FAQ **LEVEL 3 DIPLOMA** IN

ADULT CARE (RQF)

OVERVIEW SPECIFICATION

Qualification Number: **610/1627/5**

Qualification Reference: **DACL3**

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Document Details and Version History

Document Details	
Document Name	FAQ Level 3 Diploma in Adult Care (RQF) – Overview Qualification Specification
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v1.1	12.06.23	Throughout	Minor updates to formatting. Components linked to Table of Contents

Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

"We envisage a place in which every Learner achieves their full potential."

Our Mission

"To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments."

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: https://www.futurequals.com

Introduction to Qualification Specification

Welcome to the **FAQ Level 3 Diploma in Adult Care (RQF)** Overview Qualification Specification.

The aim of this overview qualification specification is to outline the qualification requirements and provide guidance to FutureQuals Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents, including the full qualification specification, which contains detailed Component criteria and assessment information.

Publication Information

Every effort has been made to ensure that the information contained in this document
is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

Qualification Title:	FAQ Level 3 Diploma in Adult Care (RQF)
Qualification Level:	3
Qualification Product Code:	DACL3
Qualification Number:	610/1627/5
Qualification Type:	RQF
Regulated by:	Ofqual
Apprenticeship Standards:	This qualification is included within the following apprenticeship standard: • Lead Adult Care Worker Apprenticeship

Purpose and Aims

The purpose of the **FAQ Level 3 Diploma in Adult Care (RQF)** is to provide Learners with the knowledge, understanding and skills required to work as a Lead Adult Care Worker.

Learners will work in adult social care and have responsibility for providing person-centred, values-driven care and support for those accessing the service. They will work under the direction of their manager or supervisor but will have a degree of autonomy. Learners would be expected to have met the standards of the Care Certificate as part of their induction programme. As well as demonstrating best practice, they will be working towards promoting and modelling it. Learners may or may not have supervisory responsibility for others.

The content of this specification has been specified by the sector skills council responsible for the adult care workforce, Skills for Care, and covers the following topic areas:

- Responsibilities (DAC3A)
- Communication (DAC3B)
- Values and behaviours (DAC3C)
- Health and safety (DAC3D)
- Personal development (DAC3E)

This qualification forms part of the FutureQuals Health and Social Care Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **58**

Guided Learning (GL) for this qualification: **342 hours**

Total Qualification Time for this qualification (TQT): **580 hours**

Registration Length: **two years**

Endorsements, Framework Mapping Information and Qualification Equivalencies

The **FAQ Level 3 Diploma in Adult Care (RQF)** has been approved for use by Skills for Care.

Qualification Fees

Please visit our website for information on registration fees, and applicable assessment resit fees or to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 3 Diploma in Adult Care (RQF)** may be eligible for public funding, as determined by the Department for Education (DfE).

For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 3 Diploma in Adult Care (RQF)**, Learners must meet the Rules of Combination and follow all guidance relating to barred Components and Component order.

Group M – Mandatory					
Component Number	Component Reference	Component Name	Credit Value	GL	Level
1	F/650/4536	Agreed Ways of Working for Care Workers	2	16	3
2	H/650/4537	Safeguarding and Protection in Care Settings	3	26	3
3	J/650/4538	Mental Capacity and Restrictive Practice in Care Settings	2	15	3
4	K/650/4539	Duty of Care in Care Settings	2	8	3
5	R/650/4540	Effective Communication in Care Settings	3	25	3
6	T/650/4541	Handling Information in Care Settings	2	16	3
7	Y/650/4542	Person-centred Practice in Care Settings	5	20	3

8	A/650/4543	Choice and Independence in Care Settings	3	20	3
9	D/650/4544	Health and Well-being in Care Settings	3	20	3
10	F/650/4545	Equality, Diversity, Inclusion and Human Rights in Care Settings	3	18	3
11	H/650/4546	General Health and Safety in Care Settings	2	15	3
12	J/650/4547	Moving and Handling, Hazardous Substances, Fire Safety and Security in Care Settings	2	15	3
13	K/650/4548	Infection Prevention and Control in Care Settings	2	15	3
14	L/650/4549	Continuous Development in Care Settings	3	10	3
15	T/650/4550	Personal Well-being in Care Settings	2	10	3

Group O – Optional Components					
Component Number	Component Reference	Component Name	Credit Value	GL	Level
16	T/616/7887	Support Individuals who are Substance Users	7	42	3
17	A/616/7888	Support Individuals with Multiple Conditions and/or Disabilities	4	31	3
18	F/616/7889	Support Person-Centred Thinking and Planning	5	41	3
19	J/615/7963	Support Individuals who are Bereaved	4	30	3
20	Y/615/7966	Prepare for and Carry Out Extended Feeding Techniques	4	27	3
21	D/615/7970	Provide Support to Individuals to Continue Recommended Therapies	3	20	3
22	T/616/7890	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	5	35	4

23	A/616/7891	Enable Rights and Choices of Individuals with Dementia whilst Minimising Risks	4	26	3
24	D/616/7589	Understand and Enable Interaction and Communication with Individuals with Dementia	3	19	2
25	J/616/7893	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	4	24	3
26	R/616/7895	Carry Out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	5	30	3
27	D/616/7897	Support the Promotion of Awareness of Sensory Loss	3	23	3
28	H/616/7898	Promote Active Support	5	36	3
29	R/615/7996	Support Individuals to Manage their Finances	3	20	3
30	Y/615/7997	Obtain Venous Blood Samples	3	24	3
31	D/615/7998	Implement Therapeutic Group Activities	4	25	3
32	K/616/7899	Assist in the Implementation of Programmes to Increase Mobility, Movement and Functional Independence	4	28	3
33	R/616/7900	Understand Models of Disability	3	26	3
34	Y/615/8034	Promote Positive Behaviour	6	44	3
35	K/616/7594	Support use of Medication in Social Care Settings	5	40	3
36	Y/616/7901	Equality, Diversity and Inclusion in Dementia Care Practice	4	31	3
37	D/615/8035	Support Individuals to Access and Use Services and Facilities	4	25	3
38	H/616/7903	Work with Families, Carers and Individuals during Times of Crisis	5	35	4
39	T/616/7906	Support Young People with a Disability to Make the Transition into Adulthood	5	40	3
40	H/615/7789	Understand Mental Well-being and Mental Health Promotion	3	20	3
41	H/615/7792	Causes and Spread of Infection	2	20	2

42	M/616/7595	Principles of Supporting an Individual to Maintain Personal Hygiene	1	10	2
43	F/615/8061	Support Individuals to Access and Manage Direct Payments	4	20	4
44	F/616/7908	Facilitate Person-Centred Assessment, Planning, Implementation and Review	6	45	3
45	Y/615/8082	Work in Partnership with Families to Support Individuals	3	27	3
46	J/616/7909	Service Improvement in the Care Sector	3	20	3
47	J/615/8451	Understand the Process and Experience of Dementia	3	22	3
48	F/616/7911	Support Individuals in the Use of Assistive Technology	4	32	4
49	J/616/7912	Understand Physical Disability	3	22	3
50	L/616/7913	Understand Positive Risk Taking for Individuals with Disabilities	3	25	3
51	L/615/7804	Move and Position Individuals in Accordance with their Care Plan	4	26	2
52	Y/616/7915	Support Individuals with Self-Directed Support	5	35	3
53	Y/615/7823	Understand Mental Health Problems	3	16	3
54	D/615/8455	Understand the Legal, Policy and Service Framework in Mental Health	5	16	3
55	H/616/7917	Administer Oral Nutritional Products to Individuals	4	23	3
56	K/616/7918	Support Individuals through Detoxification Programmes	3	18	3
57	T/615/8476	Supporting Individuals with Loss and Grief Before Death	2	5	3
58	M/616/7919	Promote Effective Communication with Individuals with Sensory Loss	4	30	3
59	F/615/9033	Understand the Context of Supporting Individuals with Learning Disabilities	4	35	3

60	H/616/7920	Work with Other Professionals and Agencies to Support Individuals with a Physical Disability	3	23	3
61	D/615/7838	Provide Support to Manage Pain and Discomfort	2	15	2
62	T/616/7601	Understand the Administration of Medication to Individuals with Dementia using a Person-Centred Approach	2	15	3
63	A/616/7602	Introduction to Personalisation in Social Care	3	22	3
64	F/616/7603	Support individuals to Maintain Personal Hygiene	2	17	2
65	T/615/7876	The Principles of Infection Prevention and Control	3	30	2
66	Y/615/8728	Awareness of the Mental Capacity Act 2005	3	28	3
67	J/616/7604	Contribute to the Effectiveness of Teams	3	5	2
68	L/616/7605	Understand the Role of Communication and Interactions with Individuals who have Dementia	3	26	3
69	R/615/8730	Provide Support to Maintain and Develop Skills for Everyday Life	4	28	3
70	Y/615/8731	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	5	35	3
71	D/615/8732	Enable Individuals to Develop Strategies to Manage their Behaviour	8	41	3
72	H/615/8733	Support Positive Risk Taking for Individuals	4	32	3
73	Y/616/7607	Purpose and Principles of Independent Advocacy	4	25	3
74	L/615/8743	Support the Spiritual Well-being of Individuals	3	26	3
75	R/615/8744	Managing Symptoms in End-of-Life Care	4	30	3
76	Y/615/8745	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	4	24	3

77	M/616/7922	Principles of Self-Directed Support	3	26	3
78	T/616/7923	Principles of Supporting Young People with a Disability to make the Transition into Adulthood	3	30	3
79	A/616/7924	Support the Development of Community Partnerships	5	33	4
80	Y/616/7929	Prepare to Support Individuals Within a Shared Lives Arrangement	4	31	3
81	A/615/8754	Deliver Training through Demonstration and Instruction	3	21	3
82	F/615/8755	Support Individuals During Emergency Situations	3	27	3
83	Y/615/7904	Cleaning, Decontamination and Waste Management	2	20	2
84	J/615/8756	Enable Individuals with Mental Health Problems to Develop Alternative Coping Strategies	4	16	4
85	R/616/7931	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	4	24	3
86	Y/615/9037	Care for the Elderly	2	10	2
87	D/616/7933	Enable Individuals to Negotiate Familiar and Unfamiliar Environments	5	34	3
88	H/616/7609	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	14	2
89	K/616/7935	Support Individuals in their Relationships	4	27	3
90	K/615/7910	Undertake Physiological Measurements	3	23	3
91	M/616/7936	Prepare Environments and Resources for Use During Healthcare	3	20	2
92	T/616/7937	End of Life and Dementia Care	2	10	3
93	A/616/7938	Understand how to Support Individuals with Autistic Spectrum Conditions	3	28	3

94	D/615/8777	Support Individuals to Prepare for and Settle in to New Home Environments	3	23	3
95	H/615/8778	Support Individuals with Specific Communication Needs	5	35	3
96	T/615/7912	Undertake Agreed Pressure Area Care	4	30	2
97	F/616/7939	Contribute to Raising Awareness of Health Issues	4	26	3
98	D/616/7611	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	26	3
99	D/615/8780	Support Individuals at the End of Life	6	50	3
100	T/616/7940	Implement the Positive Behavioural Support Model	8	61	4
101	D/615/8813	Administer Medication to Individuals and Monitor the Effects	5	30	3
102	M/616/7614	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	3	23	3
103	T/616/7615	Understand and Enable Interaction and Communication with Individuals who have Dementia	4	30	3
104	A/616/7941	Understand the Impact of Acquired Brain Injury on Individuals	3	28	3
105	A/616/7616	Provide Active Support	3	27	2
106	K/615/8815	Support Individuals to Live at Home	4	29	3
107	J/615/9065	Interact with and Support Individuals Using Telecommunications	5	36	3
108	M/615/8816	Undertake Tissue Viability Risk Assessments	3	16	3
109	T/615/8851	Provide Support for Individuals with Communication and Interaction Difficulties	5	39	3
110	D/615/8861	Assist in Implementing Treatment Programmes for Individuals with Severely Reduced Movement/Mobility	5	29	3

111	F/615/8982	Understand Long Term Conditions and Frailty	3	20	3
112	M/615/9030	Assist in the Administration of Oxygen	5	40	3

Rules of Combination - Learners must achieve all the Components in *Group M - Mandatory Components* and a minimum of 19 credits (190 hours) from *Group O – Optional Components*. At least 10 of these credits must be at level 3 or above.

Barred Components - Components with the same title at different levels, or Components with the same content, cannot be combined in the same qualification.

Component Order - The order in which Components are to be taught is at the discretion of individual Centres.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to achieve all the learning outcomes and assessment criteria.

Method of Assessment

The **FAQ Level 3 Diploma in Adult Care (RQF)** consists of both knowledge-based and competence-based assessment criteria. The qualification is internally assessed, internally quality assured, and externally quality assured and moderated by FutureQuals. For full assessment details, please see the *FAQ Level 3 Diploma for Adult Care (RQF) Full Qualification Specification*.

All evidence produced by the Learner must be their own.

Assessment Principles

FutureQuals will always publish Assessment Principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic *FutureQuals Assessment Principles* is available on the FutureQuals website and should be used in conjunction with any qualification-specific Assessment Principles.

You can view the *FutureQuals Assessment Principles* here:
https://www.futurequals.com/assets/AssessmentPrinciples.pdf

Any Assessment Principles specific to a qualification will always be reproduced in the specification they relate to.

The **FAQ Level 3 Diploma in Adult Care (RQF)** must be assessed according to the *FutureQuals Assessment Principles* and the *Skills for Care and Development Assessment Principles.*

Grading

The overall qualification is graded as **Pass or Fail**.

Qualification Resources

Learning Resources and Assessment Materials

In support of delivering the **FAQ Level 3 Diploma in Adult Care (RQF)**, FutureQuals has created the following resources and guides:

- *FAQ Level 3 Diploma in Adult Care (RQF) Overview Qualification Specification*
- *FAQ Level 3 Diploma in Adult Care (RQF) Full Qualification Specification (including assessment principles)*
- *FAQ Level 3 Diploma in Adult Care (RQF) Evidence Log*
- *FAQ Level 3 Diploma in Adult Care (RQF) Optional Component Sheets*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification, evidence log and optional Component sheets.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 16 years of age (or older) on the first day of teaching

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification.

Exit Requirements

There are no formal exit requirements for this qualification.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

It is a Centre's responsibility to confirm the identity of a Learner as part of its registration process, and for any online assessments.

The following are acceptable examples of proof of a Learner's identity:

- A valid passport (any nationality)
- A national identity card issued by an EU country
- A Gibraltar identity card
- A signed UK photocard driving licence
- A valid warrant card issued by HM Forces or the Police
- Other photographic ID card, e.g., employee ID card (must be current employer), student ID card or a travel card

Learner Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals require that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems).

For qualifications for which FutureQuals issue an evidence log, Centres will be required to complete a Contributory Signature Form (included as an appendix in the evidence log) for all certificate claims.

If a Centre uses their own pre-approved version of an evidence log, the same information must be captured as in the FutureQuals issued evidence log, i.e., the assessment method, evidence reference, the Assessor's decision (including the signature and date to evidence completion assessment) and the Learner's declaration of authenticity. The Learner must sign and date the declaration.

Recognition of Prior Learning (RPL)

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Learner can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess. Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of a Component(s) or a whole qualification.

For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning Policy* which can be found on the FutureQuals website.

Requalification

Once awarded, the **FAQ Level 3 Diploma in Adult Care (RQF)** certificate does not have a specific period of validity. However, as an evolving subject area, periodically retaking the qualification will help to ensure that individuals are working with the most up-to-date information.

Progression Opportunities

The **FAQ Level 3 Diploma in Adult Care (RQF)** has been specifically designed to support progression on to the:

- FAQ Level 4 Diploma in Adult Care
- FAQ Level 5 Diploma in Leadership and Management for Adult Care (RQF)

Centre Requirements and Information

Qualification Delivery Requirements

Learner Ratios: It is recommended that, as best practice, a single Tutor teaches no more than six Learners for competency-based criteria.

Assessment: Assessment must be carried out as outlined in the Qualification Assessment section of this specification.

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 3 Diploma in Adult Care (RQF)**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators and Internal Quality Assurers (IQAs). All workforce requirements can be found in Appendix 1 - *Skills for Care and Development Assessment Principles.*

Component Specifications

Component 1: Agreed Ways of Working for Care Workers

Component Reference Number: F/650/4536

Credit value: 2
GL: 16
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed upon with employers, and work in partnership with others.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand agreed ways of working	Scope of own role, responsibility, and training
	Delegating healthcare tasks
	Quality assurance processes and promoting positive experiences
2. Be able to work in ways that are agreed with the employer	Accessing agreed ways of working details
	Implementing agreed ways of working
3. Understand working relationships in care settings	Working and personal relationships
	Different working relationships in care
	Working in partnership with others
	Working in partnership skills and approaches
	Accessing support and advice
4. Be able to work in partnership with others	Improving partnership working

Component 2: Safeguarding and Protection in Care Settings

Component Reference Number: H/650/4537

Credit value: 3
GL: 26
Level: 2

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the knowledge and understanding required to safeguard individuals from abuse, identifying different types of abuse and the signs and symptoms that might indicate abuse is occurring, including when individuals might be particularly vulnerable to abuse and what a Learner must do if abuse is suspected or alleged.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the national and local context of safeguarding and protection from abuse and neglect	Safeguarding legislation, principles, policies, frameworks and local systems
	Roles of agencies in safeguarding
	Serious failure reports and influence on current practice
	Safeguarding information sources and advice
2. Know how to recognise signs of abuse and neglect	Safeguarding, abuse, and harm
	Abuse or neglect risk factors
	The meaning of abuse and neglect
	Indicators of abuse
	Indicators of perpetrator behaviour
3. Understand ways to reduce the likelihood of abuse or neglect occurring	Reducing the likelihood of abuse
	Abuse complaints procedure importance
4. Know how to respond to suspected or disclosed abuse and neglect	Suspected abuse or neglect actions
	Responding to abuse disclosures
	Consent and sharing information
	Providing updates on safeguarding concerns
	Preservation of evidence
	Seeking safeguarding support
	Respond to abuse or neglect disclosures
5. Know how to recognise and report unsafe practices	Well-being unsafe practices
	Actions for Identified unsafe practices
	Actions for abuse or unsafe practice
6. Understand the principles of online safety	Online systems and safety measures
	Online systems risks
	Working inclusively to reduce risk

Component 3: Mental Capacity and Restrictive Practice in Care Settings

Component Reference Number: J/650/4538

Credit value: 2
GL: 15
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the knowledge and understanding of the principles of mental capacity, the application of the mental capacity principles, and an understanding of restrictive practices.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the principles of mental capacity	Mental capacity legislation/codes of practice
	Factors influencing mental capacity/consent
	Mental capacity, consent, choice and safety
	Valid consent
2. Understand the application of the principles of mental capacity and consent	Principles, legislation and codes of practice responsibilities
	Care and support consent establishment
	Personal values and attitudes influence
	Maximising capacity to make decisions
	When assessment of capacity is required
	When consent cannot be readily established
3. Understand restrictive practices	Restrictive practice
	Least restrictive options
	Raising restrictions concerns
	Restrictive practices organisational policies

Component 4: Duty of Care in Care Settings

Component Reference Number: K/650/4539

Credit value: 2
GL: 8
Level: 3

Component Summary

This Component is aimed at those who work in a health and social care setting. It provides the Learner with the knowledge and understanding of duty of care, how to manage conflict, complaints and concerns, and how to respond to adverse events.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how duty of care contributes to safe practice	Having a duty of care
	Duty of care, and duty of candour
	Duty of care safeguarding contribution
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	Duty of care conflicts or dilemmas
	Managing conflicts and dilemmas
	Conflicts and dilemmas support and advice
3. Know how to respond to concerns and complaints	Comments/complaints response
	Comments and complaints procedures
	The importance of empowerment
4. Know how to recognise and respond to adverse events, incidents, errors and near misses	Adverse events, incidents, errors and near misses
	Recognising and responding to adverse events, incidents, errors and near misses
	Preventing further occurrences by recognising and responding to adverse events, incidents, errors and near misses

Component 5: Effective Communication in Care Settings

Component Reference Number: R/650/4540

Credit value: 3
GL: 25
Level: 3

Component Summary

This Component is aimed at those who work in health and social care settings, or with children or young people in a care setting. It provides the Learner with the knowledge, understanding and skills required to communicate effectively, meet individual communication needs and preferences, and overcome barriers to communication.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand why effective communication is important in the work setting	Reasons people communicate
	Communication in work relationships
	Managing complex, sensitive and difficult situations
	Open and honest communication
2. Understand the variety in peoples' communication needs and preferences	Communication styles, methods and skills
	Communication methods and styles
	Promoting effective communication
	Technological communication enhancement
	Communication barriers
	Accessing extra support or services
	Impact of poor communication
3. Be able to communicate effectively with others	Communication methods and skills
	Applying appropriate communication skills
	Communication in building relationships
	Identifying and overcoming communication barriers
4. Be able to meet the communication and language needs, wishes and preferences of individuals	Establishing communication needs and preferences
	Communication styles, methods and skills
	Responding to reactions when communicating
	Professionalism when communicating
5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences	Purpose and principles of independent advocacy
	Support in accessing an advocate
	Accessing advocacy services
6. Understand confidentiality in care settings	Confidentiality
	Maintaining communication confidentiality
	Breaching confidentiality
	Confidentiality and disclosing concerns

Component 6: Handling Information in Care Settings

Component Reference Number: T/650/4541

Credit value: 2
GL: 16
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the knowledge and skills required to implement and promote good practice in recording, sharing, storing and accessing information.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand requirements for handling information in care settings	Handling information in care settings
	Ensuring security with manual and electronic information storage systems
	Supporting others to keep information secure
	Data breaches in the handling of information
2. Be able to implement good practice in handling information	Ensuring information data security
	Maintaining and promoting communication confidentiality
	Maintaining up-to-date, complete, accurate and legible records
	Supporting audit processes

Component 7: Person-Centred Practice in Care Settings

Component Reference Number: Y/650/4542

Credit value: 5
GL: 20
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the knowledge and skills required to implement and promote person-centred approaches.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to work in a person-centred way	Establishing history, preferences, wishes, strengths and needs
	Identifying care and support preferences
	Responding and adapting to changing needs or preferences
	Respecting lifestyles, choices and relationships
	Promoting understanding and active participation
2. Understand the application of person-centred practices in care settings	Application of person-centred values
	Effectively building relationships
	Influence of person-centred values and strength-based approaches
	Using resources to apply person-centred values and strength-based approaches
	How active participation promotes person-centred values and strength-based approaches
	Seeking feedback in person-centred care delivery
	Supporting an individual to question or challenge decisions
3. Understand the importance of individuals' relationships	Important people and relationships
	The impact of maintaining and building relationships
	Supporting the maintaining and building of relationships

Component 8: Choice and Independence in Care Settings

Component Reference Number: A/650/4543

Credit value: 3
GL: 20
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It will provide the Learner with the knowledge, understanding and skills required to promote the rights and independence of individuals. It will allow the Learner to understand risk assessment methods, and the importance of promoting a person-centred approach.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to promote individuals' rights to make choices	Supporting informed choices and decisions
	Care and support informed consent
	Support mechanisms in making choices
	Managing risk to maintain and promote choice
2. Be able to promote individuals' independence	Involving individuals in their care and support
	Supporting the recognition of strengths and confidence in self-care
	Technology in supporting or maintaining independence
3. Understand the role of risk assessments in promoting a person-centred approach, choice and independence	Risk assessments in promoting and enabling independence and right to take risks
	Risk assessments methods
	Risk assessment reviews and involvement

Component 9: Health and Well-being in Care Settings

Component Reference Number: D/650/4544
Credit value: 3
GL: 20
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the knowledge and skills required to understand the importance of individual health and well-being, and how to promote, assess and respond to changes in an individual's health and well-being.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the importance of individuals' well-being	Relationship and impact of identity, self-image and self-esteem
	Factors influencing well-being
	Support services and resources available
	Effect of well-being on behaviour and relationships
2. Know how to monitor individuals' health	Involving individuals in the monitoring of their own health and well-being
	Early indicators of physical and mental health deterioration
	How to escalate health deterioration concerns
3. Be able to assess and respond to changes in an individual's health and well-being	Health and well-being involvement for individuals
	Tools to monitor and report health and well-being changes
	Recording health and well-being observations
4. Be able to promote individuals' health and well-being	Identity, self-image and self-esteem in support
	Promoting well-being
	Person-centred approaches in improving health and well-being

Component 10: Equality, Diversity, Inclusion and Human Rights in Care Settings

Component Reference Number: F/650/4545

Credit value: 3
GL: 18
Level: 3

Component Summary

This Component is aimed at those who work in a health and social care setting. It provides the Learner with the knowledge, understanding and skills required to promote equality, diversity, inclusion and human rights.

Relationship to Skills for Care Mandatory Content

- DAC3C/ED Equality, diversity, inclusion and human rights

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand influencers on working practices to promote equality, diversity, inclusion and human rights	Impact of legislation, policies and codes of practice
	Influence of external factors
2. Understand the importance of equality, diversity, inclusion and human rights within your work setting	Diversity, equality, inclusion, rights and discrimination meanings
	Promoting equality, diversity, inclusion and human rights with inclusive practice and culture
	Improved outcome in the promotion of equality, diversity, inclusion and human rights
	Promotes equality, diversity, inclusion and human rights in own organisation
	Own role in promoting equality, diversity inclusion and human rights
3. Know how to promote equality, diversity, inclusion, and human rights	Potential effects of discrimination
	Effect of unconscious bias on behaviour
	Promoting positive change when responding to and challenging discrimination
	Reporting discriminatory or exclusive behaviour
4. Be able to work in an inclusive way	Respecting lifestyle, beliefs, culture, values and preferences when interreacting
	Promote a culture of inclusive practice
	Improving promotion of equality, diversity, inclusion and human rights

Component 11: General Health and Safety in Care Settings

Component Reference Number: H/650/4546

Credit value: 2
GL: 15
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the knowledge, understanding and skills required to work in line with the principles of health and safety in a care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	Health and safety in a care work setting legislation
	Health and safety policies and procedures
	Health and safety responsibilities
	Specific task special training
2. Understand procedures for responding to accidents and sudden illness	Accidents and sudden illness
	Accident or sudden illness procedures
3. Be able to carry out own responsibilities for health and safety	Using health and safety policies and procedures
	Supporting understanding and following safe practices
	Monitoring potential health and safety risks
	Health and safety risk assessment
	Minimising and managing potential risks/hazards
	Access health and safety support/information

Component 12: Moving and Handling, Hazardous Substances, Fire Safety and Security in Care Settings

Component Reference Number: J/650/4547

Credit value: 2
GL: 15
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the skills required to move and handle equipment and objects safely, handle hazardous substances, promote fire safety in the workplace, and implement security measures in the workplace.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to move and handle equipment and other objects safely	Moving and handling legislation
	Safe moving and handling principles
	Safe moving/handling of equipment/objects
2. Be able to handle hazardous substances and materials	Work setting hazardous substances
	Hazardous substances safe practices
3. Be able to promote fire safety in the work setting	Prevent the starting and spreading of fires
	Workplace fire emergency procedures
	Fire prevention measures
	Fire evacuation routes
4. Be able to implement security measures in the work setting	Ensuring others are aware of own whereabouts
	Procedures for checking identity of others
	Protecting own and others' security

Component 13: Infection Prevention and Control in Care Settings

Component Reference Number: K/650/4548

Credit value: 2
GL: 15
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the knowledge, understanding and skills required to prevent and control the spread of infection.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how to prevent and control the spread of infection	Types and spread of infection
	Identifying/taking action to reduce risk of infection
	Own role and responsibilities
	Supporting others to reduce infection spreading
	Cleaning/decontamination of environments and equipment
2. Be able to prevent and control the spread of infection	Situation risk assessment and PPE
	Identifying hand hygiene need
	Hand hygiene products and techniques
	Health and hygiene risks

Component 14: Continuous Development in Care Settings

Component Reference Number: L/650/4549

Credit value: 3
GL: 10
Level: 3

Component Summary

This Component is aimed at those working in the health and social care setting. It provides the Learner with the knowledge and skills required to promote personal development, including being able to reflect on own practice, and using learning opportunities to develop own practice.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Know what is required to be competent in own role	Role duties and responsibilities
	Work role expectations
	Professional development/quality care relationship
	Own development sources of support
2. Demonstrate commitment to own development	Assessing own knowledge, performance and understanding
	Identifying/prioritising own development needs with others
	Agreeing development plan with others
	Reviewing personal/professional development plan with others
	Recording personal/professional development progress
3. Understand the value of reflective practice	Benefits/scope of reflective practice
	Importance of reflective practice
4. Be able to use reflective practice to improve ways of working	How learning activities affect practice
	Effect of values, beliefs and experiences on working practices
	Initiative, making decisions and taking responsibility for own actions
	Evaluating own performance
5. Be able to develop leadership behaviours	High standards of practice
	Sharing ideas to improve services with others
	Promote partnership approaches to supporting individuals

Component 15: Personal Well-being in Care Settings

Component Reference Number: T/650/4550

Credit value: 2
GL: 10
Level: 3

Component Summary

This Component is aimed at those working in a health and social care setting. It provides the Learner with the knowledge and understanding of the importance of maintaining own health and well-being.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand own well-being	Personal well-being, self-care, and resilience
	Factors influencing own well-being
	Indicators of well-being/well-being deterioration
2. Understand the importance of maintaining and improving own well-being	How well-being impacts own role and behaviour
	How own well-being impacts others
3. Know how to maintain and improve own well-being	Strategies to maintain and improve own well-being
	Access to well-being support
	Access to professional help
4. Know how to manage own stress and anxiety	Stress and anxiety
	Indicators of stress and anxiety
	Stress and anxiety factors/triggers
	Effect of stress on behaviour toward others
	Stress and anxiety management strategies
	How to access a range of support offers

Enquiries

Contact Us

Any enquires relating to this qualification should be addressed to:

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Feedback

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at customersupport@futurequals.com or call us on 01530 836662.

Appendix 1 – Specific Assessment Principles

March 2016
Skills for Care and Development Assessment Principles

1.   Introduction

1.1   Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).

1.2   This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations[1]

1.3   The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.

1.4   Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered: http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf

1.5   Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.

1.6   In all work we would expect Assessors to observe and review Learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All Learners should follow the appropriate standards for conduct[2] and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.7   Assessors should ensure that the voices and choices of people who use services drive their practice and that of their Learner. This will be apparent throughout the evidence provided for a Learner's practice'

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[1] See Appendix A for links to SfC&D partner organisations' websites
[2] See Appendix B for links to standards for conduct in UK nations

2.   Assessment Principles

Good practice dictates the following:

1.8   Learners must be registered with the Awarding Organisation before formal assessment commences.

1.9   Assessors must be able to evidence and justify the assessment decisions that they have made.

1.10   Assessment decisions for skills-based learning outcomes must be made during the Learner's normal work activity by an occupationally qualified[3], competent and knowledgeable Assessor.

1.11   Skills-based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.

1.12   Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

1.13   Assessment decisions for skills-based learning outcomes must be made by an Assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their Assessors are suitably qualified to make assessment decisions.

1.14   Simulation may not be used as an assessment method for skills-based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

1.15   Where the Assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the Assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The Assessor remains responsible for the final assessment decision.

1.16   Where an Assessor is occupationally competent but not yet qualified as an Assessor, assessment decisions must rest with a qualified Assessor. This may

[3] See Appendix C for links to guidance on qualifications for occupational competence in UK nations

be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified Assessors, until the point where they meet the requirements for qualification.

1.17   Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

1.18   Assessment of knowledge-based learning outcomes
- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable Assessor, qualified to make assessment decisions
- must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the Assessor

1.19   It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up-to-date skills, knowledge and understanding of practice at or above the level of the unit.

1.20   Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally, Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3.   Quality Assurance

3.1   Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

3.2   Those involved in internal quality assurance must have the authority and the resources to monitor the work of Assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g., to ensure suitable Assessors are assigned to reflect the strengths and needs of particular Learners).

3.3   Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding

Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4. Definitions

3.5 **Occupationally competent:** This means that each Assessor must be capable of carrying out the full requirements of the area they are assessing occupational competence may be at unit level for specialist areas: this could mean that different Assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead Assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

3.6 **Occupationally knowledgeable:** This means that each Assessor should possess, knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable Assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead Assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

3.7 **Qualified to make assessment decisions:** This means that each Assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of Assessor qualifications, see Appendix C.

3.8 **Qualified to make quality assurance decisions**: Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.

3.9 **Expert witness**: An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

3.10 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the Assessor and the Learner. Witness testimony has particular value in confirming reliability and authenticity,

particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Appendix A Skills for Care and Development partnership website links

- http://www.ccwales.org.uk
- http://www.niscc.info
- http://www.skillsforcare.org.uk
- http://www.sssc.uk.com
- http://www.skillsforcareanddevelopment.org.uk

Appendix B Codes and Standards of Conduct

http://www.ccwales.org.uk/code-of-professional-practice/

http://www.niscc.info/files/Standards%20of%20Conduct%20and%20Practice/WEB_OPTIMISED_91739_NISCC_Social_Care_Workers_Book_NAVY
PINK.
pdf

http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/Code-of- Conduct.aspx

http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of- practice

Appendix C Guidance on Occupational Competence Qualifications

Wales:

- Qualification Framework for the Social Care Sector in Wales
  http://www.ccwales.org.uk/qualification-framework/

- List of the Required Qualifications for the Early Years and Childcare Sector in Wales
  http://www.ccwales.org.uk/early-years-and-childcare-worker/

N Ireland:

- http://www.niscc.info/files/Publications/WorkforceDevelopmentDocumentFinal_27_04_2015.pdf

England:

- http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-social- care-qualifications/Adult-social-care-vocational-qualifications.aspx

Scotland:

- http://www.sssc.uk.com/workforce-development/qualification-information-for-providers/scottish-vocational-qualifications

Appendix C: Joint awarding body quality group – Assessor qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- QCF Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE) Social Work Post Qualifying Award in Practice Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS) Diploma in Teaching in the Lifelong Learning Sector (DTLLS) Mentorship and Assessment in Health and Social Care Settings Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland) NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF) Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF) Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

FAQ LEVEL 3 DIPLOMA IN
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