronically, their assessment must include both manual and electronic storage and access arrangements.

Records: where learners are required to use both electronic and manual recording systems, assessment must include both ways of record keeping.

Unit: Promote Person-Centred Practice, Choice and Independence in Care Settings

Unit Code: J/650/7814

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria. Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the application of person-centred practices in care settings</p>	<p>1.1 Describe how person-centred values can be applied in a range of situations</p> <p>1.2 Explain how to effectively build relationships with individuals</p> <p>1.3 Explain how and why person-centred values and strength-based approaches must influence all aspects of care work</p> <p>1.4 Describe how to use care plans and other resources to apply person-centred values and strength-based approaches</p> <p>1.5 Describe how the active participation of individuals and others in care planning promotes person-centred values and strength-based approaches to meet the holistic needs of an individual, now and in planning for their future</p> <p>1.6 Explain how to seek feedback to support the delivery of person-centred care in line with roles and responsibilities</p> <p>1.7 Identify how to support an individual to question or challenge decisions concerning them that are made by others</p>
<p>2. Understand the importance of individuals relationships</p>	<p>2.1 Explain the different people and relationships that may be important to individuals, including intimate or sexual relationships</p> <p>2.2 Describe the impact maintaining and building relationships can have on individuals</p> <p>2.3 Explain own role in supporting individuals to maintain and build relationships</p>
<p>3. Understand the role of risk assessments in promoting person-centred approaches, choice and independence and the right to take risks</p>	<p>3.1 Outline how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks</p> <p>3.2 Identify the different risk assessments methods that can be used in different situations and own role within these</p> <p>3.3 Explain why it is important to review and update individuals' risk assessments</p> <p>3.4 Explain when individuals' risk assessments should be reviewed and updated</p> <p>3.5 Explain who should be involved in the review and update of individuals' risk assessments</p>
<p>4. Work in a person-centred way</p>	<p>4.1 Work with an individual and others to establish and understand the individual's history, preferences, wishes, strengths and needs</p>

	<p>4.2 Work with individuals to identify how they want to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs</p> <p>4.3 Be responsive to individuals' changing needs or preferences and adapt actions and approaches accordingly</p> <p>4.4 Demonstrate respect for individuals' lifestyle, choices and relationships</p> <p>4.5 Promote understanding and application of active participation amongst others</p>
5. Promote individuals' rights to make choices	<p>5.1 Support individuals to make informed choices and decisions</p> <p>5.2 Establish informed consent when providing care and support</p> <p>5.3 Use support mechanisms and guidance to support the individual's right to make choices</p> <p>5.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices</p>
6. Promote individuals' independence	<p>6.1 Involve individuals in their care and support</p> <p>6.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care</p> <p>6.3 Identify a range of technology that can support or maintain individual's independence</p>

Guidance Notes

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: others may include: team members, other colleagues, those who use or commission their own health or social care services, families, carers and advocates.

History, preferences, wishes, strengths and needs: these may be based on experiences, desires, values, beliefs or culture and may change over time.

Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their care or support, rather than a passive recipient.

Person-centred values: including individuality, rights, choice, privacy, independence, dignity, respect, partnership

Strength-based approaches: also referred to as 'asset-based approaches'. This approach focuses on individuals' strengths, resources and what they can do themselves to keep well and maintain independence.

Use of care plans: a care plan may be known by other names e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed. Learners should consider how they use care plans when providing person-centred care but importantly should consider how care plans are used to create and enable person-centred care. They should consider how the individuals' needs, wishes and preferences are included and reflected in the care plan. They should consider who should be involved in creating a care plan (the individual and those important to them, as well as professionals) and how the care plan is reviewed to ensure it continues to reflect the individual's aspirations.

Other resources: these might include, but are not limited to:

- one-page profiles
- advanced care plans
- assessments from other organisations
- information from other people important to the individual.

Planning For their Futures: this might include, but is not limited to:

- living arrangements
- health and wellbeing
- relationships
- education or employment
- end of life care

Relationships: learners should consider the range of relationships important to the individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality and sexual relationships.

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Informed consent: where an individual, with the capacity to consent, voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits and alternatives.

Technologies: these might include assistive technology and/or digital technology.

Risk assessment methods: in line with organisational policies, procedures and practices.

Unit: Promoting Individual’s Health and Well-Being

Unit Code: K/650/7815

RQF Level: 3

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria. <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the importance of individuals’ well-being</p>	<p>1.1 Explain the relationship between identity, self-image and self-esteem and the impact this can have on an individual’s well-being</p> <p>1.2 Identify factors that positively and negatively influence the individuals’ well-being</p> <p>1.3 Identify the range of services and resources available to support individuals’ well-being and how to access this</p> <p>1.4 Explain how individuals’ well-being may affect their behaviours and relationships</p>
<p>2. Know how to monitor individuals’ health</p>	<p>2.1 Explain how to engage and involve individuals in monitoring their own health and well-being</p> <p>2.2 Describe the early indicators of physical and mental health deterioration</p> <p>2.3 Describe how to escalate concerns about an individual’s health deterioration, and to whom</p>
<p>3. Be able to assess and respond to change in an individual’s health and well-being</p>	<p>3.1 Engage and involve individuals in understanding and monitoring their health and well-being</p> <p>3.2 Use appropriate tools to monitor and report changes in health and well-being</p> <p>3.3 Record observations of health and well-being and take appropriate action</p>
<p>4. Be able to promote individuals’ health and well-being</p>	<p>4.1 Support an individual in a way that promotes their sense of identity, self-image and self-esteem</p> <p>4.2 Demonstrate ways to contribute to an environment that promotes well-being</p> <p>4.3 Demonstrate a person-centred approach to working with individuals and others to improve individuals’ health and well-being</p>

Guidance Notes

Individuals' well-being: in this context, well-being refers to that of people accessing care and support services. Well-being is a broad concept referring to a person's quality of life. It takes into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being.

Factors: Factors affecting well-being will be different for different people. Learners should show consideration for environmental, physical, social and psychological factors.

Range of services and resources: learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals' different well-being strengths and needs.

Early indicators: these may also be referred to as 'soft signs' of deterioration and include: Restlessness, confusion, temperature changes, changes in mobility, pain, discoloured skin, changes in appetite, breathing difficulties, changes to urine or bowel habits, sickness, changes in mood or temperament.

Appropriate tools: tools will vary depending on the learner's role and organisational practices. They may include but are not limited to: 'Stop and Watch', RESTORE2, NEWS2, SBARD (Situation, Background, Assessment, Recommendation, Decision) as well as technological aids.

Appropriate action: actions will vary depending on learners' role and organisational practices, as well as the specific change in an individual's well-being. Action may include referring to a colleague or another organisation.

Unit: Equality, Diversity, Inclusion and Human Rights

Unit Code: L/650/7816

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria. Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand influences on working practices to promote equality, diversity, inclusion and human rights</p>	<p>1.1 Explain how legislation, policies and codes of practice apply to and influence own work role</p> <p>1.2 Explain how external factors influence own work role</p>
<p>2. Understand the importance of equality, diversity, inclusion and human rights within your work setting</p>	<p>2.1 Explain the definition and relevance to own practice of:</p> <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination • unconscious bias • protected Characteristics • human Rights. <p>2.2 Explain how inclusive practices and cultures promote equality, diversity, inclusion and human rights</p> <p>2.3 Describe how the promotion of equality, diversity, inclusion and human rights can lead to improved outcomes for individuals</p> <p>2.4 Describe how your organisation promotes equality, diversity, inclusion and human rights</p> <p>2.5 Explain own role in promoting equality, diversity inclusion and human rights</p>
<p>3. Know how to promote equality, diversity, inclusion and human rights</p>	<p>3.1 Explain the potential effects of discrimination</p> <p>3.2 Identify how unconscious biases may affect own and others' behaviours</p> <p>3.3 Describe how to respond to and challenge discrimination in a way that promotes positive change</p> <p>3.4 Explain how to report discriminatory or exclusive behaviours, and to whom</p>
<p>4. Work in an inclusive way</p>	<p>4.1 Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values and preferences</p> <p>4.2 Promote a culture that supports inclusive practices</p> <p>4.3 Reflect on and make improvements to own practice in promoting equality, diversity, inclusion and human rights</p>

Guidance Notes

Legislation: these must relate to equality, diversity, inclusion, discrimination and human rights and might include: Equality Act 2010, Human Right Act 1998, Health and Social Care Act 2012

External Factors: these may include, but are not limited to, societal movements and campaigns or periods in modern history.

Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Own role in promoting: this may include the learner's role:

- within their team, workplace or organisation
- within networks of practice
- within the community
- supporting or advising other professionals with regards to reasonable adjustments for individuals.

Effects: these may include effects on the individual, their loved ones, those who inflict discrimination and the wider community and society.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Unit: Health and Safety and Infection Prevention and Control

Unit Code: M/650/7817

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria. <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand own responsibility, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a care work setting 1.2 Explain the main points of health and safety policies and procedures agreed upon with the employer 1.3 Identify the main health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting. 1.4 Describe specific tasks in the work setting that should not be carried out without special training
2. Understand procedures for responding to accidents and sudden illness	2.1 Identify different types of accidents and sudden illnesses that may occur in own work setting 2.2 Explain the procedures to be followed if an accident or sudden illness should occur
3. Understand how to prevent and control the spread of infection	3.1 Describe different types of infection and how they are spread (chain of infection) 3.2 Explain how to identify individuals who have, or are at risk of developing, an infection and the actions to take to reduce the risks to them and others 3.3 Explain own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection 3.4 Explain own role in supporting others to follow practices that reduce the spread of infection 3.5 Explain own responsibilities for ensuring the appropriate cleaning and decontamination of environments and equipment
4. Carry out own responsibilities for health and safety	4.1 Use policies and procedures or other agreed ways of working that relate to health and safety 4.2 Support others' understanding and follow safe practices 4.3 Monitor potential health and safety risks 4.4 Use risk assessment in relation to health and safety 4.5 Minimise and manage potential risks and hazards 4.6 Access additional support or information relating to health and safety
5. Be able to prevent and control the spread of infection	5.1 Risk assess a range of situations and select and use appropriate Personal Protective Equipment (PPE) correctly

	<p>5.2 Identify when it is necessary to perform hand hygiene</p> <p>5.3 Select appropriate products and perform hand hygiene using recommended techniques</p> <p>5.4 Ensure that own health and hygiene does not pose a risk to individuals and others.</p>
6. Be able to move and handle equipment and other objects safely	<p>6.1 Explain the main points of legislation that relate to moving and handling</p> <p>6.2 Explain principles for safe moving and handling</p> <p>6.3 Move and handle equipment and other objects safely</p>
7. Be able to handle hazardous substances and materials	<p>7.1 Explain types of hazardous substances that may be found in the work setting</p> <p>7.2 Demonstrate safe practices for:</p> <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials
8. Be able to promote fire safety in the work setting	<p>8.1 Explain practices that prevent fire from:</p> <ul style="list-style-type: none"> • starting • spreading <p>8.2 Explain emergency procedures to be followed in the event of a fire in the work setting</p> <p>8.3 Demonstrate measures that prevent fires from starting</p> <p>8.4 Ensure clear evacuation routes are maintained at all times</p>
9. Be able to implement security measures in the work setting	<p>9.1 Explain the importance of ensuring that others are aware of own whereabouts</p> <p>9.2 Use agreed procedures for checking the identity of anyone requesting access to:</p> <ul style="list-style-type: none"> • premises • information <p>9.3 Use measures to protect own security and the security of others in the work setting</p>

Guidance Notes

Others: may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- Families, carers and advocates

Work setting: this may include one specific location or a range of locations, depending on the context of a particular work role

Policies and procedures: may include other agreed ways of working as well as formal policies and procedures

Tasks: may include:

- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation.

Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Decontamination: after cleaning, environments and equipment may require disinfection and sterilisation.

Appropriate use of Personal Protective Equipment (PPE): this should include the different equipment available and donning/doffing and disposal.

Hand hygiene: refers to following recommended hand-washing techniques and the use of appropriate sanitiser.

Unit: Personal Well-Being and Continuous Development

Unit Code: R/650/7818

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria. Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Know what is required to be competent in own role</p>	<p>1.1 Identify the duties and responsibilities of own work role 1.2 Describe the expectations of own work role as expressed in relevant standards 1.3 Explain the relationship between continuing professional development and the provision of quality care 1.4 Identify sources of support for planning and reviewing own development</p>
<p>2. Understand the value of reflective practice</p>	<p>2.1 Explain the benefits and scope of reflective practice 2.2 Explain the importance of reflective practice in supporting continuous improvements to own practice and provision of quality care</p>
<p>3. Understand own well-being and the importance of improving and maintaining on well-being</p>	<p>3.1 Explain what is meant by 'personal well-being', 'self-care' and 'resilience' 3.2 Identify factors that positively and negatively influence own well-being 3.3 Identify indicators of own well-being and well-being deterioration 3.4 Explain how own well-being impacts own role and behaviours, and impacts others 3.5 Explain strategies to maintain and improve own well-being 3.6 Identify a range of well-being support offers available and how to access them 3.7 Explain how to access professional help if needed</p>
<p>4. Know how to manage own stress and anxiety</p>	<p>4.1 Explain what is meant by 'stress' and 'anxiety' 4.2 Identify indicators of stress and anxiety in oneself 4.3 Identify factors that can trigger stress and anxiety in oneself 4.4 Explain how stress and anxiety may affect own reactions and behaviours towards others 4.5 Identify strategies for managing own stress and anxiety 4.6 Explain how to access a range of support offers</p>
<p>5. Demonstrate commitment to own development</p>	<p>5.1 Assess own knowledge, performance and understanding against relevant standards 5.2 Work with others to identify and prioritise own learning needs, professional interests and development aspirations</p>

	<p>5.3 Work with others to agree own personal and professional development plan</p> <p>5.4 Work with others to achieve and review the personal and professional development plan</p> <p>5.5 Record progress in relation to personal and professional development</p>
6. Develop leadership behaviours	<p>6.1 Model high standards of practice to encourage others to make a positive difference</p> <p>6.2 Share ideas to improve services with others</p> <p>6.3 Promote partnership approaches to supporting individuals</p>
7. Be able to use reflective practice to improve ways of working	<p>7.1 Reflect on how learning activities have affected practice</p> <p>7.2 Reflect on how own values, beliefs and experiences may affect working practices</p> <p>7.3 Reflect on own ability to use initiative, make decisions and take responsibility for own actions</p> <p>7.4 Use reflections and feedback from others to evaluate own performance and inform development</p>

Guidance Notes

Duties and responsibilities: learners should discuss their duties and responsibilities in the context of providing person-centred care and support.

Standards: may include Codes of Practice, regulations, minimum standards, and national occupational standards.

Continuing professional development: refers to the process of monitoring and documenting the skills, knowledge and experience gained both formally and informally, beyond initial training.

Sources of support: may include:

- Formal or informal support
- supervision
- appraisal
- mentoring
- peer support
- within and outside the organisation.

Others: in this context, this will likely refer to line-manager, assessor and/or supervisor. It could also include:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- professionals from other services.

Personal and professional development plan: may be known by different names, but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives, and timescales for review.

Scope: learners should recognise that it is also important to reflect on the practice or behaviours of others as well as reflect on events, activities and situations in order to gain insight and understanding.

Learning activities: evaluation must cover a range of learning activities and must include reference to online learning e.g. e-learning, virtual classrooms, online tutorials, webinars, internet research as well as face-to-face methods (where the learner has access).

Own well-being: in this context, well-being refers to that of the learner. Well-being is a broad concept referring to a person's quality of life taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental well-being.

Factors: these should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace.

Indicators: these should be specific to the learner. The learner should show consideration of physical, emotional and psychological indicators.

Others: may include team members, other colleagues, individuals accessing care and support services, families, carers and other professionals. Learners may also wish to consider their personal relationships.

Strategies: these should be specific to the learner. Strategies should include those that enable the learner to maintain their well-being as well as strategies to implement if indicators of deterioration are recognised.

Support offers: the range should include offers available inside and outside the learners' workplace. Learners should consider the offers they use as well as those they currently choose not to.

For example:

- internal: Supervision, employee assistance scheme, mentor or buddying systems
- external: self-help tools, apps and websites, local groups and networks.

Stress: stress can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress.

OPTIONAL UNITS

Learners must achieve at least 19 credits of optional units:

Unit: Mental Health Awareness

Unit Code: T/650/7819

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand the meaning of mental health</p>	<p>1.1 Define the meaning of mental health</p> <p>1.2 Describe the impacts of stress on mental health</p> <p>1.3 Describe the components of mental well-being</p> <p>1.4 Outline the meaning of:</p> <ul style="list-style-type: none"> • Anxiety • Depression • Eating Disorders • OCD • PTSD • Trauma • Self-harm <p>1.5 Explain the signs and symptoms of:</p> <ul style="list-style-type: none"> • Anxiety • Depression • Eating Disorders • OCD • PTSD • Trauma • Self-harm <p>1.6 Explain the effects mental health can have on individuals</p>
<p>2. Understand the risk factors of mental health</p>	<p>2.1 Define 'risk factor'</p> <p>2.2 Explain the life and environmental factors that can affect individual mental health</p> <p>2.3 Outline the different types of mental health diagnoses and the risk factors that can cause mental health conditions</p>
<p>3. Understand how to support individuals who may have mental health conditions</p>	<p>3.1 Describe how to support individuals who may have mental health conditions</p> <p>3.2 Outline the different referral routes for individuals who may have mental health conditions</p> <p>3.3 Define the meaning of 'positive mental health'</p> <p>3.4 Identify ways to promote positive mental health</p>
<p>4. Be able to support individuals with mental health conditions</p>	<p>4.1 Support individuals with mental health conditions in daily tasks</p>

	<ul style="list-style-type: none">4.2 Communicate effectively with individuals with mental health conditions4.3 Document changes in individuals with Mental Health conditions4.4 Support individuals with mental health medication and alternative therapies
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Unit: Awareness of the Mental Capacity Act 2005

Unit Code: M/650/7862

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the Mental Capacity Act 2005</p>	<p>1.1 Define the term 'capacity' 1.2 Define the term 'best interests' 1.3 Summarise the key features of the Mental Capacity Act 2005 1.4 Explain how the Mental Capacity Act 2005 empowers people to make decisions independently 1.5 Explain how the Mental Capacity Act 2005 safeguards people who lack capacity 1.6 Identify people responsible for assessing an individual's capacity and best interests 1.7 Outline situations where the Mental Capacity Act 2005 must be complied with</p>
<p>2. Understand the importance of the Mental Capacity Act 2005</p>	<p>2.1 Explain the legal status of the Mental Capacity Act 2005 2.2 Evaluate the importance of complying with the Mental Capacity Act 2005 and how it impacts day-to-day decisions 2.3 Explain the impacts on individuals if the individual's best interests are neglected 2.4 Explain the importance of effective communication when working with individuals who do not have capacity</p>

Unit: Dementia Awareness

Unit Code: D/650/7820

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand what Dementia is</p>	<p>1.1 Define the term 'dementia'</p> <p>1.2 Identify the key Functions of the brain that are affected by dementia</p> <p>1.3 Explain a range of causes of dementia syndrome</p> <p>1.4 Explain the key symptoms displayed by someone who has dementia</p> <p>1.5 Explain the meaning of Alzheimer's</p> <p>1.6 Describe why the abilities and needs of an individual with dementia may fluctuate</p> <p>1.7 Explain the impact of early diagnosis of dementia</p> <p>1.8 Explain the process of reporting signs of dementia</p> <p>1.9 Identify the impact of a diagnosis of dementia on the individual and their family and friends</p>
<p>2. Understand Factors involved with supporting individuals with Dementia</p>	<p>2.1 Describe the common causes of dementia</p> <p>2.2 Explain the risk factors for the most common causes of dementia</p> <p>2.3 Describe 5 keys ways to support those with dementia, with examples</p> <p>2.4 Explain the way individuals with dementia process information</p> <p>2.5 Explain memory impairment commonly experienced by individuals with dementia</p>
<p>3. Be able to support individuals with Dementia</p>	<p>3.1 Demonstrate effective communication when caring for individuals with dementia</p> <p>3.2 Show consideration for the risk factors for those who have dementia</p> <p>3.3 Support individuals with dementia in the care setting</p>

Unit: Supporting Individuals to Use Assistive Technology

Unit Code: R/650/6927

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles of assistive technology	1.1 Define the term 'assistive technology' 1.2 Provide examples of 'assistive technology' 1.3 Explain how assistive technologies can impact the experiences of individuals
2. Understand the safety risks associated with using assistive technology	2.1 Describe how to prepare the environment to support the use of assistive technology 2.2 Identify how to complete safety checks on assistive technology
3. Understand the different individuals who use assistive technology and their needs	3.1 Describe a range of individual needs that may be supported by assistive technology 3.2 Explain why assistive technologies may be introduced to individuals
4. Be able to support individuals using assistive technology	4.1 Prepare the environment to support the use of assistive technology 4.2 Follow procedures for using assistive technology 4.3 Follow procedures for maintenance and repair of assistive technology 4.4 Support an individual with an enquiry about assistive technology

Unit: Diabetes Awareness

Unit Code: F/650/7821

RQF Level: 3

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand diabetes and the initial care of diabetes</p>	<p>1.1 Define the term diabetes 1.2 Explain what 'blood glucose' is 1.3 Explain how insulin affects the blood glucose levels 1.4 Describe the possible long-term complications to health for individuals with diabetes 1.5 how in which individuals with diabetes may need to be supported 1.6 Explain key features of Type 1 diabetes 1.7 Explain key features of Type 2 diabetes 1.8 Identify the common signs and symptoms of diabetes 1.9 Identify causes of Type 1 and Type 2 diabetes</p>
<p>2. Understand the treatment and management of diabetes</p>	<p>2.1 Describe the nutritional needs of individuals with diabetes 2.2 Explain the importance of monitoring blood pressure and blood glucose 2.3 Identify the normal parameters for blood pressure and blood glucose 2.4 Identify how living with diabetes can impact an individual 2.5 identify the normal range for blood glucose and blood pressure 2.6 Identify the equipment used to monitor diabetes 2.7 Explain the importance of correct recording and reporting of monitoring diabetes 2.8 Describe the medication and treatment available for individuals with diabetes 2.9 Explain the importance of diet and exercise for individuals with diabetes</p>
<p>3. Be able to support individuals with diabetes</p>	<p>3.1 Safely support individuals monitor blood pressure and blood glucose 3.2 Promote healthy nutritional choices for individuals with diabetes 3.3 Identify key symptoms of those with diabetes and ensure the correct support is given 3.4 Identify signs and symptoms of hyperglycaemia 3.5 Support individuals with complications associated with diabetes</p>

Unit: Awareness of Parkinson’s Disease

Unit Code: K/650/6933

RQF Level: 2

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the signs and symptoms of Parkinson’s</p>	<p>1.1 Define ‘Parkinson’s’ 1.2 Explain what causes Parkinson’s to develop 1.3 Explain the key symptoms of Parkinson’s 1.4 Identify the difference between motor and non-motor symptoms 1.5 Describe the typical progression of Parkinson’s</p>
<p>2. Understand the impact of Parkinson’s on individuals and others</p>	<p>2.1 Describe the impact on quality of life for someone with Parkinson’s 2.2 Explain the impact of Parkinson’s on relationships 2.3 Identify support in place for families, friends and carers of those with Parkinson’s 2.4 Identify the treatment and therapy available for those with Parkinson’s 2.5 Describe the possible side effects of treatments</p>
<p>3. Be able to effectively support individuals with Parkinson’s</p>	<p>3.1 Support those with Parkinson’s with daily living tasks 3.2 Support with the administration of medication 3.3 Support those with Parkinson’s to be involved in social activities 3.4 Support family and friends of those who have Parkinson’s</p>

Unit: Stroke Awareness

Unit Code: H/650/7822

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand what a stroke is and how to recognise a stroke	1.1 Describe the changes to the brain associated with a stroke 1.2 Identify other conditions that may be mistaken for a stroke 1.3 Identify the signs and symptoms of a stroke 1.4 Identify the assessment tests that can be completed to identify a stroke 1.5 Explain the key stages of a stroke 1.6 Explain the assessment tests which can be used to identify whether a stroke is occurring/ has occurred 1.7 Identify the lasting changes individuals may experience as a result of a stroke
2. Understand the risk factors of a stroke	2.1 Describe the common risk factors for a stroke 2.2 Identify the steps that can be taken to reduce the risk of stroke 2.3 Describe why a stroke is a medical emergency 2.4 Identify the impact on the individual who is having a stroke 2.5 Explain the key information that needs to be recorded and reported when supporting an individual who is having or had a stroke
3. Be able to support individuals who have had a stroke	3.1 Be able to assess the support needed after an individual has had a stroke 3.2 Make referrals to further support or other agencies for individuals who have had a stroke 3.3 Promote stroke awareness within care settings and communities

Unit: Supporting Positive Risk Taking for Individuals

Unit Code: M/650/6935

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the meaning of positive risk taking for individuals and its benefits	1.1 Explain the meaning of 'positive risk-taking' 1.2 Outline the benefits of positive risk-taking for individuals
2. Understand how to support positive risk taking	2.1 Describe how to support positive risk taking 2.2 Describe how you recognise unsafe practices for those you support 2.3 Explain how to respond to dilemmas you may face between a person's rights and their safety.
3. Be able to use risk assessment to support individuals	3.1 Explain the use of risk assessments in supporting individuals 3.2 Support the individual to understand their risk assessments and make contributions 3.3 Outline the benefits of risk assessments 3.4 Keep up up-to-date assessments which are reviewed regularly

Unit: Awareness of Autistic Spectrum Disorder

Unit Code: R/650/6936

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understanding Autism Spectrum Conditions	1.1 Describe the meaning of 'Autism Spectrum Disorder' 1.2 Describe the meaning of 'Asperger's Syndrome' 1.3 Describe why understanding Autism and Asperger's is important 1.4 Explain the common misconceptions of individuals on the autism spectrum 1.5 Explain areas of strength for individuals of those with autism spectrum disorders including communication and language
2. Understand how to support individuals with Autism Spectrum Disorder	2.1 Describe how to provide an individualised approach to support 2.2 Outline the various forms of specialist input that can be used to support individuals with autism spectrum disorder
3. Be able to support individuals with Autism Spectrum Disorder	3.1 Describe the importance of involving individuals, Families, Friends and carers in the person-centred approach to the support of individuals 3.2 Outline the different support networks available to support individuals 3.3 Describe the importance of routines and structure for individuals with autism spectrum disorder
4. Be able to communicate with individuals with Autism Spectrum Disorder	4.1 Outline the environmental barriers that can affect communication with an individual 4.2 Describe how to reduce environmental barriers to communication when supporting an individual with autism spectrum disorder 4.3 Use various forms of communication aids suitable for the individuals needed 4.4 Identify when to seek advice about communication with an individual with autism spectrum disorder

Unit: Supporting Individuals with Learning Disabilities

Unit Code: T/650/6937

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to care for individuals with physical disabilities	1.1 Describe the importance of understanding the care needs of individuals with physical disabilities 1.2 Identify where to find information on how to care for individuals with physical disabilities 1.3 Describe the responsibilities in moving and handling individuals with physical disabilities, including legislation 1.4 Outline how to ensure the needs of individuals with physical disabilities are met
2. Understand how to care for individuals with sensory loss	2.1 Explain the importance of understanding the care needs of individuals with sensory loss 2.2 Identify where to find information on how to care for individuals with sensory loss 2.3 Outline how to ensure the needs of individuals with sensory loss are met 2.4 Describe different environmental barriers, and how to reduce these
3. Understand how to care for individuals with cognitive impairments, including dementia awareness	3.1 Describe the importance of understanding the care needs of individuals with cognitive impairments 3.2 Identify where to find information on how to care for individuals with cognitive impairments 3.3 Explain the common effects of dementia on an individual 3.4 Explain how to best maintain quality of life for an individual with dementia

Unit: Partnership Working with Families and Carers

Unit Code: J/650/7823

RQF Level: 3

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand how to work in partnership with Families and carers</p>	<p>1.1 Identify the meaning of 'positive relationships' 1.2 Explain the importance of positive relationships with Families and carers 1.3 Explain Factors that would affect the level of involvement of Family members 1.4 Identify the conflicts that may arise when working in partnership with Families and carers 1.5 Explain the best ways to communicate effectively with Families and carers</p>
<p>2. Be able to communicate effectively with Families and carers</p>	<p>2.1 Communicate effectively with Families and carers in their preferred way 2.2 Ensure to update Family and carers regularly on individuals conditions 2.3 Respect the dignity and confidentiality of the individual when communicating with Family and carers 2.4 Demonstrate professional communication, including active listening 2.5 Respond appropriately to comments and complaints made by Families and/or carers</p>
<p>3. Be able to work in partnership with individuals Families and carers</p>	<p>3.1 Agree with the individual, Family and/or carers, agreed ways of working 3.2 Support the involvement of Families and carers in an individual's care 3.3 Provide regular updates to Family and carers when appropriate 3.4 Identify sources of support for Families and carers and work with the family and carers to access this support 3.5 Record progress on agreed ways of working with Families and carers</p>

Unit: Supporting Individuals with Social Interactions and Relationships

Unit Code: K/650/7824

RQF Level: 3

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the importance of social interactions and relationships</p>	<p>1.1 Define the terms:</p> <ul style="list-style-type: none"> • social interactions • relationships <p>1.2 Identify reasons why individuals may need support with social interactions and relationships</p> <p>1.3 Define the term 'consent'</p> <p>1.4 Explain the importance of consent within relationships</p> <p>1.5 Identify ways in which you may be required to support with social interactions</p> <p>1.6 Identify ways in which you may be required to support with relationships</p> <p>1.7 Explain the legal restrictions on certain individual's relationships</p>
<p>2. Be able to support individuals with social interactions and relationships, both old and new</p>	<p>2.1 Promote understanding of positive relationships</p> <p>2.2 Support individuals to have positive social interactions</p> <p>2.3 Support individuals to have positive relationships</p> <p>2.4 Identify instances which may be concerning with individual relationships and explain how to report this</p> <p>2.5 Review support provided for social interactions and relationships</p> <p>2.6 Encourage participation in social interactions</p> <p>2.7 Agree on ways to support individuals with social interactions and relationships</p>

Unit: Principles of Independent Advocacy and How to Provide Advocacy Support

Unit Code: L/650/7825

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand the principles of advocacy</p>	<p>1.1 Define the term 'Advocacy'</p> <p>1.2 Explain an Independent Advocates role in promoting independence</p> <p>1.3 Explain an Independent Advocates role in promoting empowerment and equal opportunities</p> <p>1.4 Identify the similarities and differences between:</p> <ul style="list-style-type: none"> • Instructed advocacy • Non-instructed advocacy • Statutory advocacy • Non-statutory advocacy • Self-advocacy <p>1.5 Provide examples of when individuals may require an Independent Advocate</p> <p>1.6 Summarise the Advocacy Code of Practice</p>
<p>2. Understand the role and responsibilities of an Independent Advocate</p>	<p>2.1 Identify a range of Independent Advocate roles</p> <p>2.2 Identify the responsibilities of an Independent Advocate</p> <p>2.3 Explain the boundaries of an Independent Advocate</p> <p>2.4 Describe the skills and attitudes of a good Independent Advocate</p>
<p>3. Understand the Independent Advocacy standards (local, regional and national)</p>	<p>3.1 Explain a range of standards which apply to an Independent Advocate</p> <p>3.2 Explain how these standards can impact individuals who are receiving advocacy support</p>
<p>4. Be able to provide Independent Advocacy support</p>	<p>4.1 Ensure Independent Advocacy is easily accessible to individuals</p> <p>4.2 Conduct an introductory meeting</p> <p>4.3 Promote the role of an Independent Advocate to a range of individuals</p> <p>4.4 Use effective communication techniques</p> <p>4.5 Respect the needs and expectations of individuals</p>

Unit: Positive Behaviour Support

Unit Code: R/650/7827

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to promote positive behaviours	1.1 Explain the meaning of 'positive behaviours' 1.2 Identify ways in which you can promote positive behaviours in the care setting 1.3 Explain the impact of positive behaviours in the care setting
2. Understand approaches to managing challenging behaviours	2.1 Identify the term 'restraint' 2.2 Explain the current legal guidance around restraint, and using restraint to manage challenging behaviours 2.3 Explain the difference between proactive and reactive strategies 2.4 Identify how to recognise triggers or patterns in behaviour which result in challenging behaviours
3. Be able to respond suitably to challenging behaviours	3.1 Communicate effectively with an individual who is displaying challenging behaviours 3.2 Recognise triggers or patterns which result in challenging behaviours 3.3 Use appropriate strategies to deal with challenging behaviours 3.4 Report and record challenging behaviour incidents when required 3.5 Follow behaviour support plans 3.6 Review behaviour support plans 3.7 Maintain dignity and respect when dealing with challenging behaviours
4. Be able to support individuals following challenging behaviour	4.1 Support an individual after an incident of challenging behaviour 4.2 Support an individual to reflect on the incident of challenging behaviour 4.3 Gain additional professional support following an incident of challenging behaviour when required
5. Promote positive behaviours within a care setting	5.1 Promote positive behaviours in the care setting 5.2 Support others within the care setting to promote positive behaviours

Unit: Support Individuals with Managing Pain and Discomfort

Unit Code: T/650/7828

RQF Level: 3

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand how to manage and minimise pain and discomfort</p>	<p>1.1 Identify possible causes of pain and discomfort 1.2 Explain different approaches to managing the pain and discomfort of individuals 1.3 Explain how to recognise the signs and symptoms of pain and discomfort in individuals 1.4 Identify the assessment tool to evaluate pain levels 1.5 Identify self-help methods of pain control 1.6 Identify agreed ways of working that relate to managing pain and discomfort 1.7 Explain how pain and discomfort can impact an individual's holistic well-being 1.8 Explain how pain and discomfort can impact an individual's communication</p>
<p>2. Be able to manage and minimise an individual's pain or discomfort</p>	<p>2.1 Effectively manage an individual's pain and discomfort 2.2 Position individuals safely and comfortably 2.3 Carry out agreed methods to minimise pain or discomfort 2.4 Encourage individuals to use self-help methods to minimise pain or discomfort 2.5 Encourage individuals to express their pain or discomfort</p>
<p>3. Be able to monitor, record and report on an individual's pain or discomfort</p>	<p>3.1 Complete monitoring tasks of individual's pain or discomfort 3.2 Report findings and escalate concerns if necessary 3.3 Complete records appropriate to organisational procedures</p>

Unit: Provide Support with Pressure Area Care

Unit Code: Y/650/7829

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand the meaning of pressure sores and pressure area care</p>	<p>1.1 Identify the term 'pressure sore'</p> <p>1.2 Explain the possible causes of pressure sores</p> <p>1.3 Identify ways in which pressure sores can be minimised or avoided</p> <p>1.4 Identify areas on the body where pressure sores are common</p> <p>1.5 Explain changes to individuals skin that can be a cause for concern</p> <p>1.6 Describe how to report concerning changes to an individual's skin</p> <p>1.7 Explain national guidelines affecting pressure area care</p> <p>1.8 Identify why partnership working is important when providing pressure area care</p>
<p>2. Understand how to follow care plans in relation to pressure area care</p>	<p>2.1 Identify the importance of care plan accuracy and reviews</p> <p>2.2 Explain the importance of checking updates on a care plan, prior to supporting with pressure area care</p> <p>2.3 Explain how to use a risk assessment tool when supporting pressure areas</p> <p>2.4 Identify additional sources of support when supporting with pressure area care</p> <p>2.5 Explain when additional professional support may be required to support with pressure area care</p>
<p>3. Understand the use of equipment and resources when supporting pressure area care</p>	<p>3.1 Identify equipment that can be used when providing pressure area care</p> <p>3.2 Identify resources that can be used when providing pressure area care</p> <p>3.3 Explain when equipment and resources should be used to support the care of pressure sores</p>
<p>4. Be able to support with pressure area care</p>	<p>4.1 Carry out pressure area care respectfully and safely</p> <p>4.2 Use pressure relieving equipment and resources</p> <p>4.3 Use appropriate moving techniques</p> <p>4.4 Maintain records and reports accurately</p> <p>4.5 Ensure dignity is maintained throughout pressure area care</p> <p>4.6 Communicate effectively with individuals who have pressure area care</p>

	4.7 Apply procedures for infection prevention and control
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Unit: Support Individuals with End of Life Care, Including Coping with Death and Bereavement

Unit Code: F/650/7830

RQF Level: 3

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the Features of support during the last days of life</p>	<p>1.1 Outline common signs of an individual approaching death 1.2 Describe the health care support required during the end of life 1.3 Outline the key signs when life-prolonging treatment or medication can be stopped 1.4 Outline the key professionals and people who may be involved in the delivery of end of life care 1.5 Outline the signs that death has occurred</p>
<p>2. Understand the impact of the end of life on the individual, Families, Friends and carers</p>	<p>2.1 Describe the impact of end of life on the individual and others 2.2 Explain the importance of communication when dealing with Family, Friends and carers in end of life 2.3 Outline how to comfort distressed or emotional Family members, Friends or carers in end of life 2.4 Explain the importance of understanding spiritual beliefs and needs during end of life care</p>
<p>3. Be able to support individuals and others at the end of life</p>	<p>3.1 Outline ways in which you can make individuals more comfortable during the end of life 3.2 Work in partnership with other healthcare professionals during end of life care 3.3 Describe the importance of correct record-keeping during the end of life stages 3.4 Be able to explain the next stages to Family members, Friends and carers where necessary 3.5 Provide effective end of life care, ensuring dignity and respect</p>
<p>4. Understand care planning when approaching end of life care</p>	<p>4.1 Explain the importance of appropriate care planning when an individual is approaching the end of life 4.2 Explain the importance of understanding individual wishes and preferences of end of life care</p>
<p>5. Know the responsibilities following an individual's death</p>	<p>5.1 Outline the local and national guidelines and policies for care after death 5.2 Identify bereavement support for Family members, Friends and carers</p>

	5.3 Explain the importance of understanding individual's wishes for their after-death care
6. Be able to manage own feelings in relation to the end of life care or the death of individuals	6.1 Utilise support systems to deal with own feelings and emotions when an individual is dying or death 6.2 Identify ways to manage own feelings and emotions when an individual is dying or death

Unit: Administer Medication

Unit Code: H/650/7831

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand common medication and their uses</p>	<p>1.1 Define the term 'medication'</p> <p>1.2 Identify common medications and explain their use</p> <p>1.3 Identify common medications and explain common side effects</p> <p>1.4 Describe the importance of expiry dates on medication and the possible effects of administering expired medication</p> <p>1.5 Outline how side effects of medication are identified and the procedures in place for dealing with this</p>
<p>2. Understand techniques for administering medication</p>	<p>2.1 Identify different materials and equipment used for the administration of medication</p> <p>2.2 Describe how to gain consent from different individuals when administering medication</p> <p>2.3 Identify the meaning of 'prescription' and its use</p> <p>2.4 Identify the procedures for checking prescriptions</p> <p>2.5 Identify how to use the medication administration record sheet correctly</p> <p>2.6 Explain the process for renewing prescriptions</p> <p>2.7 Explain the importance of promoting and supporting independence with self-administration of medication</p> <p>2.8 Describe procedures to follow if medication is out of date</p>
<p>3. Understand legislation, policy and procedures regarding the administration of medication</p>	<p>3.1 Explain the legislation used regarding the administration of medication</p> <p>3.2 Describe the policies and procedures followed regarding the administration of medication</p> <p>3.3 Identify the responsibilities of someone who administers medication</p> <p>3.4 Describe information to obtain prior to the administration of medication</p> <p>3.5 Describe the key guidance relating to self-administration</p>
<p>4. Be able to prepare and administer medication safely</p>	<p>4.1 Follow procedures for infection control</p> <p>4.2 Describe the requirements for the type of medication to be administered including timings and amounts</p> <p>4.3 Describe how to prepare equipment or materials used for the administration of medication</p> <p>4.4 Gain individual's consent to administer medication</p>

	4.5 Record the administration of medication clearly and correctly
5. Be able to monitor the administration of medication	5.1 Identify procedures for how to monitor the administration of medication 5.2 Outline how to dispose of unsafe medication 5.3 Identify how to confirm medication was taken by the individual and explain circumstances in which this may need to happen

Unit: Awareness of Acquired Brain Injury

Unit Code: K/650/7833

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand Acquired Brain Injury and its impact on individuals</p>	<p>1.1 Define the term 'Acquired Brain Injury'</p> <p>1.2 Explain the possible causes of Acquire Brain Injury</p> <p>1.3 Explain the possible effects of Acquired Brain Injury, relating to:</p> <ul style="list-style-type: none"> • Physical • Social • Emotional • Cognitive • Behavioural <p>1.4 Outline the effects of Acquired Brain Injury on individuals, their families, friends and carers</p>
<p>2. Understand the specialist needs of an individual with Acquired Brain Injury</p>	<p>2.1 Explain the effects on communication for individuals with Acquired Brain Injury</p> <p>2.2 Explain the impact of personality changes on the individual</p> <p>2.3 Identify intervention strategies and assistive technology used with individuals with Acquired Brain Injury</p> <p>2.4 Explain the impact Acquired Brain Injury can have on an individual's self-esteem and confidence</p>
<p>3. Understand challenging behaviours individuals with Acquired Brain Injury may display</p>	<p>3.1 Define the term 'challenging behaviours'</p> <p>3.2 Explain challenging behaviours that may be displayed by individuals with Acquired Brain Injury</p> <p>3.3 Explain steps that can be taken to manage challenging behaviours</p>
<p>4. Be able to support individuals with Acquired Brain Injury</p>	<p>4.1 Confidently support individuals with Acquired Brain Injury with daily living tasks</p> <p>4.2 Demonstrate understanding of the needs and expectations of individuals with Acquired Brain Injury</p> <p>4.3 Promote independence and empowerment whilst supporting individuals with Acquired Brain Injury</p>

Unit: Support Individuals with Sensory Loss

Unit Code: L/650/7834

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand sensory loss</p>	<p>1.1 Identify the meaning of 'sensory loss'</p> <p>1.2 Identify the main causes of sensory loss</p> <p>1.3 Identify the signs of:</p> <ul style="list-style-type: none"> • sight loss • hearing loss <p>1.4 Explains actions to take if you are concerned about an individual experiencing sensory loss</p>
<p>2. Understand communication support for individuals with sensory loss</p>	<p>2.1 Explain different forms of verbal and non-verbal communication used by individuals with:</p> <ul style="list-style-type: none"> • sight loss • hearing loss <p>2.2 Explain the impact of not being able to communicate for individuals with sensory loss</p> <p>2.3 Explain the impact of effective communication which meets the needs of individuals with sensory loss</p> <p>2.4 Identify sources of information and training which can be undertaken to support communication with individuals with sensory loss</p> <p>2.5 Identify assistive technology which can support communication for individuals with sensory loss</p>
<p>3. Be able to support individuals with sensory loss</p>	<p>3.1 Identify how to understand the communication needs of individuals with sensory loss</p> <p>3.2 Explain the environmental barriers which can impact communication for those with sensory loss</p> <p>3.3 Use alternative communication methods with individuals who have sensory loss</p>

Unit: Promote Nutrition and Hydration

Unit Code: M/650/7835

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the Fundamentals of a balanced diet and nutritional guidance	1.1 Identify the main food groups 1.2 Explain the nutritional value of a variety of food groups 1.3 Identify the impact of a poor balanced diet 1.4 Explain the current national guidance on adult nutrition to achieve a balanced diet 1.5 Explain how to access information regarding national guidance on adult nutrition
2. Understand malnutrition and how to prevent malnutrition	2.1 Define the term 'malnutrition' 2.2 Explain factors that may affect the nutritional intake of individuals 2.3 Describe the impact of malnutrition 2.4 Outline the signs and symptoms of malnutrition 2.5 Identify ways to prevent malnutrition
3. Understand special dietary requirements	3.1 Identify common dietary requirements 3.2 Explain why individuals may have special dietary requirements 3.3 Identify ways to support special dietary requirements
4. Understand the impacts of hydration and dehydration	4.1 Explain the impact on individuals of good hydration 4.2 Explain the signs and symptoms of dehydration 4.3 Explain the impact dehydration can have on individuals health and well-being
5. Be able to monitor and record the nutrition and hydration needs of individuals	5.1 Effectively record the nutrition and hydration of individuals 5.2 Escalate findings of nutrition and hydration records 5.3 Identify where the access support and guidance on how to effectively monitor and record the nutrition and hydration needs of individuals
6. Be able to promote nutrition and hydration	6.1 Demonstrate ways to promote hydration with individuals 6.2 Demonstrate ways to promote nutrition with individuals

Unit: Digital Skills Within Care Settings

Unit Code: R/650/7836

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to use digital devices and systems	1.1 Outline the organisation's policies and procedures for using digital devices and systems 1.2 Explain how to check digital devices and systems are working correctly 1.3 Explain where to gain support with digital devices and systems 1.4 Identify the digital devices and systems used in care settings 1.5 Explain how digital devices can enhance the care setting 1.6 Describe how to use digital devices and systems to communicate within the care setting
2. Understand how to promote confidentiality and data protection when using digital devices	2.1 Explain the data protection and confidentiality processes to follow when using digital devices in care settings 2.2 Explain the procedures for sharing information with individuals who use the service, their families, friends and carers
3. Understand how to promote online safety when using organisation digital devices	3.1 Identify how to keep digital devices and systems safe and secure 3.2 Explain the implications of accessing an insecure website 3.3 Explain how to protect personal information online 3.4 Explain the impacts on digital devices and systems associated with cyber-attacks and hackers 3.5 Explain ways to promote online safety within own role

Unit: Introduction to Employment

Unit Code: M/650/6944

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the Fundamentals of employment	1.1 Describe the meaning of 'tax', identify why this is paid and what services it funds 1.2 Describe the meaning of 'national insurance', identify why this is paid and what services it funds 1.3 Explain the importance of a pension and how employer and employee contributions work 1.4 Identify the main aspects of a pay slip 1.5 Describe the basic holiday and break requirements when working
2. Be prepared to apply for jobs and attend an interview	2.1 Be able to complete a job search effectively 2.2 Create a suitable CV and cover letter 2.3 Send a professional email in response to a job advert 2.4 Prepare for a job interview 2.5 Complete a job interview with confidence 2.6 Take interview feedback on board

LEADERSHIP AND MANAGEMENT OPTIONAL UNITS

Unit: Leadership in Care Settings

Unit Code: T/650/7837

RQF Level: 4

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the role of an effective leader	1.1 Define the term 'leadership' 1.2 Identify the skills, qualities and behaviours needed to be an effective leader 1.3 Explain the responsibilities of a leader in the care setting 1.4 Evaluate leadership styles and identify when different leadership styles are used in different situations
2. Understand how to lead teams	2.1 Explain the different types of teams 2.2 Explain the different roles within teams 2.3 Explain the term 'team dynamics' 2.4 Explain the importance of effective communication within teams 2.5 Explain the importance of individuals understanding their role within teams
3. Be able to apply leadership skills	3.1 Use effective leadership styles for different situations 3.2 Demonstrate effective leadership skills, qualities and behaviours 3.3 Reflect on leadership approaches 3.4 Delegate tasks suitable to team member's skill set and interests 3.5 Develop trust within a team 3.6 Communicate effectively with team members

Unit: Adult Care Regulation and Inspection

Unit Code: Y/650/7838

RQF Level: 4

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand current adult care regulation bodies	1.1 Explain the role of a national regulatory body for adult care 1.2 Identify the adult care industry standards 1.3 Explain the different types of inspection conducted by the regulatory body for adult care 1.4 Explain the inspection framework relevant to adult care
2. Understand quality improvement processes in adult care	2.1 Explain the processes of quality improvement within care settings 2.2 Describe barriers to quality improvement within care settings 2.3 Identify the importance of continuous quality improvement within care settings 2.4 Explain the meaning of
3. Understand how to prepare for a regulatory body inspection	3.1 Identify the different activities that can be completed during an inspection 3.2 Explain the role and responsibilities of the inspection team 3.3 Explain how to support with the planning and preparation of an inspection
4. Be able to plan and conduct an internal audit to support quality improvement processes	4.1 Identify areas within the service which require an audit 4.2 Plan an audit in line with policy and procedures within the setting 4.3 Conduct an audit professionally 4.4 Provide feedback and make recommendations on improvement areas 4.5 Plan next steps and include targets where necessary

Unit: Supervision Skills

Unit Code: A/650/7839

RQF Level: 4

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles of supervision	1.1 Explain the purpose of a supervision 1.2 Explain the principles of effective supervision 1.3 Explain feedback models used during supervision 1.4 Identify the role of constructive feedback 1.5 Explain the ideal environment to conduct a supervision and why this is important 1.6 Identify the impact of a supervision with environmental barriers
2. Understand how supervisions can support performance	2.1 Explain the impact supervisions have on professional development 2.2 Outline the role of supervisions in improving performance management with care settings 2.3 Compare methods of measuring performance 2.4 Explain the use of performance management to achieve objectives and goals 2.5 Explain how constructive feedback can be used to improve performance
3. Be able to plan and conduct a supervision	3.1 Plan a supervision agenda 3.2 Prepare in advance to conduct a supervision 3.3 Provide constructive feedback 3.4 Conduct a supervision professionally and ensure confidentiality 3.5 Support others to reflect on their own performance 3.6 Support others with their professional development through supervision 3.7 Agree on actions and timescales 3.8 Ensure records are accurate and remain confidential

Unit: Quality Assurance and Quality Improvement in the Care Setting

Unit Code: H/650/7840

RQF Level: 4

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand quality regulations in adult care	1.1 Explain the regulation requirements of an adult care setting 1.2 Explain the use of inspection within an adult care setting 1.3 Evaluate the importance of continuous quality improvement within care settings
2. Understand the cycle of quality assurance	2.1 Explain the cycle of quality assurance 2.2 Evaluate the difference between: <ul style="list-style-type: none"> • internal quality assurance • external quality assurance 2.3 Explain how feedback, comments and complaints can inform quality standards 2.4 Explain the steps to take if quality standards are not being met
3. Understand own role in ensuring quality standards and regulations are met	3.1 Outline own role in ensuring quality standards are met 3.2 Explain own role in promoting high-quality standards within the care setting 3.3 Explain responsibilities in reporting if quality standards are not met 3.4 Identify how to respond and report comments and complaints about quality standards in care settings 3.5 Explain own responsibilities in reporting quality standards externally 3.6 Identify how to make recommendations about improving the quality standards

nQual Ltd
Unit 11 Penketh Business Park
Liverpool Road
Warrington
WA5 2TJ
UK

admin@nqual.co.uk
www.nqual.co.uk
01925-931-684

