



nqual.

Level 4

Diploma in Adult Care

(610/2969/5)



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 4 Diploma in Adult Care is regulated by Ofqual.

Qualification Number: 610/2969/5

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 progression in the care sector. The units specified within this document cover a variety of areas and topics relevant to the sector, including leadership and management in health care.

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: 18

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 5 Diploma in Leadership and Management in Adult Care Services

Unit Guidance

Learners must achieve all 37 credits of mandatory units and a minimum of 33 optional unit credits. The total credit value for this qualification is 70.

A minimum of 55 credits must be achieved at Level 4 or above.

Mandatory Units

Learners must achieve all of the mandatory units totalling 37 credits.

Unit Reference	Title	Level	GLH	Credit Value
D/650/7849	Lead Communication in Adult Care Settings	4	32	4
J/650/7850	Develop, Maintain and Use Records and Reports	4	24	3
K/650/7851	Personal Development in Adult Social Care Settings	4	32	4
L/650/7852	Lead Inclusive Practice in Adult Care Settings	4	24	3
M/650/7853	Lead Health and Safety in Adult Care Settings	4	24	3
R/650/7854	Facilitate Person-Centred Assessments to Support Well-Being	4	16	2
T/650/7855	Facilitate Support Planning to Ensure Positive Outcomes for Individuals and to Support Well-Being	4	24	3
Y/650/7856	Professional Practice in Adult Care Settings	4	24	3
A/650/7857	Working in Partnership with Others	4	32	4
D/650/7858	Understand Personalisation in Care and Support Services	4	32	4
F/650/7859	Understand Safeguarding and Protection in Adult Care Settings	4	16	2
K/650/7860	Safeguarding Children and Young People who are Present in the Adult Care Sector	4	16	2

Optional Units

Optional units are designed to ensure flexibility in different care pathways for individuals who want to undergo this qualification. Learners must achieve a minimum of 33 credits from the optional units.

Unit Reference	Title	Level	GLH	Credit Value
K/650/7833	Awareness of Acquired Brain Injury	3	32	4
D/650/7820	Dementia Awareness	3	32	4
F/650/7821	Diabetes Awareness	3	32	4
L/650/7861	Lead End of Life Services	4	32	4
T/650/7819	Mental Health Awareness	3	32	4
R/650/7827	Positive Behaviour Support	3	32	4
M/650/7862	Awareness of the Mental Capacity Act 2005	3	16	2
R/650/7863	Provide Information, Advice and Guidance	4	16	2
T/650/7864	Independent Advocacy	4	32	4
Y/650/7865	Support Individuals to Manage Their Finances	4	16	2
A/650/7866	Support with Accessing Housing and Accommodation Services	4	16	2
D/650/7867	Coaching and Mentoring in Social Care	4	24	3
H/650/7822	Stroke Awareness	3	32	4
F/650/7868	Support Individuals with Communication and Interaction Difficulties	4	24	3
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
H/650/7869	Manage Inductions in Adult Care	5	40	5
L/650/7870	Managing Change and Innovation	5	40	5
R/650/7836	Digital Skills within Care Settings	3	16	2

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 560.

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 700.

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. The Skills for Health Assessment Principles states that competence-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 these can include at least one of the following:

- 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

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- 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 these can include at least one of the following:

- 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

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: Level 4 Diploma in Adult Care

Learners must complete all mandatory units for this qualification.

Unit: Lead Communication in Adult Care Settings

Unit Code: D/650/7849

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 communication needs and factors affecting them	1.1 Analyse different models of communication: <ul style="list-style-type: none"> • Transactional analysis • Lasswell's 1.2 Analyse why individuals communicate 1.3 Analyse how models of communication can meet the individual's personal needs, wishes and preferences 1.4 Explain how barriers to communication may be overcome • Physical • Social • Environment • Emotional 1.5 Analyse the effects on an individual of ineffective communication 1.6 Explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required
2. Understand how to support the use of assistive technology to enhance communication	2.1 Discuss the role of assistive technology in supporting individuals to communicate 2.2 Describe types of support that an individual may need in order to use assistive technology 2.3 Describe the specialist services relating to assistive technology 2.4 Explain how to ensure that communication equipment is: <ul style="list-style-type: none"> • Fit for purpose • Correctly set up and working • Able to be used by the individual
3. Be able to interact with individuals	3.1 Work in partnership with the individual and others to identify their preferred methods of communication 3.2 Use agreed methods of communication to interact with the individual 3.3 Interact with an individual using: <ul style="list-style-type: none"> • active listening • reflective listening 3.4 Monitor the individual's responses during and after the interaction to check the effectiveness of communication

<p>4. Be able to convey information to individuals and others</p>	<p>4.1 Use formats that enable an individual and others to understand the information conveyed</p> <p>4.2 Assess an individual's understanding of the information conveyed</p>
<p>5. Understand the importance of confidentiality in interactions with individuals</p>	<p>5.1 Analyse legal and ethical tensions between maintaining confidentiality and sharing information</p> <p>5.2 Analyse the implications of assistive technology for maintaining confidentiality for the individual</p>

Guidance Notes

An **individual** is someone who requires care or support

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Assistive technology refers to equipment, electronic systems and digital software or devices designed to augment and assist communication. These may include items such as:

- hearing aids
- light board display systems
- eye tracker systems
- speech generation devices
- communication apps

Others may include:

- carers
- Families
- Friends
- care and support workers

Formats may include:

- verbal
- written
- web-based
- using specific aids
- braille
- large print

Unit: Develop, Maintain and Use Records and Reports

Unit Code: J/650/7850

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 legal and organisational requirements for recording information and providing reports	1.1 Specify own responsibilities and those of others when recording information and producing reports 1.2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information
2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working	2.1 Support individuals to participate in the preparation of reports 2.2 Produce accurate and coherent records and reports understandable to those who have a right to see them 2.3 Maintain accurate, complete, retrievable and up-to-date records 2.4 Ensure that records and reports comply with legal and organisational requirements 2.5 Explain how to balance confidentiality and openness in records and reports 2.6 Use information communication technology (ICT) systems for the collection and storage of information 2.7 Use ICT that supports information exchange within and across disciplines and organisations
3. Be able to use records and reports to inform judgements and decisions	3.1 Clarify the accuracy of records and reports with individuals and others 3.2 Respond to feedback from those who receive records and reports 3.3 Demonstrate the use of facts and evidence-based opinions within records and reports 3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions

Guidance Notes

Agreed ways of working - will include policies and procedures where these exist; they may be less formally documented with micro-employers

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include:

- Team members
- Other colleagues

Unit: Personal Development in Adult Social Care Settings

Unit Code: K/650/7851

RQF Level: 4

<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 what is required for competence in own work role</p>	<p>1.1 Explain the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant standards 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work 1.4 Explain why competence includes using own behaviour to model person-centred values and practice</p>
<p>2. Be able to reflect on practice</p>	<p>2.1 Explain the cyclical process of reflection 2.2 Explain the importance of reflective practice in continuously improving the quality of service provided 2.3 Reflect on day-to-day work practice</p>
<p>3. Be able to evaluate own performance</p>	<p>3.1 Evaluate own knowledge, understanding and performance against relevant standards 3.2 Use feedback to evaluate own performance and inform development</p>
<p>4. Be able to use reflective practice to contribute to personal development</p>	<p>4.1 Evaluate how learning activities have affected practice 4.2 Demonstrate how reflective practice has contributed to improved ways of working 4.3 Record progress in relation to personal development</p>
<p>5. Be able to agree a personal development plan</p>	<p>5.1 Use data and information to plan and review own development 5.2 Work with others to review and prioritise own: <ul style="list-style-type: none"> • Learning needs • Professional interests • Development opportunities 5.3 Work with others to agree own personal development plan 5.4 Take steps to develop own leadership and mentoring skills</p>
<p>6. Understand how to use evidence based practice</p>	<p>6.1 Analyse how evidence based practice can be used to inform your practice 6.2 Explain how to apply evidence based practice in your practice 6.3 Evaluate use of evidence based practice in own setting</p>

Guidance Notes

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Others may include:

- service users
- the individual
- carers
- advocates
- supervisor, line manager or employer
- other professionals

Data may include:

- Supervision
- Feedback from internal and external sources
- Appraisal
- Regulatory feedback

Information may include:

- Journals
- Internet/websites
- Publications
- Legislation
- Professional bodies

Evidence-based practice:

Applying the best available research results (evidence) when making decisions about health care. Healthcare professionals who perform evidence-based practice use research evidence along with clinical expertise and patient preferences

Unit: Lead Inclusive Practice in Adult Care Settings

Unit Code: L/650/7852

RQF Level: 4

<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 equality, diversity and inclusion</p>	<p>1.1 Summarise current legislation relating to equality</p> <p>1.2 Explain how legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role</p> <p>1.3 Explain the impact on own practice of:</p> <ul style="list-style-type: none"> • equality • diversity • inclusion <p>1.4 Analyse how barriers to equality impact individuals</p> <p>1.5 Explain the attitudes that may lead to discriminatory behaviour</p>
<p>2. Understand how inclusive practice supports equality and diversity</p>	<p>2.1 Explain how inclusive practice promotes equality and supports diversity</p> <p>2.2 Analyse how inclusive practice respects the individual's beliefs, culture, values, preferences and life experience</p> <p>2.3 Explain the principles of inclusive practice</p>
<p>3. Understand how to promote equality, diversity and inclusion</p>	<p>3.1 Explain how to challenge discrimination to promote change</p> <p>3.2 Explain how to support others to promote equality and diversity</p> <p>3.3 Evaluate current systems and processes to identify improvements which support equality, diversity and inclusion</p>
<p>4. Be able to work in a way that supports equality and diversity</p>	<p>4.1 Use person-centred approaches to support equality and diversity</p> <p>4.2 Work with others to promote equality and diversity</p> <p>4.3 Challenge discrimination to promote change</p> <p>4.4 Access resources to support equality and diversity practice</p> <p>4.5 Disseminate information to others relating to equality and diversity</p> <p>4.6 Reflect on own practice in relation to equality and diversity</p> <p>4.7 Model behaviour that promotes equality, diversity and inclusion</p>

Guidance Notes

Legislation may include:

- Equality Act
- Mental Capacity Act
- Human Rights Act

Individuals are adults, young people or children who use services.

Unit: Lead Health and Safety in Adult Care Settings

Unit Code: M/650/7853

RQF Level: 4

<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 own responsibilities, and the responsibilities of others, relating to health and safety</p>	<p>1.1 Describe current legislation relating to health and safety in own work setting</p> <p>1.2 Explain health and safety policies and procedures as agreed with the employer in relation to own role</p> <p>1.3 Explain the health and safety responsibilities of:</p> <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting <p>1.4 Explain tasks that should not be carried out in own work setting without specialist training</p>
<p>2. Understand how to carry out own responsibilities for health and safety</p>	<p>2.1 Analyse the limits of own role in relation to moving and positioning</p> <p>2.2 Analyse own responsibilities with regard to legislation and policy for:</p> <ul style="list-style-type: none"> • emergency first aid • food safety • fire safety • risk to own safety • risk to the safety of others • prompting of administration of medication • infection prevention and control • hazardous substances • security <p>2.3 Explain procedures to be followed if an accident or sudden illness should occur</p> <p>2.4 Explain how to record and report health and safety incidents</p>
<p>3. Be able to work safely in health and social care settings</p>	<p>3.1 Apply current legislation relating to Health and Safety in own work setting</p> <p>3.2 Comply with current guidelines for:</p> <ul style="list-style-type: none"> • hand hygiene • moving and handling equipment or other objects safely • checking the identity of anyone requesting access to the work setting • maintaining evacuation routes • food safety <p>3.3 Complete health and safety records according to legal and work-setting requirements</p>

<p>4. Be able to manage risk</p>	<p>4.1 Contribute to the development of policies, procedures and practices which identify, assess and manage risk</p> <p>4.2 Work with others to assess potential risks</p> <p>4.3 Assess how risk-taking impacts on:</p> <ul style="list-style-type: none"> • individuals • the organisation <p>4.4 Work with others to manage risks</p> <p>4.5 Evaluate own practice in leading a balanced approach to risk management</p>
<p>5. Be able to support others to work safely in relation to health and safety</p>	<p>5.1 Support others to work safely</p>

Guidance Notes

Work setting may include one specific location or 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.

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

Tasks for which special training is required may include: the use of equipment, first aid, medication, health care procedures, food handling and preparation.

Unit: Facilitate Person-Centred Assessment to Support Well-Being

Unit Code: R/650/7854

RQF Level: 4

<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 theories and principles of assessment</p>	<p>1.1 Critically review theoretical models of assessment 1.2 Review the effectiveness of assessment tools available to support your role 1.3 Analyse the effect of legislation and policy on assessment processes 1.4 Explain how assessment practice can impact on individuals' lives</p>
<p>2. Be able to work in partnership with an individual and others to facilitate person-centred assessment</p>	<p>2.1 Agree with an individual and others on the purpose of the assessment 2.2 Agree with an individual and others on the intended outcomes of the assessment 2.3 Agree with an individual and others on how the assessment should be carried out and who else should be involved 2.4 Ensure that an individual is supported to carry out a self-assessment process</p>
<p>3. Be able to carry out a person-centred assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing</p>	<p>3.1 Analyse the interrelationship between factors that support an individual's wellbeing 3.2 Explain how to take account of the strengths and aspirations of an individual in the assessment 3.3 Work with an individual and others to assess requirements to support well-being:</p> <ul style="list-style-type: none"> • social • emotional • cultural • spiritual • intellectual • economic <p>3.4 Record the assessment in an agreed format according to organisational policies and procedures</p>

Guidance Notes

Assessment involves collecting and analysing information about people to understand their situation and determine recommendations for any further professional intervention.

Assessment tools may include:

- FACE
- mental health
- learning disability specific
- specialist tools for moving and handling, continence, occupation and activities

An **individual** is someone requiring care or support.

Others may include:

- carers
- families
- friends
- care and support workers

Unit: Facilitate Support Planning to Ensure Positive Outcomes for Individuals and to Support Well-Being

Unit Code: T/650/7855

RQF Level: 4

<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 theories and principles that underpin outcome-based practice</p>	<p>1.1 Critically review approaches to outcome-based practice</p> <p>1.2 Analyse the effect of legislation and policy on outcome-based practice</p> <p>1.3 Explain the impact of the Mental Capacity Act on support planning processes</p> <p>1.4 Explain how outcome-based practice can impact an individual's life</p>
<p>2. Be able to develop a support plan to meet the identified needs of an individual</p>	<p>2.1 Support an individual to make choices over decisions to meet their identified needs, preferences and wishes</p> <p>2.2 Assist an individual to make informed choices about their support plan</p> <p>2.3 Evaluate risks associated with a support plan</p> <p>2.4 Assist an individual to understand the risks associated with the choices they make in their support plan</p> <p>2.5 Work in partnership with an individual and others to identify options, resources and preferences in relation to an assessment</p> <p>2.6 Record a plan according to organisational systems and processes to support information sharing</p>
<p>3. Understand the value of assistive living technology in developing a support plan</p>	<p>3.1 Analyse everyday situations where assistive technology solutions can be supportive to an individual and others</p> <p>3.2 Analyse assistive living technology for an individual in terms of:</p> <ul style="list-style-type: none"> • benefits • risks • challenges
<p>4. Be able to facilitate the implementation of support plans in partnership with the individual and others</p>	<p>4.1 Agree how a support plan will be carried out with an individual and others</p> <p>4.2 Agree the roles and responsibilities of those involved to implement the support plan</p> <p>4.3 Ensure the implementation of a support plan</p>
<p>5. Be able to facilitate a person-centred review of support plans in partnership with the individual and others</p>	<p>5.1 Agree the monitoring process for a support plan:</p> <ul style="list-style-type: none"> • time • people • budget

	<ul style="list-style-type: none"> • compliance with regulators' standards <p>5.2 Use systems, procedures and practices that engage an individual and others in the review process according to agreed ways of working</p> <p>5.3 Review a support plan to include:</p> <ul style="list-style-type: none"> • Feedback from an individual and others • assessed risks <p>5.4 Record review process and outcomes according to organisational systems and procedures to support information sharing</p>
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Guidance Notes

An **individual** is someone who requires care or support.

Others may include:

- carers
- Families
- Friends
- care and support workers

Assistive Living Technology may include:

Electronic:

- sensor mats or pads
- pendants/telecare
- echo box/reminder tool
- keypad entries
- keys with lights
- apps for budgeting/direction finding/instructions
- talking books

Physical:

- kettle tippers
- jar openers
- special cutlery/utensils
- key safe box
- sticks to pull socks up

Unit: Professional Practice in Adult Care Settings

Unit Code: Y/650/7856

RQF Level: 4

<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 theories, values, principles and statutory frameworks that underpin practice within health and social care</p>	<p>1.1 Analyse theories that underpin own practice 1.2 Analyse how statutory frameworks underpin service provision 1.3 Analyse how values and principles underpin service provision</p>
<p>2. Understand how duty of care contributes to safe practice</p>	<p>2.1 Explain what it means to have a 'duty of care' 2.2 Analyse how duty of care contributes to: <ul style="list-style-type: none"> • Safeguarding of individuals • Supporting individuals' rights and choices </p>
<p>3. Understand how to address conflicts that may arise between an individual's rights to choice and control and the duty of care</p>	<p>3.1 Explain why conflicts may arise between the duty of care and an individual's rights 3.2 Explain how to manage risks associated with conflicts between an individual's rights and the duty of care 3.3 Describe where to get support and advice about managing conflicts</p>
<p>4. Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work</p>	<p>4.1 Comply with statutory frameworks that underpin service provision 4.2 Apply values and principles that underpin service provision 4.3 Contribute to quality assurance processes to promote positive experiences for individuals using care services</p>

Guidance Notes

Theories may include:

- human development and growth
- identity and self-esteem
- ageing
- loss and change
- psychological and sociological perspectives of social issues
- discrimination

Values may include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership

Unit: Working in Partnership with Others

Unit Code: A/650/7857

RQF Level: 4

<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 partnership working</p>	<p>1.1 Identify the features of effective partnership working</p> <p>1.2 Explain the importance of partnership working with</p> <ul style="list-style-type: none"> • Colleagues • Other professionals • Others <p>1.3 Analyse how partnership working delivers better outcomes</p> <p>1.4 Explain how to overcome barriers to partnership working</p>
<p>2. Be able to establish and maintain working relationships with colleagues</p>	<p>2.1 Explain own role and responsibilities in working with colleagues</p> <p>2.2 Develop and agree common objectives when working with colleagues</p> <p>2.3 Evaluate own working relationship with colleagues</p> <p>2.4 Deal constructively with any conflict that may arise with colleagues</p>
<p>3. Be able to establish and maintain working relationships with other professionals</p>	<p>3.1 Explain own role and responsibilities in working with other professionals</p> <p>3.2 Develop procedures for effective working relationships with other professionals</p> <p>3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities</p> <p>3.4 Evaluate procedures for working with other professionals</p> <p>3.5 Deal constructively with any conflict that may arise with other professionals</p>
<p>4. Be able to work in partnership with others</p>	<p>4.1 Analyse the importance of working in partnership with others</p> <p>4.2 Develop procedures for effective working relationships with others</p> <p>4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities</p> <p>4.4 Evaluate procedures for working with others</p> <p>4.5 Deal constructively with any conflict that may arise with others</p>

Guidance Notes

Other professionals may include:

- workers from other agencies or organisations
- advocates
- independent visitors.

Others may include:

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

Unit: Understand Personalisation in Care and Support Service

Unit Code: D/650/7858

RQF Level: 4

<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 meaning of personalisation in social care and support services</p>	<p>1.1 Compare the 'professional gift', 'empowerment' and 'rights' models of service provision</p> <p>1.2 Define the terms:</p> <ul style="list-style-type: none"> • Personalised service • Self-commissioned service • Self-directed support • Micro-employer <p>1.3 Analyse the features of personalisation within social care and support services</p> <p>1.4 Explain why the concept of 'outcomes' is central to personalisation</p> <p>1.5 Identify legislative and policy drivers for personalised services</p>
<p>2. Understand the systems and processes that support personalisation</p>	<p>2.1 Describe the impact that personalisation has on the commissioning, funding and delivery of services</p> <p>2.2 Compare the roles of direct payments and individual budgets in supporting personalisation</p> <p>2.3 Explain the role of brokerage in commissioning and delivering personalised services</p> <p>2.4 Describe types of support that individuals or their families might need in order to access personalised services</p>
<p>3. Understand where responsibilities lie within self-directed support</p>	<p>3.1 Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support</p> <p>3.2 Analyse what responsibilities are held for the delivery and quality of self-directed support by:</p> <ul style="list-style-type: none"> • Direct payments recipients • Commissioners • Social workers/care managers
<p>4. Know how to promote personalisation</p>	<p>4.1 Analyse the attitudes, approaches and skills needed in own role to implement personalisation</p> <p>4.2 Evaluate the impact of personalisation on own role</p> <p>4.3 Propose ways to enhance own contribution to promoting personalisation</p>
<p>5. Know how to develop systems and structures for personalisation</p>	<p>5.1 Evaluate how far systems and structures in own organisation have adapted to personalisation</p>

	5.2 Describe ways to improve systems and structures to enhance personalisation
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Guidance Notes

An **individual** is someone who requires care or support

Unit: Understand Safeguarding and Protection in Adult Care Settings

Unit Code: F/650/7859

RQF Level: 4

<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 impact of current legislation for the safeguarding of adults at risk of abuse and neglect</p>	<p>1.1 Explain the current legislative framework that underpins the safeguarding of vulnerable adults within their own UK Home Nation</p> <p>1.2 Explain how current national guidelines and local policies and procedures for safeguarding affect your day-to-day work</p> <p>1.3 Explain own responsibilities relating to the current legislative framework with regard to safeguarding</p>
<p>2. Understand how to respond to suspected or alleged abuse</p>	<p>2.1 Describe signs and symptoms associated with the following types of abuse:</p> <ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self-neglect • Neglect by others • Discriminatory abuse <p>2.2 Explain actions to take if there are suspicions that an individual is being abused</p> <p>2.3 Explain actions to take if an individual alleges that they are being abused</p> <p>2.4 Explain how to raise concerns when suspected abuse has been reported but the procedure does not appear to have been followed (including “whistleblowing”)</p>
<p>3. Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults</p>	<p>3.1 Explain agreed protocols for working in partnership with other organisations</p> <p>3.2 Explain own role in partnership working</p>
<p>4. Understand how to support others in safeguarding</p>	<p>4.1 Explain how to support others to raise concerns</p> <p>4.2 Explain how to support others during the safeguarding process</p>

Guidance Notes

Others may include:

- The individual
- Families and carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

Unit: Safeguard Children and Young People who are Present in the Adult Care Sector

Unit Code: K/650/7860

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 responsibility to safeguard children and young people who are present in an adult social care work setting	1.1 Explain own responsibility to safeguard children and young people who are present in an adult social care work setting 1.2 Explain the responsibility of others to safeguard children and young people who are present in an adult social care work setting
2. Be able to develop the understanding of others about safeguarding children and young people	2.1 Access information, advice and support to inform knowledge and practice about safeguarding children and young people 2.2 Provide information to others on <ul style="list-style-type: none"> • Indicators of harm, abuse or neglect • Actions that need to be taken where there are safeguarding concerns
3. Understand how to address conflicts and dilemmas associated with safeguarding children and young people	3.1 Analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting 3.2 Identify actions to take when conflicts and dilemmas about safeguarding arise

Guidance Notes

Indicators may include the signs, symptoms and behaviours associated with harm, abuse or neglect.

Safeguarding concerns will include:

- those identified by self
- those identified by others
- those that are immediate or ongoing concerns

OPTIONAL UNITS

Learners must achieve at least 19 credits of optional units:

Unit: Awareness of Acquired Brain Injury

Unit Code: K/650/7833

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

Unit: Dementia Awareness

Unit Code: D/650/7820

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 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 the 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 key 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: Diabetes Awareness

Unit Code: F/650/7821

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 diabetes and the initial care of diabetes</p>	<p>1.1 Define 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 Identify the ways 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: Lead End of Life Services

Unit Code: L/650/7861

RQF Level: 4

<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 current guidance and legislation relating to end of life care</p>	<p>1.1 Evaluate the current local and national guidance for end of life care 1.2 Explain current legal and ethical issues related to decision-making at end of life 1.3 Explain the meaning of 'mental capacity' and its importance in end of life decisions 1.4 Explain the current legislation relating to end of life care</p>
<p>2. Understand person-centred assessment and planning in end of life care</p>	<p>2.1 Explain the importance of appropriate care planning when an individual is approaching the end of life 2.2 Evaluate the importance of understanding individual wishes and preferences of end of life care</p>
<p>3. Understand care during the end of life and the final hours of life after death and bereavement care</p>	<p>3.1 Outline common signs of an individual approaching death 3.2 Describe the health care support required during the end of life 3.3 Outline the key professionals and people who may be involved in the delivery of end of life care 3.4 Outline the key signs when life-prolonging treatment or medication can be stopped 3.5 Evaluate the range of methods and tools used during end of life care to support the individual 3.6 Identify effective communication techniques to use with individuals who are in the final hours of life 3.7 Identify ways to maintain hydration during the final hours of life 3.8 Explain the importance of accurate record keeping during end of life</p>
<p>4. 4. Understand care and support required after death has occurred and bereavement support</p>	<p>4.1 Outline the signs that death has occurred 4.2 Explain the importance of understanding individual's wishes and preferences for their after-death care 4.3 Explain the current guidelines and policies for care after death 4.4 Evaluate the bereavement support available to families and/or carers</p>
<p>5. 5. Be able to lead end of life care effectively</p>	<p>5.1 Display the qualities and attitudes required to lead effectively in end of life care 5.2 Lead appropriate end of life care for an individual</p>

	<p>5.3 Communicate effectively while leading end of life care</p> <p>5.4 Use a range of methods and tools for end of life care</p> <p>5.5 Complete audit tools and after death analysis</p>
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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 an individual's 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> <p>4.2 Communicate effectively with individuals with mental health conditions</p> <p>4.3 Document changes in individuals with Mental Health conditions</p>

	4.4 Support individuals with mental health medication and alternative therapies
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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: Awareness of the Mental Capacity Act 2005

Unit Code: M/650/7862

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 Mental Capacity Act 2005	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
2. Understand the importance of the Mental Capacity Act 2005	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

Unit: Provide Information, Advice and Guidance

Unit Code: R/650/7863

RQF Level: 4

<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 meaning of information, advice and guidance</p>	<p>1.1 Compare the similarities and differences between:</p> <ul style="list-style-type: none"> • Information • Advice • Guidance <p>1.2 Analyse the complications involved with supporting individuals to access information, advice and guidance</p> <p>1.3 Explain the importance of accurate information, advice and guidance</p> <p>1.4 Evaluate own role and limits when providing information, advice and guidance</p> <p>1.5 Analyse the impact of individuals accessing incorrect information, advice and guidance</p>
<p>2. Be able to provide information, advice and guidance</p>	<p>2.1 Provide accurate information, advice and guidance to individuals on a range of topics</p> <p>2.2 Support individuals to access a range of information, advice and guidance when required</p> <p>2.3 Signpost and refer individuals for specialist advice and guidance</p> <p>2.4 Check information, advice and guidance has been understood</p> <p>2.5 Document information, advice and guidance given accurately when required</p>

Unit: Independent Advocacy

Unit Code: T/650/7864

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>
<p>1. Understand the principles of advocacy</p>	<p>1.1 Define the term 'Advocacy'</p> <p>1.2 Evaluate an Independent Advocates role in promoting independence</p> <p>1.3 Evaluate an Independent Advocates role in promoting empowerment and equal opportunities</p> <p>1.4 Compare 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 Explain the responsibilities of an Independent Advocate</p> <p>2.3 Explain the boundaries of an Independent Advocate</p> <p>2.4 Evaluate the skills and attitudes of a good Independent Advocate</p>
<p>3. Understand the local, regional and national standards associated with being an Independent Advocacy</p>	<p>3.1 Summarise a range of standards which apply to an Independent Advocate</p> <p>3.2 Evaluate how these standards can impact individuals who a 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> <p>4.6 Support individuals to self-advocate</p> <p>4.7 Apply current local or national standards when being an Independent Advocate</p>
<p>5. Be able to support individuals explore choices</p>	<p>5.1 Support individuals to make decisions when there are choices</p>

	<p>5.2 Support individuals to explore options</p> <p>5.3 Support individuals to act on their preferred option</p> <p>5.4 Review decisions of individuals and take appropriate actions if required</p>
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Unit: Support Individuals to Manage their Finances

Unit Code: Y/650/7865

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 how to access information about Finances	1.1 Evaluate the current sources of information and advice available for individuals to manage their own Finances 1.2 Explain others who may be involved in supporting individuals to manage their Finances 1.3 Explain the safeguarding guidance relating to financial abuse 1.4 Explain how to access support if financial abuse is suspected 1.5 Analyse the current legislation and codes of practice in relation to providing support to manage Finances 1.6 Evaluate the importance of promoting independence and active participation when managing Finances
2. Be able to support individuals to manage their Finances	2.1 Identify skills an individual may have to manage their own Finances 2.2 Support to improve the skills of an individual to manage their Finances 2.3 Support individuals to complete paperwork and documentation relating to Finances
3. Be able to contribute to reviews of an individual's Finances	3.1 Consult with individuals on their financial review 3.2 Communicate effectively with care services about individual's Finances 3.3 Report concerns about an individual's Finances timely and accurately

Unit: Support with Accessing Housing and Accommodation Services

Unit Code: A/650/7866

RQF Level: 4

<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 support available to access housing and accommodation services</p>	<p>1.1 Analyse a range of housing and accommodation services available 1.2 Evaluate the methods of specialist advice and guidance available for housing and accommodation</p>
<p>2. Be able to support individuals to access housing and accommodation services</p>	<p>2.1 Gather details about the individual's current housing and accommodation situation 2.2 Gather details about the needs the individual has that may affect the housing and accommodation required 2.3 Work with the individual to identify and understand a range of housing and accommodation services that could meet their needs 2.4 Support individuals to plan for accessing and using housing and accommodation services 2.5 Support the individuals with meetings relating to housing and accommodation services 2.6 Provide suitable options to individuals regarding their housing and accommodation needs 2.7 Signpost to specialist housing and accommodation advice and guidance</p>
<p>3. Be able to support housing and accommodation services to meet the needs of individuals</p>	<p>3.1 Effectively discuss the individual's housing and accommodation needs 3.2 Maintain appropriate contact with housing and accommodation staff 3.3 Support housing and accommodation staff to meet the needs of individuals</p>

Unit: Coaching and Mentoring in Social Care

Unit Code: D/650/7867

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 support available to access housing and accommodation services	1.1 Analyse a range of housing and accommodation services available 1.2 Evaluate the methods of specialist advice and guidance available for housing and accommodation
2. Be able to support individuals to access housing and accommodation services	2.1 Gather details about the individual's current housing and accommodation situation 2.2 Gather details about the needs the individual has that may affect the housing and accommodation required 2.3 Work with the individual to identify and understand a range of housing and accommodation services that could meet their needs 2.4 Support individuals to plan for accessing and using housing and accommodation services 2.5 Support the individuals with meetings relating to housing and accommodation services 2.6 Provide suitable options to individuals regarding their housing and accommodation needs 2.7 Signpost to specialist housing and accommodation advice and guidance

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: Support Individuals with Communication and Interaction Difficulties

Unit Code: F/650/7868

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 how to support individuals with communication and interaction difficulties	1.1 Summarise the national and local guidelines in relation to supporting individuals with communication and interaction difficulties 1.2 Summarise organisational policies and procedures in relation to supporting individuals with communication and interaction difficulties 1.3 Identify own responsibilities when supporting individuals with communication and interaction difficulties 1.4 Evaluate the characteristics of communication and interaction difficulties 1.5 Identify strategies to enhance and promote non-verbal communication
2. Understand the impact of having communication and interaction difficulties	2.1 Evaluate the physical and emotional factors which impact on individual's ability to communicate effectively 2.2 Identify ways to overcome and minimise the impact of communication and interaction difficulties 2.3 Evaluate the interaction between delayed language acquisition, cognitive development and sensory deficit 2.4 Explain the role of communication and self-expression in developing an individual's self-esteem

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 skills 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 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 requires 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 the 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 supervision and why this is important 1.6 Identify the impact of a supervision with environmental barriers present
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 performance 3.6 Support others with their own 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 to 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

Unit: Manage Inductions in Adult Care

Unit Code: H/650/7869

RQF Level: 4

<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 induction requirements and how to meet them</p>	<p>1.1 Identify the information and guidance employees require in order to take on their roles</p> <p>1.2 Identify any specific knowledge, skills and/or competencies that employees need to develop in order to fulfil their role</p> <p>1.3 Evaluate how to take into account diverse abilities and learning styles when inducting employees</p> <p>1.4 Explain how to plan and prepare inductions that meet organisational needs and expectations for new employees to know and understand</p> <p>1.5 Identify own organisations policies on induction and its contents</p> <p>1.6 Evaluate the purpose of induction for individuals, others and organisations</p>
<p>2. Understand how to prepare information and guidance materials</p>	<p>2.1 Explain how to prepare information and guidance materials that are accurate, up-to-date and meet the needs of diverse abilities</p> <p>2.2 Identify which other individuals may be involved in the preparation of inductions</p> <p>2.3 Explain the importance of reviewing induction materials and information</p> <p>2.4 Explain how to ensure that information and guidance materials are available when employees need them</p>
<p>3. Be able to organise induction activities</p>	<p>3.1 Plan effective inductions activities which are in line with organisational induction requirements</p> <p>3.2 Co-ordinate the contributions of those involved in inducting volunteers</p> <p>3.3 Provide sufficient training and support to ensure employees can fulfil their duties</p> <p>3.4 Provide additional support or refer employees to alternative sources of information and guidance relating to their role</p> <p>3.5 Obtain feedback from employees on the induction process</p>

Unit: Managing Change and Innovation

Unit Code: L/650/7870

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 how to lead change and increase innovation	1.1 Analyse the main models and methods for managing organisational change 1.2 Explain team building techniques and how to apply them when engaging employees and stakeholders to plan and deliver organisational change 1.3 Identify how to assess the risks and benefits associated with change strategies and plans 1.4 Identify methods of dealing with resistance to change 1.5 Evaluate the principles and methods of effective communication and how to apply them 1.6 Identify the importance of reflection following changes
2. Understand how to promote innovation	2.1 Explain the meaning of innovation 2.2 Identify how to encourage opinions and ideas from team members 2.3 Evaluate the importance of innovation in own setting
3. Be able to lead change and promote innovation	3.1 Assess the gap between the current state and the required future state 3.2 Conduct relevant research to confirm the benefits of change 3.3 Engage employees and other stakeholders in the change 3.4 Encourage contributions and opinions from employees and stakeholders 3.5 Develop a plan to achieve the required change 3.6 Identify roles and responsibilities of colleagues involved in or affected by the changes 3.7 Identify risks and put methods in place to minimise these 3.8 Successfully implement change 3.9 Seek feedback and reflect on changes made

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

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