

Approved by



# Level 3

## Diploma in Adult Care

(610/7105/5)

nqual.

SPECIFICATION  
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## ABOUT NQUAL

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

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

## QUALIFICATION SPECIFICATION

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

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

## QUALIFICATION INFORMATION

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

Qualification Number: 610/7105/5

### Overview

The NQual Level 3 Diploma in Adult Care is designed to provide learners with knowledge and skills relating to care practices. It will provide individuals with the chance to develop knowledge and gain skills to seek employment or progression onto higher level qualifications.

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

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

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

### Learner Profile

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 completed employer specific induction and mandatory training. 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.

## Entry Requirements

- Minimum age: 16

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

## Progression Opportunities

- Level 4 Diploma in Adult Care
- Level 5 Diploma in Leading and Managing an Adult Care Service.

On completion learners could apply for the following job roles

- Lead adult care worker
- Senior care support worker
- Lead personal assistant

## Unit Guidance

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

## Mandatory Units

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

Unit Reference	Title	Level	GLH	Credit Value
D/651/9601	Ways of Working	3	16	2
F/651/9602	Safeguarding	3	32	4
H/651/9603	Mental Capacity and Restrictive Practice	3	32	4
J/651/9604	Duty of Care	3	24	3
K/651/9605	Effective Communication	3	16	2
L/651/9606	Handling Information	3	16	2
M/651/9607	Person-Centred Practice	3	16	2
R/651/9608	Choice and Independence	3	16	2
T/651/9609	Health and Well-Being	3	24	3
D/651/9610	Equality, Diversity, Inclusion and Human Rights	3	32	4
F/651/9611	Health and Safety (General)	3	16	2
H/651/9612	Infection Prevention and Control	3	24	3

J/651/9613	Health and Safety (Topics)	3	16	2
K/651/9614	Continuous Development	3	16	2
L/651/9615	Personal Well-Being	3	16	2

## Optional Units

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

Unit Reference	Title	Level	GLH	Credit Value
M/651/9616	Mental Health Awareness	3	32	4
R/651/9617	Awareness of the Mental Capacity Act 2005	3	16	2
T/651/9618	Understanding and Supporting Individuals Living with Dementia	3	32	4
Y/651/9619	Promoting Independence Through Assistive Technology (AT)	3	16	2
F/651/9620	Supporting Health, Well-Being and Independence For Individuals Living with Diabetes	3	32	4
H/651/9621	Supporting Individual's Living with Parkinson's Disease	3	32	4
J/651/9622	Supporting Individuals Living with the Effects of Stroke	3	32	4
K/651/9623	Promoting Choice and Control Through Positive Risk-Taking	3	24	3
L/651/9624	Awareness of Autism Spectrum Condition (ASC)	3	32	4
M/651/9625	Person-Centred Support For People with Learning Disabilities	3	24	3
R/651/9626	Promoting Social Inclusion and Healthy Relationships	3	32	4
T/651/9627	Advocacy in Adult Care Practice	3	32	4
Y/651/9628	Understanding and Applying Positive Behaviour Support (PBS) in Practice	3	32	4
A/651/9629	Understanding and Responding to Pain in Adult Care	3	32	4
H/651/9630	Understanding and Delivering Pressure Area Care	3	32	4
J/651/9631	Support Individuals Approaching the End-of-Life	3	32	4
K/651/9632	Principles of Medication Administration	3	32	4

L/651/9633	Understanding and Supporting Individuals with Acquired Brain Injury (ABI)	3	32	4
M/651/9634	Promoting Independence For Individuals with Sensory Loss	3	32	4
R/651/9635	Supporting Individuals with Nutrition and Hydration Needs	3	32	4
T/651/9636	Digital Skills For Care Workers	3	16	2
Y/651/9637	Employment and Career Progression in the Care Sector	3	16	2
A/651/9638	Supporting Neurodivergent Individuals in Care Settings	3	32	4
D/651/9639	Trauma Informed Care	3	32	4
J/651/9640	Principles of Epilepsy Awareness and Support	3	32	4
K/651/9641	Supporting Individuals at Risk of Suicide	3	24	3
L/651/9642	Supporting Individuals with Complex Communication Needs	3	32	4
M/651/9643	Supporting Adults with Relationships and Self-identity	3	32	4
R/651/9644	Developing Life Skills Through Meaningful Activity	3	24	3
T/651/9645	Person-Centred Support For Chronic Pain Conditions	3	32	4
Y/651/9646	Understanding Palliative Care	3	24	3
A/651/9647	Supporting Emotional Wellbeing at End of Life	3	24	3
D/651/9648	Working in Community-Based Adult Care Services	3	32	4
F/651/9649	Delivering Person-Centred Support in Supported Living Settings	3	32	4
K/651/9650	Delivering Person-Centred Support in Residential Care Settings	3	32	4

## Leadership and Management Optional Units

In some instances, learners may wish to achieve higher level units to further stretch and challenge. If a learner wishes to complete some of the Leadership and Management optional units below, they can only choose a maximum of 5 credits (1 unit) from this section and a minimum of 14 credits must be from the optional units section above.

Unit Reference	Title	Level	GLH	Credit Value
L/651/9651	Developing Leadership Skills in Care Environments	4	40	5
M/651/9652	Regulatory Compliance in Adult Care	4	40	5
R/651/9653	Leading Supervision, Appraisal and Reflective Practice	4	40	5
T/651/9654	Mentoring and Developing Others in Adult Care	4	40	5

## Guided Learning Hours

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

## Total Qualification Time

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

The Total Qualification Time for this qualification is 580.

Skills for Care have advised that approximately 390 hours (39 credits) should be allocated to the mandatory units and have approximately 190 hours (19 credits) allocated to optional content.

## 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, Assessment and Quality Assurance

For this qualification the learner can achieve a Pass or a Fail .

To achieve a Pass all criteria must be met.

Learners can resubmit as many times as required within their registration period.

Centres should ensure regular standardisation to ensure consistency and validity of assessment decisions.

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

The assessment consists of:

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

A Portfolio of Evidence can contain:

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

Please note this is not an exhaustive list. Competency-based units **must** include direct observation in the workplace as a primary source of evidence. Centres are encouraged to develop an individual learning plan to reflect learners individual learning needs. Internal quality assurance is an integral part in ensuring validity of assessment methodology as well as sufficiency of learner evidence. All evidence should be stored for sampling at EQA visits

Once approved NQQual conduct an Initial EQA Visit within 6 months of learner registration and as a minimum Annual EQA visits.

This qualification is assessed in accordance with the assessment principles and guidance developed by Skills for Care & Development.

Please see direct link to the most recent version of Skills for Care and Development Assessment Principles: [HERE](#)

### Recognition of Prior Learning

Where a learner has recognised prior learning, the Centre is to review, map and confirm validity of the assessment method and confirm integrity of assessment.

All evidence should be stored for review at EQA visits.

### Approved Centre

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

Approved centres must seek approval for each qualification they wish to offer and additional staff they would like to assess or verify assessment decisions.

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 NQQual's procedures for registering learners.

### Support From NQQual

NQQual 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.

Alternatively if you would like a bespoke support session tailored to your centre requirements please see the price list on the website. [Price List / NQual](#)

## Learner Initial Assessment

It is part of the learner 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.

All documentation should be stored for review at EQA visit.

## 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 whilst protecting the integrity of qualifications. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Approved Centres must have their own internal policy and log all Reasonable Adjustments and Special Consideration for review at EQA visits.

## Responsibilities

### Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content. All assessors must be approved by NQual prior to making any formal assessment decision.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- 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
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

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 (IQA)

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. All IQAs must be approved by NQual prior to making any formal IQA decision. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

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 3 Diploma in Adult Care

Learners must complete all mandatory units for this qualification totalling 39 credits.

### Unit: Ways of Working

Unit Code: D/651/9601

RQF Level: 3

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

### Guidance Notes

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

- Administering medication via non-oral routes: eye drops, insulin injections or applying topical creams
- Wound care / skin integrity: carrying out a basic wound dressing or changing a wound dressing
- supporting a person's nutrition using a PEG (Percutaneous endoscopic gastrostomy)
- blood glucose monitoring: using a glucometer to monitor blood sugar levels.

**Quality Assurance Processes:** This will include own role, understanding and accountability with internal governance and processes used such as assurance and auditing procedures. Learners should be encouraged to relate how practice supports these processes in the workplace.

**Agreed Ways of Working:** These will include policies and procedures and job descriptions. And may also involve fewer formal agreements and shared understanding within teams, including expectations around behaviours.

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

- Individuals accessing care and support services
- The friends, family, loved ones and unpaid workers of those accessing care and support services
- Peers and team members
- Regulated professionals/ practice supervisors/ assessors supervising the delegated activities
- Other colleagues (paid and volunteers) within the organisation
- Managers and senior management
- Paid workers and volunteers from other organisations and teams.

**Others:** In this context, others may include:

- Individuals accessing care and support services
- The friends, family and loved ones of those accessing care and support services
- Peers and team members
- Manager and senior management
- Paid workers and volunteers from other organisations and teams.

### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a primarily a skill-based unit.

Learning outcomes 3 and 4 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit and scenarios where this evidence is likely to be gained e.g. in direct and holistic practices in the working environment, this observation should be in person and not carried out remotely.

**Unit: Safeguarding**

Unit Code: F/651/9602

RQF Level: 3

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

	<ul style="list-style-type: none"> <li>• Promoting choice and rights</li> <li>• Working in partnership with others</li> </ul> <p>3.2 Describe the relationship between the person's well-being and positive risk taking</p> <p>3.3 Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse</p>
<p>4. Know how to respond to suspected or disclosed abuse and neglect</p>	<p>4.1 Explain the actions to take if there are suspicions an individual is being abused or neglected</p> <p>4.2 Describe how to respond if an individual discloses that they are being abused</p> <p>4.3 Explain issues relating to the consent to share information</p> <p>4.4 Explain how to share information about suspicions or disclosures of abuse or neglect</p> <p>4.5 Describe how to keep the individual and others, appropriately informed and involved about their Safeguarding concern in line with policies and procedures</p> <p>4.6 Identify ways to ensure evidence is preserved</p> <p>4.7 Explain how and when to seek support with responding to safeguarding concerns</p> <p>4.8 Describe how to respond to suspicion or disclosure that a child or young person is being abused or neglected</p>
<p>5. Know how to recognise and report unsafe practices</p>	<p>5.1 Explain unsafe practices that may affect individuals' well-being</p> <p>5.2 Describe the actions to take if unsafe practices have been identified</p> <p>5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but no action taken in response</p>
<p>6. Understand the principles of online safety</p>	<p>6.1 Explain the importance of balancing online safety measures with the benefits individuals can gain from accessing online systems, and the individual's right to make informed decisions</p> <p>6.2 Identify the potential risks to individuals presented by:</p> <ul style="list-style-type: none"> <li>• Use of electronic communication devices</li> <li>• Use of internet</li> <li>• Use of social networking sites</li> <li>• Carrying out financial transactions online</li> </ul> <p>6.3 Outline ways of working inclusively with individuals to reduce the risk presented by each of these types of activities</p>

### Guidance Notes

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

- Mental Capacity Act 2005 (including Deprivation of Liberty safeguards 2009)
- Human Rights Act 1998
- Equality Act 2010
- Mental Health Act 1983
- Health and Social Care Act 2012
- Care Act 2014.

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

**National Policies and Frameworks:** Including, but not limited to, Making Safeguarding Personal

**Local Systems May Include:**

- Employer/organisational policies and procedures
- Multi-agency adult protection arrangements for a locality.

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

**Factors May Include:**

- A setting or situation
- The individual and their care and support needs.

**Domestic Abuse:** Learners should consider acts of control and coercion.

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

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

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

**Active Participation:** An approach that empowers individuals to take the lead in their own care and support, recognising their right to be fully involved in the decisions, activities and relationships that shape their daily lives, rather than being passive recipients.

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

- A colleague
- Someone in the individual's personal network
- The learner
- The learner's line manager
- Others.

**Unsafe Practices May Include:**

- Poor working practices
- Resource difficulties
- Operational difficulties.

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

### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge only based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

**Unit: Mental Capacity and Restrictive Practices**

Unit Code: H/651/9603

RQF Level: 3

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

### Guidance Notes

**Principles:** This must include the 'best interest' principle.

**Legislation and Codes of Practice:** Including, but not limited to:

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

**Factors:** Including, but not limited to, fluctuating capacity, decisions and time specificity, environmental influence, influences of others and early indicators of change.

**Strategies and Skills:** These will include effective communication and engagement skills to provide practical support. These may include, providing information in a range of accessible formats to support understanding, using appropriate communication aids, adapting the environment to reduce distractions or barriers, active listening, awareness of signs of coercion or control from others and responding appropriately to protect the individual rights.

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

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

Supporting resources for centres and learners: Restraint Reduction Network (RRN) training standards.

### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge only based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

**Unit: Duty of Care**

Unit Code: J/651/9604

RQF Level: 3

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

### Guidance Notes

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

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

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers.

### Assessment:

This unit must be assessed in accordance with Skills For Care & Development assessment principles guidance.

This is a knowledge only based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

**Unit: Effective Communication**

Unit Code: K/651/9605

RQF Level: 3

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

	4.5 Explain how own duty of care contributes to safe practice with communication, confidentiality and inclusion of digital recording and systems in the workplace.
5. Be able to communicate effectively with others	<p>5.1 Demonstrate a range of effective communication methods and skills</p> <p>5.2 Apply and use communication skills appropriately in relation to message and audience for maximum impact</p> <p>5.3 Use communication skills to build relationships</p> <p>5.4 Identify and overcome barriers to communication and use technology with others</p>
6. Be able to meet the communication and language needs, wishes and preferences of individuals	<p>6.1 Establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of interaction</p> <p>6.2 Demonstrate a range of communication styles, methods and skills to meet individuals' needs</p> <p>6.3 Respond to an individual's reactions when communicating</p> <p>6.4 Demonstrate professionalism when using a variety of communication methods</p>

### Guidance Notes

**Work Setting:** This may include own work setting and a range of locations in the context of the learner's own role.

**Communication Styles, Methods and Skills:** Learners must also include the use of digital technology within their own setting and other settings in the context of the learner's role and should consider additional communication styles, methods, and skills:

- Digital technology: e.g. digital social care records (DSCRs) integrated care systems (ICSs) and shared records, artificial intelligence (AI) and smart technologies, AI-Assisted Administrative Support (Magic Note).
- Verbal: words, voice, tone, pitch, spoken and written
- Non-verbal: body language, proximity, eye contact, touch, gestures, behaviour
- Additional methods to support communication: signs, symbols and pictures, objects of reference
- Face-to-face communication (physically together or online)
- Active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement
- Interpretation of non-verbal communication
- Ability to use silence to provide space and support.

**Skills:** Learners should consider digital skills e-learning, digital skills communities of practice, learning through digital change programmes.

**Digital and Other Technologies:** Learners should consider:

- Video calling platforms- Zoom, Microsoft Teams, WhatsApp video
- Electronic care planning systems
- Mobile phones and tablets
- Speech-to-text or text-to-speech apps
- Augmentative and alternative communication tools (AAC)
- NHS-mail and care-specific messaging platforms
- Other (non-digital) technologies

**Barriers:** May include, but are not limited to:

- Environment
- Time
- Own physical, emotional or psychological state
- Physical, emotional or psychological state of others
- Own skills, abilities or confidence
- Own or others' prejudices
- Conflict
- Access to technology
- Device charging and operation
- Wi-fi- access.

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

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers.

**Services:** May include:

- Translation services
- Interpretation services
- Speech and language services
- Advocacy services
- Communication and support teams
- Occupational therapy (OT)
- Assistive technology services
- Specialist teams which support individuals

**Poor or Inappropriate:** This may include, but is not limited to:

- Patronising individuals
- Not listening to individuals
- Not being available to communicate effectively
- Not respecting individuals' communication preferences, needs or strengths
- Using communication skills to control or take ownership of an interaction
- Interrupting or talking over someone
- Offering inappropriate or unsolicited advice
- Placating an individual.

**Needs, Wishes and Preferences:** These may be based on experiences, desires, values, beliefs or culture and may change over time.

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

**Digital Recording and Digital Systems:** In this context, learners must show understanding of how digital systems and digital technologies are used to support safe practices – this may include but is not limited to – electronic care plans, incident logs, audit trails and safeguarding alerts.

### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge with the real work environment.

Learning outcomes 5 and 6 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit e.g. direct practice in providing care and support to individuals, this observation should be in person and not carried out remotely.

**Unit: Handling Information**

Unit Code: L/651/9606

RQF Level: 3

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

**Guidance Notes**

**Manual:** Refers to the use of paper e.g. written records

**Electronic:** Refers to the use of digital tools, technologies and devices

**Policies and Codes of Practice:** Learners must refer to their own work setting's policies and codes of practices and should consider:

- Confidentiality
- General Data Protection Regulations (GDPR)
- Data Protection Act 2018
- Freedom of Information Act 2000
- Data (Use and Access) Act 2025
- Individuals Rights
- Workplace use of AI policy
- Workplace digital and use of technology policy.

**Data and Cyber Security:** Learners should consider features that ensure the confidentiality, availability and integrity of information. This should include reducing data breaches, securing devices, and safe use of email wherever relevant.

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

- Individuals accessing care and support services

- Carers, loved ones, Family, Friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers.

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

**Sharing, Storing and Accessing:** Assessment must include manual (paper-based) and electronic (digital) within assessment. Learners must consider in their practice their own workplace procedures and arrangements for sharing, storing, accessing and sharing information across both formats. Learners should also consider how information is securely transferred or shared between digital systems and paper records online within data protection and confidentiality requirements.

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

**Audit:** In this context, learners must refer to their own responsibilities, within their own workplace

#### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge with the real work environment.

Learning outcome 2 is skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit e.g. dealing with confidential information in support of individuals, this observation should be in person and not carried out remotely.

**Unit: Person-Centred Practice**

Unit Code: M/651/9607

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria.</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the application of person-centred practices in care settings</p>	<p>1.1 Describe how person-centred values can be applied in a range of situations</p> <p>1.2 Explain how to effectively build relationships with individuals</p> <p>1.3 Explain how and why person-centred values and strength-based approaches must influence all aspects of care work</p> <p>1.4 Describe how to use care plans, relevant digital social care records (DSCRs) and other resources to apply person-centred values and strength-based approaches</p> <p>1.5 Describe how the active participation of individuals and others in care planning promotes person-centred values and strength-based approaches to meet the holistic needs of an individual, now and in planning for their future</p> <p>1.6 Explain how to seek feedback to support the delivery of person-centred care in line with roles and responsibilities</p> <p>1.7 Identify how to support an individual to question or challenge decisions concerning them that are made by others</p>
<p>2. Understand the importance of individuals relationships</p>	<p>2.1 Explain the different people and relationships that may be important to individuals, including intimate or sexual relationships</p> <p>2.2 Describe the impact maintaining and building relationships can have on individuals</p> <p>2.3 Explain own role in supporting individuals to maintain and build relationships</p>
<p>3. Work in a person-centred way</p>	<p>3.1 Work with an individual and others to establish and understand the individual's history, preferences, wishes, strengths and needs</p> <p>3.2 Work with individuals to identify how they want to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs</p> <p>3.3 Be responsive to individuals' changing needs or preferences and adapt actions and approaches accordingly</p> <p>3.4 Demonstrate respect for individuals' lifestyle, choices and relationships</p>

	3.5 Promote understanding and application of active participation amongst others
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### Guidance Notes

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

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

**History, Preferences, Wishes, Strengths and Needs:** These may be based on experiences, desires, values, beliefs or culture and may change over time.

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

**Person-Centred Values:** Including individuality, rights, choice, privacy, independence, dignity, respect, partnership

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

**Care Plans, Digital Social Care Records (DSCRs) and Other Resources:** A care plan may be known by other names such as a support plan or individual plan and are central to providing person-centred care. Digital care plans are used in place of, or alongside paper-based records. There are often part of the Digital Social Care Records (DSCR) which help ensure that information is up-to-date, securely stored and accessible to the appropriate persons.

In addition to care plans and digital care plans, other resources that support person-centred care may include:

- One-page profiles
- Advanced care plans
- Assessments from other organisations
- Information from other people important to the individual.

These resources, paper based and/or digital contribute to a full picture of the individual's needs and support safe, coordinated and high-quality care.

**Planning for their Futures:** This might include, but is not limited to:

- Living arrangements
- Health and wellbeing
- Relationships
- Education or employment
- End-of-life care

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

### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge with the real work environment.

Learning outcome 3 is skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit e.g. direct practice providing care and support to individuals, this observation should be in person and not carried out remotely.

## Unit: Choice and Independence

Unit Code: R/651/9608

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand the role of risk assessments in promoting person-centred approaches, choice and independence and the right to take risks</p>	<p>1.1 Outline how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks</p> <p>1.2 Identify the different risk assessments methods that can be used in different situations and own role within these</p> <p>1.3 Explain why it is important to review and update individuals' risk assessments</p> <p>1.4 Explain when individuals' risk assessments should be reviewed and updated</p> <p>1.5 Explain who should be involved in the review and update of individuals' risk assessments</p>
<p>2. Promote individuals' rights to make choices</p>	<p>2.1 Support individuals to make informed choices and decisions</p> <p>2.2 Establish informed consent when providing care and support</p> <p>2.3 Use support mechanisms and guidance to support the individual's right to make choices</p> <p>2.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices</p>
<p>3. Promote individuals' independence</p>	<p>3.1 Involve individuals in their care and support</p> <p>3.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care</p> <p>3.3 Identify a range of technologies that can support or maintain individual's independence</p>

### Guidance Notes

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

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

**Technologies:** Learners should consider smart home and assistive technologies, robotics and AI integration, digital tools and applications, remote health monitoring and cognitive support technologies.

**Risk Assessment Methods:** In line with organisational policies, procedures and practices.

### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge with the real work environment.

Learning outcomes 2 and 3 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit e.g. direct practice providing care and support to individuals, this observation should be in person and not carried out remotely.

**Unit: Health and Well-Being**

Unit Code: T/651/9609

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria.</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the importance of individuals' well-being</p>	<p>1.1 Explain the relationship between identity, self-image and self-esteem and the impact this can have on an individual's well-being</p> <p>1.2 Identify Factors that positively and negatively influence the individuals' well-being</p> <p>1.3 Identify the range of services and resources available to support individuals' well-being and how to access this</p> <p>1.4 Explain how individuals' well-being may affect their behaviours and relationships</p>
<p>2. Know how to monitor individuals' health</p>	<p>2.1 Explain the role of prevention in supporting individuals to stay healthy, happy and independent for as long as possible</p> <p>2.2 Explain how to engage and involve individuals in monitoring their own health and well-being</p> <p>2.3 Describe the early indicators of physical and mental health deterioration</p> <p>2.4 Describe how to escalate concerns about an individual's health deterioration, and to whom</p>
<p>3. Be able to assess and respond to change in an individual's health and well-being</p>	<p>3.1 Engage and involve individuals in understanding and monitoring their health and well-being</p> <p>3.2 Use appropriate tools to monitor and report changes in health and well-being</p> <p>3.3 Record observations of health and well-being and take appropriate action</p>
<p>4. Be able to promote individuals' health and well-being</p>	<p>4.1 Support an individual in a way that promotes their sense of identity, self-image and self-esteem</p> <p>4.2 Demonstrate ways to contribute to an environment that promotes well-being</p> <p>4.3 Demonstrate a person-centred approach to working with individuals and others to improve individuals' health and well-being</p>

### Guidance Notes

**Individuals' Well-being:** In this context, well-being refers to the overall quality of life of people receiving care and support. It includes health, happiness and comfort. Learners must include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, mental well-being and personal identity.

**Factors:** Factors affecting well-being will be different for different people. Learners must show consideration for environmental, physical, social (loneliness and social isolation for example), psychological factors, technologies, economic, cultural and societal factors.

**Prevention:** Prevention involves recognising and responding to individuals' needs as early as possible with the aim of reducing risk of health and well-being deterioration.

Learners must show consideration for: early intervention, community engagement, environmental adaptations, technology integration, cultural competence, mental health support and economic assistance.

**Range of Services and Resources:** Learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals' different well-being strengths and needs. May include clinical and non-clinical approaches.

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

**Monitoring:** Monitoring helps to put in place early support to protect an individual's well-being and should look at a while individual's physical, emotional, and social well-being. Ways to monitor well-being may include but are not limited to monitoring plans, self-monitoring, technologies, emotional support, social networks, access to healthcare and screening. May include clinical and non-clinical approaches.

**Appropriate Tools:** Tools will vary depending on the learner's role and organisational practices. They may include but are not limited to: AI-driven monitoring systems, lifestyle monitoring technologies, Digital Social Care Records (DSCRs), 'Stop and Watch', RESTORE2, SBARD (Situation, Background, Assessment, Recommendation, Decision), UCLA (Loneliness and social isolation scale).

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

### Assessment:

This unit must be assessed in accordance with Skills For Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge with the real work environment.

Learning outcomes 3 and 4 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit e.g. direct practice providing care and support to individuals, this observation should be in person and not carried out remotely.

**Unit: Equality, Diversity, Inclusion and Human Rights**

Unit Code: D/651/9610

RQF Level: 3

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

### Guidance Notes

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

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

**Equity:** Is recognising that individuals have different needs by providing the right support to achieve fair outcomes for the individuals. Learners must show how to recognise when an individual may be treated unfairly due to factors such as disability, culture, language or socio-economic background and show how to value each individual to ensure equal access to care opportunities. This may include:

- Reasonable adjustments to care and support
- Communication methods that meet language or sensory needs
- Celebrating diverse cultures and religions
- Challenging discrimination or unfair treatment in the workplace

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

**Own Role in Promoting:** This may include the learner's role:

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

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

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

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers.

### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge with the real work environment.

Learning outcome 4 is skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit e.g. direct practice providing care and support to individuals, this observation should be in person and not carried out remotely.

**Unit: Health and Safety (General)**

Unit Code: F/651/9611

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria.</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand own responsibility, and the responsibilities of others, relating to health and safety</p>	<p>1.1 Identify legislation relating to health and safety in a care work setting</p> <p>1.2 Explain the main points of health and safety policies and procedures agreed upon with the employer</p> <p>1.3 Identify the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• The employer or manager</li> <li>• Others in the work setting.</li> </ul> <p>1.4 Describe specific tasks in the work setting that should not be carried out without special training</p>
<p>2. Understand procedures for responding to accidents and sudden illness</p>	<p>2.1 Identify different types of accidents and sudden illnesses that may occur in own work setting</p> <p>2.2 Explain the procedures to be followed if an accident or sudden illness should occur</p>
<p>3. Carry out own responsibilities for health and safety</p>	<p>3.1 Use policies and procedures or other agreed ways of working that relate to health and safety</p> <p>3.2 Support others' understanding and follow safe practices</p> <p>3.3 Monitor potential health and safety risks</p> <p>3.4 Use risk assessment in relation to health and safety</p> <p>3.5 Minimise and manage potential risks and hazards</p> <p>3.6 Access additional support or information relating to health and safety</p>
<p>4. Be able to move and handle equipment and other objects safely</p>	<p>4.1 Explain the main points of legislation that relate to moving and handling</p> <p>4.2 Explain principles for safe moving and handling</p> <p>4.3 Move and handle equipment and other objects safely</p>
<p>5. Be able to handle hazardous substances and materials</p>	<p>5.1 Explain types of hazardous substances that may be found in the work setting</p> <p>5.2 Demonstrate safe practices for:</p> <ul style="list-style-type: none"> <li>• Storing hazardous substances</li> <li>• Using hazardous substances</li> <li>• Disposing of hazardous substances and materials.</li> </ul>

<p>6. Be able to promote fire safety in the work setting</p>	<p>6.1 Explain practices that prevent fire from:</p> <ul style="list-style-type: none"> <li>• Starting</li> <li>• Spreading</li> </ul> <p>6.2 Explain emergency procedures to be followed in the event of a fire in the work setting</p> <p>6.3 Demonstrate measures that prevent fires from starting</p> <p>6.4 Ensure clear evacuation routes are maintained at all times</p>
<p>7. Be able to implement security measures in the work setting</p>	<p>7.1 Explain the importance of ensuring that others are aware of own whereabouts</p> <p>7.2 Use agreed procedures for checking the identity of anyone requesting access to:</p> <ul style="list-style-type: none"> <li>• Premises</li> <li>• Information</li> </ul> <p>7.3 Use measures to protect own security and the security of others in the work setting</p>

### Guidance Notes

**Others:** May include:

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

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

**Policies and Procedures:** May include other agreed ways of working as well as formal policies and procedures

**Tasks:** May include:

- Use of equipment
- First aid
- Medication
- Health care procedures
- Food handling and preparation.

**Objects:** Relates to those in the learner's working environment and does not mean individuals.

**Hazardous Substances:** Are materials that could pose a risk to health if not handled correctly. These may include but are not limited to: cleaning agents, clinical waste, bodily fluids, and medications.

**Security Measures in the Work Setting:** Maintaining a safe and secure environment is essential for protecting individuals', staff and sensitive information.

Security measures may include but are not limited to:

- Controlled access to buildings
- Visitor signing in procedures
- Alarm systems
- Safe storage of records and medications

If one working, additional measures must be followed to reduce risks these may include but are not limited to:

- Carrying a mobile phone
- Logging in house calls
- Checking in with supervisors or managers
- Following lone working policies and procedures and risk assessments

**Premises:** Referring to care homes, individuals' own home and other care services.

#### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge with the real work environment.

Learning outcomes 3, 4, 5, 6 and 7 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit e.g. in direct and holistic practices in the working environment and providing care and support to individuals, this observation should be in person and not carried out remotely.

**Unit: Infection Prevention and Control**

Unit Code: H/651/9612

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria.</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand how to prevent and control the spread of infection</p>	<p>1.1 Describe different types of infection and how they are spread (chain of infection)</p> <p>1.2 Explain how to identify individuals who have, or are at risk of developing, an infection and the actions to take to reduce the risks to them and others</p> <p>1.3 Explain own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection</p> <p>1.4 Explain own role in supporting others to follow practices that reduce the spread of infection</p> <p>1.5 Explain own responsibilities for ensuring the appropriate cleaning and decontamination of environments and equipment</p>
<p>2. Be able to prevent and control the spread of infection</p>	<p>2.1 Risk assess a range of situations and select and use appropriate Personal Protective Equipment (PPE) correctly</p> <p>2.2 Identify when it is necessary to perform hand hygiene</p> <p>2.3 Select appropriate products and perform hand hygiene using recommended techniques</p> <p>2.4 Ensure that own health and hygiene does not pose a risk to individuals and others.</p>

**Guidance Notes**

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

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

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers

**Decontamination:** After cleaning, environments and equipment may require disinfection and sterilisation. Learners must refer to own workplace and agreed policies and procedures.

**Appropriate Use of Personal Protective Equipment (PPE):** This should include learners workplace policies and current guidelines on the proper use of PPE and different equipment available. This includes but is not limited to, gloves, masks, face shields, aprons and gowns. And donning (putting on), doffing (removal) and disposal.

**Hand Hygiene:** Refers to following recommended hand-washing techniques and the use of appropriate sanitiser. Learners should refer to own company policies and procedures including following recommended hand washing techniques using soap and water as well as appropriate use of hand sanitizers appropriate to the situations.

#### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge with the real work environment.

Learning outcome 2 is skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit e.g. direct practice providing care and support to individuals, this observation should be in person and not carried out remotely.

**Unit: Health and Safety (Topics)**

Unit Code: J/651/9613

RQF Level: 3

<p style="text-align: center;"><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p style="text-align: center;"><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Be able to move and handle equipment and other objects safely</p>	<p>1.1 Explain the main points of legislation that relate to moving and handling</p> <p>1.2 Explain principles for safe moving and handling</p> <p>1.3 Move and handle equipment and other objects safely</p>
<p>2. Be able to handle hazardous substances and materials</p>	<p>2.1 Explain types of hazardous substances that may be found in the work setting</p> <p>2.2 Demonstrate safe practices for:</p> <ul style="list-style-type: none"> <li>• Storing hazardous substances</li> <li>• Using hazardous substances</li> <li>• Disposing of hazardous substances and materials.</li> </ul>
<p>3. Be able to promote fire safety in the work setting</p>	<p>3.4 Explain practices that prevent fire from:</p> <ul style="list-style-type: none"> <li>• Starting</li> <li>• Spreading</li> </ul> <p>3.5 Explain emergency procedures to be followed in the event of a fire in the work setting</p> <p>3.6 Demonstrate measures that prevent fires from starting</p> <p>3.7 Ensure clear evacuation routes are maintained at all times</p>
<p>4. Be able to implement security measures in the work setting</p>	<p>4.1 Explain the importance of ensuring that others are aware of own whereabouts</p> <p>4.2 Use agreed procedures for checking the identity of anyone requesting access to:</p> <ul style="list-style-type: none"> <li>• Premises</li> <li>• Information</li> </ul> <p>4.3 Use measures to protect own security and the security of others in the work setting</p>

### Guidance Notes

**Objects:** Relates to those in the learner's working environment and does not mean individuals.

**Hazardous Substances:** Are materials that could pose a risk to health if not handled correctly. These may include but are not limited to: cleaning agents, clinical waste, bodily fluids, and medications.

**Security Measures in the Work Setting:** Maintaining a safe and secure environment is essential for protecting individuals', staff and sensitive information.

Security measures may include but are not limited to:

- Controlled access to buildings
- Visitor signing in procedures
- Alarm systems
- Safe storage of records and medications

If lone working, additional measures must be followed to reduce risks these may include but are not limited to:

- Carrying a mobile phone
- Logging in house calls
- Checking in with supervisors or managers
- Following lone working policies and procedures and risk assessments

**Premises:** Referring to care homes, individuals' own home and other care services.

### Assessment:

This unit must be assessed in accordance with Skills For Care & Development assessment principles guidance.

This is primarily a skill-based unit.

Learning outcomes 1, 2, 3, and 4 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit and scenarios where this evidence is likely to be gained e.g. in direct and holistic practices in the working environment, this observation should be in person and not carried out remotely.

**Unit: Continuous Development**

Unit Code: K/651/9614

RQF Level: 3

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria.</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Know what is required to be competent in own role</p>	<p>1.1 Identify the duties and responsibilities of own work role 1.2 Describe the expectations of own work role as expressed in relevant standards 1.3 Explain the relationship between continuing professional development and the provision of quality care 1.4 Identify sources of support and guidance for planning and reviewing own development</p>
<p>2. Understand the value of reflective practice</p>	<p>2.1 Explain the benefits and scope of reflective practice 2.2 Explain the importance of reflective practice in supporting continuous improvements to own practice and provision of quality care</p>
<p>3. Demonstrate commitment to own development</p>	<p>3.1 Assess own knowledge, performance and understanding against relevant standards 3.2 Work with others to identify and prioritise own learning needs, professional interests and development aspirations 3.3 Work with others to agree own personal and professional development plan 3.4 Work with others to achieve and review the personal and professional development plan 3.5 Record progress in relation to personal and professional development</p>
<p>4. Develop leadership behaviours</p>	<p>4.1 Model high standards of practice to encourage others to make a positive difference 4.2 Share ideas to improve services with others 4.3 Promote partnership approaches to supporting individuals</p>
<p>5. Be able to use reflective practice to improve ways of working</p>	<p>5.1 Reflect on how learning activities have affected practice 5.2 Reflect on how own values, beliefs and experiences may affect working practices 5.3 Reflect on own ability to use initiative, make decisions and take responsibility for own actions 5.4 Use reflections and feedback from others to evaluate own performance and inform development</p>

### Guidance Notes

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

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

**Continuing Professional Development:** Refers to the process of learning, monitoring, recording and reflecting on the skills, knowledge and experience throughout a care worker's career- both formally and informally. As part of continuing professional development (CPD) the Care Workforce Pathway can support the learner to progress, reflect on up-to-date practices and can support the learner to develop.

**Sources of Support and Guidance:** May include:

- Formal or informal support
- Supervision and appraisal
- Mentoring and peer support
- Within and outside the organisation
- The Care Workforce Pathway.

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

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Professionals from other services.

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

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

**Reflective Practice:** Supports continuous improvement in own skills and contributes to better outcomes for the individuals that are being supported. It is also an essential part of the Care Workforce Pathway, which encouraged ongoing learning and development to help progress in own role and maintaining professional standards.

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

### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is primarily a skill-based unit.

Learning outcomes 3, 4 and 5 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit and scenarios where this evidence is likely to be gained e.g. in direct and holistic practices in the working environment, this observation should be in person and not carried out remotely.

**Unit: Personal Well-Being**

Unit Code: L/651/9615

RQF Level: 3

<b>Learning Outcomes</b> To achieve this unit a learner must be able to:	<b>Assessment Criteria.</b> Assessment of these outcomes demonstrates a learner can:
1. Understand own well-being and the importance of improving and maintaining own well-being	1.1 Explain what is meant by 'personal well-being', 'self-care' and 'resilience' 1.2 Identify factors that positively and negatively influence own well-being 1.3 Identify indicators of own well-being and well-being deterioration
2. Understand the importance of maintaining and improving own well-being	2.1 Explain how own well-being impacts role and behaviour 2.2 Explain how own well-being impacts others
3. Know how to maintain and improve own well-being	3.1 Identify strategies to maintain and improve own well-being 3.2 Summarise a range of well-being support offers available and identify how to access them 3.3 Describe how to access professional help if needed
4. Know how to manage own stress and anxiety	4.1 Define what is meant by, 'stress' and 'anxiety' 4.2 Identify the indicators of stress and anxiety in oneself 4.3 Identify the factors that can trigger stress and anxiety in oneself 4.4 Explain how stress and anxiety may affect own reactions and behaviours towards others 4.5 Identify strategies for managing own stress and anxiety 4.6 Describe how to access a range of support offers

**Guidance Notes**

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

**Personal Well-being:** Refers to overall physical, mental, emotional and social health and covers areas such as:

- Physical health (rest, nutrition, exercise, diet)
- Mental health (managing anxiety and coping with demands)
- Social connections (relationships, support networks)
- Work life balance and job satisfaction

**Self-Care:** Means taking active steps to prevent, protect and improve one's own well-being to ensure focus needed to deliver quality care: this could include setting health boundaries at work and in own personal life, such as:

- Getting enough sleep and eating a balanced diet

- Asking for help when needed
- Taking regular breaks and utilising annual leave
- Reflecting on own emotional needs

**Resilience:** Is the ability to cope with pressure, recover from setbacks and adapt to change and covers areas such as:

- Positive thinking and self-reflection
- Using support networks
- Taking part in training and personal development
- Practicing self-care routinely

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

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

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

**Support Offers:** Accessing support offers reduces stress, prevents burnout and maintains a healthy work life balance. It also supports a learner's personal and professional development- one of the key goals within the Care Workforce Pathway. Learners should consider offers they see as well as those they currently chose not to:

For example:

- Workplace support: supervision and appraisal, employer assistance programmes (EAPs), occupational health services
- Professional support: unions and professional bodies
- External well-being services
- Peer support and networks: team meetings, buddy systems, reflective practice groups.

**Stress:** Is a natural response to pressure or challenging situations and can have positive as well as negative effects on a person. In this context we refer to the negative impacts of stress. Examples of impact could include:

- Physical impact - headaches, fatigue, sleep problems, weakened immune system
- Emotional and mental health impact - anxiety, low mood, feeling overwhelmed, loss of motivation
- Behavioural impact - withdrawing from others and work situations, poor time management and risk of full burnout
- Impact on work performance- poor communications, making mistakes and missing key details
- Impact on professional standards- increased risk of breaching policies and procedures

**Anxiety:** Is a feeling of worry or fear that can become overwhelming and can affect your thoughts, emotions and ability to focus. In this context, we refer to the negative impacts.

### Assessment:

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge only based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge with the real work environment.

## OPTIONAL UNITS

Learners must achieve at least 19 credits of optional units:

### Unit: Mental Health Awareness

Unit Code: M/651/9616

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand mental health and mental wellbeing	1.1 Explain what is meant by <i>mental health</i> and <i>mental wellbeing</i> 1.2 Describe factors that can positively and negatively affect mental health, including: <ul style="list-style-type: none"> <li>• Biological Factors</li> <li>• Psychological Factors</li> <li>• Social and environmental Factors</li> </ul> 1.3 Explain the concept of <i>parity of esteem</i> between mental and physical health 1.4 Describe the impact of life events and trauma on mental health 1.5 Explain how mental health needs may change across the lifespan
2. Understand common mental health conditions	2.1 Describe the characteristics of common mental health conditions, including: <ul style="list-style-type: none"> <li>• Depression</li> <li>• Anxiety Disorder</li> <li>• Stress</li> <li>• Bipolar Disorder</li> <li>• Psychosis</li> </ul> 2.2 Explain how symptoms of mental ill-health may present differently in individuals 2.3 Describe the potential impact of mental ill-health on: <ul style="list-style-type: none"> <li>• Daily living</li> <li>• Relationships</li> <li>• Employment</li> <li>• Physical health</li> </ul> 2.4 Identify myths, stigma, and misconceptions surrounding mental health conditions 2.5 Explain the impact of stigma and discrimination on individuals experiencing mental ill-health

<p>3 Understand approaches to supporting mental health</p>	<p>3.1 Explain the principles of a person-centred approach to mental health support</p> <p>3.2 Describe the <i>recovery model</i> and its key principles</p> <p>3.3 Explain the importance of trauma-informed practice when supporting mental health</p> <p>3.4 Describe how strengths-based approaches promote mental wellbeing</p> <p>3.5 Explain the importance of early intervention and prevention in mental health care</p> <p>3.6 Describe the role of different professionals and services involved in mental health support</p>
<p>4 Be able to promote positive mental wellbeing</p>	<p>4.1 Promote positive mental wellbeing in day-to-day practice</p> <p>4.2 Encourage individuals to make informed choices that support mental health</p> <p>4.3 Support individuals to access appropriate mental health services and resources</p> <p>4.4 Use communication strategies that promote trust, respect, and emotional safety</p> <p>4.5 Recognise the importance of boundaries and self-care when supporting others</p>
<p>5 Know how to recognise and respond to mental health concerns</p>	<p>5.1 Identify signs and indicators that an individual may be experiencing mental distress</p> <p>5.2 Describe how to respond appropriately to an individual experiencing mental distress</p> <p>5.3 Explain the importance of risk assessment in relation to mental health</p> <p>5.4 Describe procedures to follow if there are concerns about:</p> <ul style="list-style-type: none"> <li>• Self-harm</li> <li>• Suicidal thoughts</li> <li>• Harm to others</li> </ul> <p>5.5 Explain when and how to report concerns in line with:</p> <ul style="list-style-type: none"> <li>• organisational policies</li> <li>• safeguarding procedures</li> <li>• confidentiality and information-sharing requirements</li> </ul>

<p>6 Understand the impact of own role and responsibilities in mental health support</p>	<p>6.1 Explain own role and responsibilities when supporting mental health</p> <p>6.2 Describe the limits of own competence in mental health support</p> <p>6.3 Explain the importance of seeking advice, supervision, and training</p> <p>6.4 Reflect on how attitudes, values, and beliefs can impact mental health support</p> <p>6.5 Explain the importance of maintaining own mental wellbeing in the workplace</p>
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**Unit Purpose:**

This unit aims to develop learners' knowledge and understanding of mental health, mental ill-health, and the role of care workers in promoting mental well-being.

Learners will explore current approaches to mental health care and how to respond appropriately, ethically and safely in practice.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies
- Witness Testimony
- Observation (where appropriate)

Evidence should demonstrate:

- Application to real care settings
- Reflection on practice and professional responsibility

**Unit: Awareness of the Mental Capacity Act 2005**

Unit Code: R/651/9617

RQF Level: 3

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the purpose and principles of the Mental Capacity Act 2005</p>	<p>1.1 Explain the purpose of the Mental Capacity Act 2005</p> <p>1.2 Describe how the Act protects individuals' rights and freedoms</p> <p>1.3 Explain the five statutory principles of the Mental Capacity Act</p> <p>1.4 Explain the importance of presuming capacity unless proven otherwise</p> <p>1.5 Explain how the Act promotes empowerment, choice and autonomy</p>
<p>2. Understand how mental capacity is assessed and decisions are made</p>	<p>2.1 Explain what is meant by mental capacity</p> <p>2.2 Describe when a mental capacity assessment may be required</p> <p>2.3 Explain the two-stage test of capacity</p> <p>2.4 Explain why capacity assessments are decision-specific and time-specific</p> <p>2.5 Describe factors that may affect a person's ability to make decisions</p>
<p>3. Understand best interest decision-making and lawful restrictions</p>	<p>3.1 Explain what is meant by a best interest decision</p> <p>3.2 Describe the best interest checklist with the Mental Capacity Act</p> <p>3.3 Explain the importance of involving the individual and relevant others in best interest decisions</p> <p>3.4 Explain the principle of the least restrictive option</p> <p>3.5 Describe the difference between restraint, restriction and deprivation of liberty</p> <p>3.6 Explain the importance of lawful, proportionate, and necessary actions</p>
<p>4. Understand how the Mental Capacity Act is applied in care and support practice</p>	<p>4.1 Explain how the Mental Capacity Act influences day-to-day care practice</p> <p>4.2 Describe how to support individuals to make their own decisions</p> <p>4.3 Explain the importance of communication, recording, and information sharing in line with the Act</p> <p>4.4 Explain own role, responsibilities, and limits of authority under the Mental Capacity Act</p>

	<p>4.5 Describe when concerns about capacity or decision-making should be escalated</p> <p>4.6 Explain the link between the Mental Capacity Act and safeguarding</p>
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**Unit Purpose:**

This unit provides learners with the knowledge and understanding required to work in line with the Mental Capacity Act (MCA) 2005. Learners will develop awareness of how the Act protects individuals' rights, promotes empowerment, and supports lawful, ethical decision-making in care and support settings.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Case Studies
- Witness Testimony

Evidence should demonstrate:

- Application to real care scenarios
- Respect for rights, dignity and lawful practice

**Unit: Understanding and Supporting Individuals Living with Dementia**

Unit Code: T/651/9618

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand what Dementia is and how it affects individuals	1.1 Explain what is meant by the term dementia 1.2 Describe different types of dementia, including: <ul style="list-style-type: none"> <li>• Alzheimer's disease</li> <li>• Vascular dementia</li> <li>• Dementia with Lewy bodies</li> <li>• Frontotemporal dementia</li> </ul> 1.3 Explain that dementia is a progressive condition and how it may change over time 1.4 Describe how dementia can affect memory, thinking, communication, behaviour and emotional wellbeing 1.5 Explain how dementia affects individuals differently
2. Understand the impact of dementia on individuals and others	2.1 Describe the impact of dementia on an individual's daily living, independence, and identity 2.2 Explain how dementia can affect relationships with family, carers, and others 2.3 Describe common emotional responses experienced by individuals living with dementia 2.4 Explain the impact of stigma, myths, and misconceptions about dementia 2.5 Explain the importance of inclusion and dementia-friendly approaches
3. Be able to support individuals living with dementia using person-centred approaches	3.1 Demonstrate a person-centred approach when supporting an individual living with dementia 3.2 Demonstrate how to promote dignity, respect and choice in day-to-day support 3.3 Demonstrate ways to support independence and strengths, in line with care plans 3.4 Demonstrate how meaningful activities can be used to enhance wellbeing 3.5 Work in partnership with families, carers, and professionals to support the individual

<p>4. Be able to communicate effectively and support wellbeing and safety in dementia care</p>	<p>4.1 Use communication techniques that support understanding and reassurance</p> <p>4.2 Demonstrate how to respond appropriately to distress or behaviour that challenges</p> <p>4.3 Demonstrate the use of emotional reassurance and validation strategies</p> <p>4.4 Demonstrate how to balance promoting wellbeing with maintaining safety and safeguarding</p> <p>4.5 Work within own role, responsibilities and limits when supporting individuals with dementia</p>
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**Unit Purpose:**

This unit aims to develop learners' knowledge, understanding and practical ability to support individuals living with dementia. Learners will explore current approaches to supporting people living with dementia in a person-centred, inclusive and respectful way, promoting dignity, wellbeing and quality of life.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies
- Witness Testimony (where appropriate)
- Direct observation in the workplace
- Care records or activity plans (where appropriate)

Evidence should demonstrate:

- Application of knowledge to practice
- Independence and professional judgement
- Reflect on impact and improvement
- Consistent person-centred values

**Unit: Promoting Independence Through Assistive Technology (AT)**

Unit Code: Y/651/9619

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand assistive technology and its role in promoting independence</p>	<p>1.1 Explain what is meant by <i>assistive technology</i> and differentiate between low-tech, and high-tech solutions</p> <p>1.2 Describe categories of assistive technology, including (but not limited to):</p> <ul style="list-style-type: none"> <li>• Communication aids (AAC, speech-to-text, symbol systems)</li> <li>• Mobility and transfer aids (walkers, hoists, powered chairs)</li> <li>• Environmental controls and smart home devices (telecare, sensors, voice assistants)</li> <li>• Sensory support (hearing loops, screen readers, magnifiers)</li> <li>• Daily living aids (timers, pill dispensers, adaptive cutlery)</li> </ul> <p>1.3 Explain how assistive technology can enhance:</p> <ul style="list-style-type: none"> <li>• Independence and self-management</li> <li>• Participation, inclusion and community access</li> <li>• Safety, risk reduction and contingency planning</li> <li>• Health outcomes and quality of life</li> </ul> <p>1.4 Explain the importance of person-centred and strengths-based approaches when recommending or supporting AT.</p> <p>1.5 Describe the roles of key professionals and services involved with AT (e.g. OT, SALT, rehabilitation engineers, telecare services, suppliers)</p>
<p>2. Understand factors that influence the choice, setup, and effective use of assistive technology</p>	<p>2.1 Explain how individual needs, abilities, preferences, culture and goals inform the selection of AT</p> <p>2.2 Describe environmental factors (layout, lighting, noise, connectivity, accessibility) that can affect AT effectiveness</p> <p>2.3 Explain common barriers to AT use (cost, access, confidence, training needs, stigma, digital exclusion) and strategies to reduce them</p> <p>2.4 Explain ethical and legal considerations when using AT, including consent, capacity, privacy, data protection, and safe information-sharing.</p> <p>2.5 Describe the purpose of key elements of risk assessment and safe-use protocols for AT</p>

<p>3 Be able to support individuals to use assistive technology safely and confidently</p>	<p>3.1 Demonstrate how to introduce and set up assistive technology with/for an individual in line with their plan, needs and preferences</p> <p>3.2 Promote independence and confidence while supporting the individual to operate the device or aid</p> <p>3.3 Safely use AT in accordance with manufacturer instructions, organisational policies and any training received</p> <p>3.4 Adapt the environment and routine to optimise AT use (e.g. positioning, charging connectivity, prompts)</p> <p>3.5 Support the individual to integrate AT into meaningful daily activities and community participation</p> <p>3.6 Work within own role and responsibilities, seeking guidance or specialist input where required</p>
<p>4 Be able to monitor, review and report on the effectiveness of assistive technology</p>	<p>4.1 Demonstrate how to monitor the effectiveness of AT against the individual's goals and outcomes</p> <p>4.2 Identify and respond to problems with using AT (e.g. usability issues, discomfort, safety concerns, device faults)</p> <p>4.3 Demonstrate accuracy, timely recording and information-sharing in line with policies, consent, and data protection</p> <p>4.4 Demonstrate how to escalate concerns, request maintenance, or seek expert review</p> <p>4.5 Work with the individual, family/carers, and professionals to review and adapt AT use, including trialling alternative where appropriate</p>

### Unit Purpose:

This unit develops learners' knowledge, understanding and practical ability to support individuals to select, use, and benefit from assistive technology (AT) in ways that promote independence, choice, inclusion and safety. It emphasises person-centred, strengths-based, and ethical practice, including privacy, consent, and data protection when technology is involved.

### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Application of knowledge to practice

- Independence with appropriate judgement and escalation
- Show person-centred practice, dignity, consent, privacy and safety
- Accurate records; adherence to policies, instructions, and legal duties

**Unit: Supporting Health, Wellbeing and Independence for Individuals Living with Diabetes**

Unit Code: F/651/9620

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand diabetes and how it affects the body</p>	<p>1.1 Explain what diabetes is and how it affects blood glucose levels</p> <p>1.2 Describe different types of diabetes, including:</p> <ul style="list-style-type: none"> <li>• Type 1 diabetes</li> <li>• Type 2 Diabetes</li> <li>• Gestational Diabetes</li> </ul> <p>1.3 Describe common signs and symptoms associated with diabetes</p> <p>1.4 Explain how diabetes can be a long-term condition requiring ongoing management</p> <p>1.5 Explain how diabetes may affect individuals differently</p>
<p>2. Understand the impact of diabetes on daily life and wellbeing</p>	<p>2.1 Describe how diabetes ay affect an individual's:</p> <ul style="list-style-type: none"> <li>• Physical health</li> <li>• Emotional wellbeing</li> <li>• Daily routines</li> <li>• Independence</li> </ul> <p>2.2 Explain the potential impact of diabetes on family life, relationships and work</p> <p>2.3 Describe common emotional responses to living with diabetes</p> <p>2.4 Explain the importance of promoting dignity, inclusion and independence</p>
<p>3. Understand how diabetes is managed and supported in everyday life</p>	<p>3.1 Describe common ways diabetes may be managed, including:</p> <ul style="list-style-type: none"> <li>• Medication and/or insulin</li> <li>• Blood glucose monitoring</li> <li>• Diet and nutrition</li> <li>• Physical activity</li> </ul> <p>3.2 Explain the importance of balanced nutrition and regular meals</p> <p>3.3 Explain the role of physical activity in supporting health and blood glucose control</p> <p>3.4 Describe factors that may affect blood glucose levels, including illness, stress, and changes in routine</p> <p>3.5 Explain the importance of person-centred care planning in diabetes support</p> <p>3.6 Describe the roles of professionals involved in diabetes care and support</p>

<p>4. Be able to support individuals to manage diabetes and promote independence</p>	<p>4.1 Demonstrate how to support an individual to follow their diabetes care plan</p> <p>4.2 Promote independence, choice and self-management</p> <p>4.3 Demonstrate safe support with routine diabetes-related tasks, in line with training, policies and own role</p> <p>4.4 Demonstrate respectful, non-judgemental communication when discussing diabetes and well-being</p> <p>4.5 Work within own role and responsibilities, seeking advice or support when required</p>
<p>5. Be able to recognise, respond to, and report concerns related to diabetes</p>	<p>5.1 Explain how to recognise signs of low blood glucose (hypoglycaemia)</p> <p>5.2 Explain how to recognise signs of high blood glucose (hyperglycaemia)</p> <p>5.3 Demonstrate appropriate actions to take in response to concerns, in line with care plans and procedures</p> <p>5.4 Demonstrate when and how to seek urgent help when a situation is outside own competence</p> <p>5.5 Demonstrate accurate recording and reporting of concerns, incidents, or changes in condition</p> <p>5.6 Work in a way that promotes safety, dignity and safeguarding</p>

#### Unit Purpose:

This unit develops learners' knowledge, understanding and practical ability to support individuals living with diabetes in a way that promotes health, wellbeing, independence and self-management. Learners will explore different types of diabetes, the impact on daily life, and how to provide safe, person-centred support within their role and responsibilities.

This unit does **not** train learners to diagnose or clinically manage diabetes, but focuses on awareness, support, monitoring and escalation in line with policies and care plans.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace
- Care plans, monitoring records, or communication logs (anonymised)

Evidence should demonstrate:

- Clear understanding of diabetes at an awareness level
- Application of knowledge to real or realistic support situation

- Safe practice, appropriate boundaries, and escalation
- Person-centred values and reflective practice

**Unit: Supporting Individual's Living with Parkinson's Disease**

Unit Code: H/651/9621

RQF Level: 2

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the nature and causes of Parkinson's disease</p>	<p>1.1 Describe the neurological changes associated with Parkinson's disease, including the loss of dopamine-producing neurons</p> <p>1.2 Explain recognised causes, risk factors, and current theories relating to the development of Parkinson's disease</p> <p>1.3 Describe the typical stages of Parkinson's disease and how progression varies between individuals</p> <p>1.4 Differentiate between Parkinson's disease and other parkinsonian syndromes</p>
<p>2. Understand the signs, symptoms, and impact of Parkinson's disease</p>	<p>2.1 Identify common motor symptoms, including tremor, rigidity, bradykinesia, and postural instability</p> <p>2.2 Describe non-motor symptoms and their impact on daily living, including cognitive changes, mood disorders, sleep disturbance, and autonomic dysfunction</p> <p>2.3 Explain how Parkinson's disease affects an individual's physical, emotional, and social wellbeing</p> <p>2.4 Describe how symptom fluctuations (e.g., "on/off" periods) influence care planning and support</p>
<p>3. Understand approaches to treatment, management and support</p>	<p>3.1 Describe the main categories of medication used in Parkinson's disease and their purpose</p> <p>3.2 Explain the importance of medication timing and the potential consequences of delays or omissions</p> <p>3.3 Describe non-pharmacological interventions, including physiotherapy, occupational therapy, speech and language therapy, and lifestyle adaptations</p> <p>3.4 Explain the role of the multidisciplinary team in supporting individuals with Parkinson's disease</p>
<p>4. Be able to provide person-centred support to individuals with Parkinson's disease</p>	<p>4.1 Demonstrate communication strategies that support individuals experiencing speech, cognitive, or movement difficulties</p> <p>4.2 Support individuals with activities of daily living in a way that promotes dignity, independence, and safety</p> <p>4.3 Apply safe moving and handling techniques that reflect the individual's mobility needs and symptom fluctuations</p> <p>4.4 Record and report changes in an individual's condition in line with organisational requirements</p>

	4.5 Demonstrate how to support individuals to manage fatigue, anxiety, or reduced mobility during daily routines
5. Understand risk management, safeguarding, and health and safety considerations	<p>5.1 Identify common risks associated with Parkinson's disease, including falls, swallowing difficulties, and medication-related risks</p> <p>5.2 Explain how to reduce risks through environmental adaptations, safe practice, and proactive monitoring</p> <p>5.3 Describe the importance of accurate reporting, recording, and escalation when concerns arise</p> <p>5.4 Explain how safeguarding principles apply when supporting individuals with progressive neurological conditions</p>
6. Understand the role of carers, families and support networks	<p>6.1 Describe the emotional, physical, and practical impact of Parkinson's disease on family members and carers</p> <p>6.2 Explain how to support carers in maintaining their own wellbeing and accessing available resources</p> <p>6.3 Identify organisations, support groups, and information sources that provide guidance for individuals with Parkinson's disease and their families</p> <p>6.4 Describe the emotional, physical, and practical impact of Parkinson's disease on family members and carers</p> <p>6.5 Explain how to support carers in maintaining their own wellbeing and accessing available resources.</p> <p>6.6 Identify organisations, support groups, and information sources that provide guidance for individuals with Parkinson's disease and their families.</p>

**Unit Purpose:**

This unit provides the knowledge and practical skills required to support individuals living with Parkinson's. It covers the physiological causes, the diverse range of motor and non-motor symptoms, and the critical importance of medication management. Learners will explore the impact of the condition on daily life and develop the ability to implement person-centred support strategies that promote independence and wellbeing.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Clear understanding of Parkinson's
- Current best practice, legislation and sector standards
- Person-centred values and reflective practice

**Unit: Supporting Individuals Living with the Effects of Stroke**

Unit Code: J/651/9622

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the nature, causes, and types of stroke</p>	<p>1.1 Describe the difference between ischaemic stroke, haemorrhagic stroke, and transient ischaemic attack (TIA)</p> <p>1.2 Explain the common causes and risk factors associated with stroke</p> <p>1.3 Describe the physiological processes that occur during a stroke</p> <p>1.4 Explain the importance of early recognition and emergency response</p>
<p>2. Understand the signs, symptoms, and potential effects of stroke</p>	<p>2.1 Identify the common signs and symptoms of stroke using current recognition tools (e.g., FAST)</p> <p>2.2 Describe the potential physical, cognitive, emotional, and communication effects of stroke</p> <p>2.3 Explain how the impact of stroke varies depending on the area of the brain affected</p> <p>2.4 Describe how stroke can affect an individual's independence, wellbeing, and daily life</p>
<p>3. Understand approaches to treatment, rehabilitation, and ongoing management</p>	<p>3.1 Describe the main medical and therapeutic interventions used following a stroke</p> <p>3.2 Explain the role of rehabilitation services, including physiotherapy, occupational therapy, and speech and language therapy</p> <p>3.3 Describe lifestyle changes and risk-reduction strategies that support long-term recovery</p> <p>3.4 Explain the role of the multidisciplinary team in supporting individuals after a stroke.</p>
<p>4. Be able to provide person-centred support to individuals living with the effects of a stroke</p>	<p>4.1 Demonstrate communication strategies that support individuals with aphasia, dysarthria, or cognitive impairment</p> <p>4.2 Support individuals with activities of daily living in a way that promotes dignity, independence, and safety</p> <p>4.3 Apply safe moving and handling techniques that reflect the individual's mobility needs and rehabilitation goals</p> <p>4.4 Record and report changes in an individual's condition in line with organisational procedures</p> <p>4.5 Demonstrate how to support individuals experiencing fatigue, emotional distress, or reduced mobility during daily routines.</p>

<p>5. Understand risk management, safeguarding and health and safety considerations</p>	<p>5.1 Identify common risks associated with stroke, including falls, swallowing difficulties (dysphagia), and pressure-related skin damage</p> <p>5.2 Explain how to reduce risks through safe practice, environmental adaptations, and proactive monitoring</p> <p>5.3 Describe the importance of accurate reporting, recording, and escalation when concerns arise.</p> <p>5.4 Explain how safeguarding principles apply when supporting individuals with neurological impairments.</p>
<p>6. Understand the role of carers, families and support networks</p>	<p>6.1 Describe the emotional, physical, and practical impact of stroke on family members and carers</p> <p>6.2 Explain how to support carers in maintaining their own wellbeing and accessing available resources</p> <p>6.3 Identify organisations, support groups, and information sources that provide guidance for individuals affected by stroke and their families</p>

**Unit Purpose:**

This unit develops the learner's knowledge and practical skills in recognising, understanding, and supporting individuals who have experienced a stroke (cerebrovascular accident) or transient ischaemic attack (TIA). Learners explore the causes, types, signs, symptoms, and long-term effects of stroke, alongside current approaches to rehabilitation, risk reduction, and person-centred support.

The unit includes skills-based competencies, enabling learners to demonstrate safe, effective, and compassionate support for individuals living with the physical, cognitive, emotional, and communication impacts of stroke.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Accurate use of terminology
- Understanding of acute and long-term effects of stroke
- Awareness of person-centred and rehabilitative approaches
- Ability to link theory to real-world practice

**Unit: Promoting Choice and Control Through Positive Risk-Taking**

Unit Code: K/651/9623

RQF Level: 2

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the principles of positive risk-taking</p>	<p>1.1 Explain the concept of positive risk-taking and how it supports person-centred care</p> <p>1.2 Describe the difference between positive risk-taking, unsafe practice, and risk avoidance</p> <p>1.3 Explain how positive risk-taking promotes autonomy, choice, and wellbeing</p> <p>1.4 Describe the legal and ethical considerations that influence positive risk-taking</p>
<p>2. Understand factors that influence risk-taking decisions</p>	<p>2.1 Describe factors that may influence an individual's willingness to take risks</p> <p>2.2 Explain how an individual's history, preferences, and strengths contribute to risk-taking decisions</p> <p>2.3 Describe how communication, capacity, and consent impact risk-taking</p> <p>2.4 Explain the role of families, carers, and professionals in supporting positive risk-taking</p>
<p>3. Understand processes for assessing and managing risk</p>	<p>3.1 Describe the stages of risk assessment in relation to positive risk-taking</p> <p>3.2 Explain how to identify potential benefits and potential harms associated with a risk</p> <p>3.3 Describe strategies for reducing or managing risks while maintaining choice and independence</p> <p>3.4 Explain the importance of reviewing and updating risk assessments regularly</p>
<p>4. Be able to support individuals to make informed choices about risk</p>	<p>4.1 Support individuals to identify risks they wish to take in their daily lives</p> <p>4.2 Provide clear, accessible information to help individuals make informed decisions</p> <p>4.3 Support individuals to weigh up potential benefits and potential harms of a chosen action</p> <p>4.4 Demonstrate how to encourage independence while offering appropriate support</p> <p>4.5 Record and report risk-taking decisions in line with organisational procedures</p>

<p>5. Be able to work with others to support positive risk-taking</p>	<p>5.1 Work collaboratively with individuals, families, and professionals to plan positive risk-taking opportunities</p> <p>5.2 Implement agreed risk-management strategies in line with care plans</p> <p>5.3 Monitor the individual's wellbeing during and after risk-taking activities</p> <p>5.4 Report concerns, changes, or incidents promptly and accurately.</p>
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**Unit Purpose:**

This unit develops the learner's knowledge and practical skills in supporting positive risk-taking as part of person-centred care. Learners explore the principles of empowerment, autonomy, and dignity, and how to balance these with duty of care, safeguarding responsibilities, and organisational requirements.

The unit emphasises enabling individuals to make informed choices, participate in meaningful activities, and maintain independence while managing potential risks safely. Learners will demonstrate practical skills in assessing, recording, and supporting positive risk-taking in real care settings.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Current legislation and sector standards
- Person-centred and strengths-based approaches
- The balance between autonomy and duty of care

**Unit: Awareness of Autism Spectrum Condition (ASC)**

Unit Code: L/651/9624

RQF Level: 2

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understanding Autism Spectrum Condition</p>	<p>1.1 Explain what is meant by Autism Spectrum Condition, including the concept of the autism spectrum</p> <p>1.2 Describe common characteristics of autism, including:</p> <ul style="list-style-type: none"> <li>• Social communication differences</li> <li>• Sensory processing differences</li> <li>• Restricted or repetitive behaviours</li> </ul> <p>1.3 Explain how autism can present differently in each individual</p> <p>1.4 Describe how autism may affect an individual's:</p> <ul style="list-style-type: none"> <li>• Daily living</li> <li>• Learning</li> <li>• Emotional well-being</li> <li>• Relationships</li> </ul> <p>1.5 Identify common strengths and abilities associated with autism</p> <p>1.6 Explain the impact of societal attitudes, stigma and misconceptions on individuals with autism</p>
<p>2. Understand how to support individuals with Autism Spectrum Disorder</p>	<p>2.1 Explain the importance of person-centred support for individuals with autism</p> <p>2.2 Describe how to adapt support to meet an individual's:</p> <ul style="list-style-type: none"> <li>• Communication needs</li> <li>• Sensory needs</li> <li>• Emotional needs</li> </ul> <p>2.3 Explain the importance of routine, structure and predictability</p> <p>2.4 Describe strategies to support individuals during:</p> <ul style="list-style-type: none"> <li>• Changes</li> <li>• Transitions</li> <li>• Unfamiliar situations</li> </ul> <p>2.5 Explain how environmental factors can affect individuals with autism</p> <p>2.6 Explain the importance of working in partnership with:</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Carers</li> <li>• Other professionals</li> </ul>

<p>3. Be able to support individuals with Autism Spectrum Disorder</p>	<p>3.1 Work in a way that promotes the individual's dignity, independence and rights</p> <p>3.2 Implement person-centred support strategies in line with care plans</p> <p>3.3 Support the individual to manage sensory sensitivities</p> <p>3.4 Support the individual during periods of distress, anxiety, or behavioural challenge</p> <p>3.5 Use appropriate strategies to promote emotional well-being</p> <p>3.6 Recognise when additional support is required and report concerns appropriately</p> <p>3.7 Reflect on own practice and identify areas for improvement when supporting individuals with autism</p>
<p>4. Be able to communicate with individuals with Autism Spectrum Disorder</p>	<p>4.1 Use communication methods that meet the individual's needs and preferences</p> <p>4.2 Adapt verbal and non-verbal communication to support understanding</p> <p>4.3 Use visual aids or alternative communication systems where appropriate</p> <p>4.4 Demonstrate active listening and patience when communicating</p> <p>4.5 Support the individual to express:</p> <ul style="list-style-type: none"> <li>• Choice</li> <li>• Preference</li> <li>• Feelings</li> </ul> <p>4.3 Respond appropriately to communication differences or barriers</p> <p>4.4 Record and share communication needs accurately with others, in line with confidentiality and policies</p>

**Unit Purpose:**

This unit develops the learner's knowledge, understanding, and practical skills in supporting individuals with Autism Spectrum Condition (ASC). It explores the diverse ways autism may present, the common characteristics associated with the autism spectrum, and the strengths, abilities, and unique perspectives autistic individuals may bring. Learners examine how autism can influence daily living, learning, emotional wellbeing, and relationships, and consider the impact of societal attitudes, stigma, and misconceptions.

The unit emphasises person-centred, respectful, and inclusive support, recognising autism as a neurodevelopmental difference rather than a deficit. Learners will develop practical skills in adapting communication, supporting sensory needs, promoting emotional wellbeing, and responding appropriately during periods of distress or anxiety. The importance of partnership working with families, carers, and professionals is embedded throughout.

By the end of the unit, learners will be able to apply person-centred strategies, communicate effectively, and reflect on their own practice to ensure high-quality, compassionate support for autistic individuals.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Current, neurodiversity-affirming practice
- Person-centred values
- Relevant legislation, guidance and organisational policies

**Unit: Person-Centred Support for People with Learning Disabilities**

Unit Code: M/651/9625

RQF Level: 2

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand learning disabilities within a social, developmental and rights-based context</p>	<p>1.1 Explain what is meant by a learning disability, including how it develops and how it differs from other cognitive or neurological conditions</p> <p>1.2 Analyse how the social model of disability influences approaches to supporting people with learning disabilities</p> <p>1.3 Explain how historical treatment, societal attitudes, and stereotypes have shaped current rights-based practice</p> <p>1.4 Describe how learning disabilities may affect communication, decision-making, independence, and participation in daily life</p> <p>1.5 Explain why recognising an individual's identity, culture, and life history is essential for effective support</p>
<p>2. Understand the importance of citizenship, inclusion, and lifelong development</p>	<p>2.1 Explain the concept of citizenship and its relevance to people with learning disabilities</p> <p>2.2 Evaluate barriers that may limit an individual's participation in community life and opportunities</p> <p>2.3 Explain how to support individuals to develop skills, confidence, and autonomy throughout their lives</p> <p>2.4 Describe the role of advocacy, self-advocacy, and supported decision-making in promoting independence</p> <p>2.5 Explain how to promote equality, inclusion, and human rights in everyday practice</p>
<p>3. Understand health, wellbeing, and health inequalities affecting people with learning disabilities</p>	<p>3.1 Describe common physical and mental health conditions that may co-occur with learning disabilities</p> <p>3.2 Explain why people with learning disabilities experience health inequalities and reduced access to healthcare</p> <p>3.3 Explain the purpose of health action plans, annual health checks, and reasonable adjustments in healthcare settings</p> <p>3.4 Describe ways to support individuals to understand and manage their own health and wellbeing</p> <p>3.5 Explain the importance of recognising early signs of illness, distress, or unmet needs</p>

<p>4. Be able to provide enabling, person-led support to individuals with learning disabilities</p>	<p>4.1 Demonstrate ways of working that promote independence, capability, and self-determination</p> <p>4.2 Support individuals to make informed choices using accessible information and supported decision-making approaches</p> <p>4.3 Enable individuals to participate in meaningful activities that reflect their interests, goals, and strengths</p> <p>4.4 Apply strategies that reduce barriers to participation, including environmental, communication, or attitudinal barriers</p> <p>4.5 Record and share information about the individual's preferences, progress, and support needs in line with organisational requirements</p>
<p>5. Be able to support safety, safeguarding, and positive risk enablement</p>	<p>5.1 Work with individuals and others to identify risks that may arise in daily life or community participation</p> <p>5.2 Support individuals to take positive, informed risks that enhance independence and wellbeing</p> <p>5.3 Recognise signs of abuse, neglect, or exploitation that may be specific to people with learning disabilities</p> <p>5.4 Report safeguarding concerns promptly and accurately in line with legal and organisational procedures</p> <p>5.5 Reflect on how your own attitudes or assumptions may influence risk-related decisions</p>
<p>6. Understand the role of relationships, networks and collaborative working</p>	<p>6.1 Explain the importance of relationships, belonging, and social networks for people with learning disabilities</p> <p>6.2 Describe how to work collaboratively with families, carers, advocates, and professionals while maintaining the individual's rights and choices</p> <p>6.3 Identify community resources, organisations, and support networks that promote inclusion and wellbeing</p> <p>6.4 Explain how to support individuals to build and maintain safe, meaningful relationships</p>

**Unit Purpose:**

This unit develops the learner's knowledge and practical skills in supporting individuals with learning disabilities in a way that promotes rights, independence, inclusion, and wellbeing. This unit ensures learners understand the values, behaviours, and competencies required for high-quality, person-centred care.

Learners explore the nature of learning disabilities, communication approaches, health inequalities, safeguarding responsibilities, and the importance of supporting individuals as active citizens. Skills-based competencies focus on communication, choice-making, risk enablement, and collaborative working.

This unit is suitable for learners working in adult care, supported living, residential services, community support, or health settings.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- A reflection of the Core Capabilities Framework for Supporting People with Learning Disability
- Current legislation, policy and sector standards
- Person-centred, rights-based, and inclusive practice

**Unit: Promoting Social Inclusion and Healthy Relationships**

Unit Code: R/651/9626

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the importance of social interactions and relationships for individuals</p>	<p>1.1 Explain why social interaction and meaningful relationships are important for emotional, physical, and mental wellbeing</p> <p>1.2 Describe different types of relationships an individual may have, including friendships, family relationships, intimate relationships, and community connections</p> <p>1.3 Explain how life experiences, disability, health conditions, or trauma may influence an individual's ability or confidence to form relationships</p> <p>1.4 Describe the potential impact of loneliness, social isolation, and exclusion on wellbeing</p> <p>1.5 Explain the importance of respecting an individual's preferences, identity, culture, and boundaries when supporting social interactions</p>
<p>2. Understand barriers to social interaction and how to reduce them</p>	<p>2.1 Explain common barriers that may prevent individuals from forming or maintaining relationships, including communication, confidence, mobility, stigma, or environmental factors</p> <p>2.2 Analyse how attitudes, assumptions, or organisational practices may limit opportunities for social interaction</p> <p>2.3 Describe strategies for reducing barriers and promoting inclusion, independence, and confidence</p> <p>2.4 Explain the importance of consent, choice, and safeguarding when supporting individuals with relationships</p> <p>2.5 Describe how to support individuals to recognise safe and unsafe relationships</p>
<p>3. Be able to support individuals to develop and maintain social interactions</p>	<p>3.1 Support individuals to identify their social goals, interests, and preferred ways of interacting with others</p> <p>3.2 Use communication approaches that encourage confidence, participation, and positive interaction</p> <p>3.3 Enable individuals to access social opportunities, community activities, or peer groups in line with their wishes</p> <p>3.4 Support individuals to develop social skills, such as turn-taking, active listening, or expressing preferences</p> <p>3.5 Record and share information about the individual's social needs, progress, and preferences in line with organisational requirements</p>

<p>4. Be able to support individuals to build and maintain healthy relationships</p>	<p>4.1 Work with individuals to explore what healthy, respectful, and safe relationships look like</p> <p>4.2 Support individuals to set personal boundaries and communicate them effectively</p> <p>4.3 Respond appropriately to concerns about unhealthy, unsafe, or exploitative relationships</p> <p>4.4 Encourage individuals to maintain relationships that promote wellbeing, independence, and self-esteem</p> <p>4.5 Reflect on own practice and identify ways to improve support for individuals' social interactions and relationships</p>
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#### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in supporting individuals to build, maintain, and enjoy meaningful social interactions and relationships. It explores the importance of social connection for wellbeing, the barriers individuals may face, and the role of care practitioners in promoting inclusion, confidence, and independence.

Learners examine different types of relationships, the impact of loneliness and social isolation, and the importance of supporting individuals to make informed choices about who they interact with and how. The unit also addresses boundaries, consent, safeguarding, and the need to balance empowerment with safety.

By the end of the unit, learners will be able to apply person-centred strategies, communicate effectively, and work collaboratively with others to support individuals in developing positive social interactions and relationships.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- Importance of autonomy, consent and safeguarding

**Unit: Advocacy in Adult Care Practice**

Unit Code: T/651/9627

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the principles, purpose and legal context of independent advocacy</p>	<p>1.1 Explain the purpose of independent advocacy and why it is important in adult care</p> <p>1.2 Describe the core principles of independent advocacy, including independence, empowerment, representation, and confidentiality</p> <p>1.3 Explain the legal and policy frameworks that underpin advocacy, including rights to representation and participation</p> <p>1.4 Describe different types of advocacy, including:</p> <ul style="list-style-type: none"> <li>• Independent advocacy</li> <li>• Non-instructed advocacy</li> <li>• Peer advocacy</li> <li>• Statutory advocacy (e.g., IMCA, IMHA)</li> </ul> <p>1.5 Explain the difference between advocacy, support, and professional decision-making roles</p>
<p>2. Understand the role, responsibilities, and boundaries of the advocate</p>	<p>2.1 Explain the responsibilities of an advocate in supporting individuals to express their views, wishes, and preferences</p> <p>2.2 Describe the importance of maintaining independence, impartiality, and professional boundaries</p> <p>2.3 Explain how to manage conflicts of interest or situations where views differ between the individual and others</p> <p>2.4 Describe the importance of confidentiality and informed consent in advocacy practice</p> <p>2.5 Explain how to challenge decisions or practices that limit an individual's rights or choices</p>
<p>3. Be able to provide advocacy support in a person-centred and rights-based way</p>	<p>3.1 Support individuals to understand their rights, choices, and options using accessible information</p> <p>3.2 Enable individuals to express their views, wishes, and goals in planning or decision-making processes</p> <p>3.3 Represent the individual's views accurately and respectfully when they are unable to do so themselves</p> <p>3.4 Support individuals to challenge decisions or raise concerns in line with their wishes</p> <p>3.5 Maintain independence, confidentiality, and professional boundaries when providing advocacy support</p>

	3.6 Record and share advocacy actions and outcomes in line with organisational and legal requirements
4. Be able to communicate effectively when providing advocacy support	<p>4.1 Use communication approaches that promote trust, empowerment, and understanding</p> <p>4.2 Adapt communication to meet the individual's needs, preferences, and communication style</p> <p>4.3 Use active listening, questioning, and clarification techniques to ensure accurate representation of the individual's views</p> <p>4.4 Support individuals to participate in meetings, assessments, or reviews</p> <p>4.5 Reflect on own communication and advocacy practice and identify areas for improvement</p>

**Unit Purpose:**

This unit develops the learner's knowledge, understanding, and practical skills in the principles and practice of independent advocacy within adult care. It explores the purpose of advocacy, the rights-based foundations that underpin it, and the different types of advocacy available to individuals. Learners examine the role of the advocate, the importance of independence and empowerment, and the ethical and legal responsibilities involved.

The unit also focuses on how to provide advocacy support in practice, including communication, supporting decision-making, representing an individual's views, and maintaining professional boundaries. Learners will develop the skills needed to support individuals to express their wishes, challenge decisions, and participate fully in planning and decision-making processes.

By the end of the unit, learners will be able to apply advocacy principles confidently, work in a rights-based and person-centred way, and reflect on their own practice to improve the quality of advocacy support.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- The principles of independence, empowerment, and representation

**Unit: Understanding and Applying Positive Behaviour Support (PBS) in Practice**

Unit Code: Y/651/9628

RQF Level: 3

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the principles and values of Positive Behaviour Support</p>	<p>1.1 Explain the core values and aims of Positive Behaviour Support</p> <p>1.2 Describe how PBS promotes quality of life, independence, and wellbeing</p> <p>1.3 Explain the importance of understanding behaviour as a form of communication</p> <p>1.4 Describe the ethical considerations in PBS, including dignity, rights, and least-restrictive practice</p> <p>1.5 Explain how PBS aligns with national guidance, including the Restraint Reduction Network Standards</p>
<p>2. Understand the factors that influence behaviour</p>	<p>2.1 Explain the concept of the “Function” of behaviour and why it is important in PBS</p> <p>2.2 Describe internal factors that may influence behaviour, such as health needs, pain, sensory differences, or emotional distress</p> <p>2.3 Describe external factors that may influence behaviour, such as environment, communication barriers, or social interactions</p> <p>2.4 Explain how trauma, past experiences, or unmet needs may contribute to behaviours of concern</p> <p>2.5 Analyse how staff attitudes, communication, and organisational culture can impact behaviour</p>
<p>3. Be able to contribute to functional assessment and behaviour support planning</p>	<p>3.1 Observe and record behaviour accurately using agreed tools and formats</p> <p>3.2 Identify potential triggers, patterns, and early signs of distress</p> <p>3.3 Contribute to the development or review of behaviour support plans in line with PBS principles</p> <p>3.4 Share relevant information with colleagues and professionals to support assessment and planning</p> <p>3.5 Maintain confidentiality and respect for the individual throughout the assessment process</p>

<p>4. Be able to implement proactive and preventative PBS strategies</p>	<p>4.1 Use proactive strategies that reduce triggers and promote wellbeing</p> <p>4.2 Support individuals to develop skills that increase independence and reduce behaviours of concern</p> <p>4.3 Create opportunities for meaningful engagement, choice, and participation</p> <p>4.4 Adapt the environment or communication approaches to meet individual needs</p> <p>4.5 Promote positive interactions and relationships that support emotional regulation</p>
<p>5. Be able to respond safely and respectfully during periods of distress</p>	<p>5.1 Recognise early signs of distress and respond using agreed de-escalation strategies</p> <p>5.2 Use communication approaches that reduce anxiety and promote reassurance</p> <p>5.3 Follow behaviour support plans to respond safely and ethically during incidents</p> <p>5.4 Work in ways that minimise the use of restrictive practices and uphold the individual's rights</p> <p>5.5 Record and report incidents accurately and promptly in line with organisational requirements</p>
<p>6. Be able to reflect on and improve PBS practice</p>	<p>6.1 Reflect on own responses, communication, and interactions during incidents or challenging situations</p> <p>6.2 Identify areas for personal development in PBS practice</p> <p>6.3 Explain the importance of team reflection, debriefing, and learning after incidents</p> <p>6.4 Describe how continuous improvement contributes to safer, more effective PBS practice</p>

### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in Positive Behaviour Support (PBS) as a proactive, person-centred approach to supporting individuals whose behaviour may challenge. Learners explore the values, principles, and evidence base underpinning PBS, including the importance of understanding the function of behaviour, improving quality of life, and reducing restrictive practices.

The unit emphasises the need for compassionate, rights-based support that focuses on prevention, early intervention, and meaningful engagement. Learners will develop practical skills in observing behaviour, identifying triggers, implementing proactive strategies, and responding safely and respectfully during periods of distress. Reflection, teamwork, and continuous improvement are embedded throughout.

By the end of the unit, learners will be able to apply PBS principles confidently and ethically, contributing to environments where individuals feel safe, understood, and supported to thrive.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- PBS values and ethical practice
- The importance of rights, dignity, and least-restrictive approaches

**Unit: Understanding and Responding to Pain in Adult Care**

Unit Code: A/651/9629

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the nature of pain and discomfort and how individuals may experience it</p>	<p>1.1 Explain the difference between acute pain, chronic pain, and discomfort</p> <p>1.2 Describe factors that influence how individuals experience and express pain, including culture, communication needs, emotional state, and past experiences</p> <p>1.3 Explain how pain may present differently in individuals who have communication difficulties, cognitive impairments, or sensory differences</p> <p>1.4 Describe common non-verbal indicators of pain or discomfort</p> <p>1.5 Explain the importance of recognising the individual as the expert in their own experience of pain</p>
<p>2. Understand approaches to monitoring, reporting, and responding to pain and discomfort</p>	<p>2.1 Explain the importance of observing, monitoring, and recording signs of pain or discomfort</p> <p>2.2 Describe tools or methods used in care settings to support the assessment of pain (e.g., pain scales, observation charts)</p> <p>2.3 Explain the importance of reporting concerns promptly and accurately in line with organisational procedures</p> <p>2.4 Describe how to work in partnership with families, carers, and professionals when supporting individuals with pain</p> <p>2.5 Explain how person-centred planning contributes to effective pain and comfort support</p>
<p>3. Be able to support individuals to manage pain and discomfort in a person-centred way</p>	<p>3.1 Support individuals to communicate their experience of pain or discomfort using preferred communication methods</p> <p>3.2 Implement agreed comfort measures in line with care plans and organisational procedures</p> <p>3.3 Adapt the environment or support approaches to promote comfort and reduce distress</p> <p>3.4 Respond appropriately to signs of increased pain or discomfort, including escalating concerns when required</p> <p>3.5 Record observations and actions accurately and professionally</p> <p>3.6 Reflect on own practice and identify ways to improve support for individuals experiencing pain or discomfort</p>

4. Be able to promote wellbeing and emotional support when individuals experience pain

4.1 Use communication approaches that provide reassurance, empathy, and emotional support

4.2 Encourage individuals to participate in activities or coping strategies that promote comfort and wellbeing, in line with their preferences

4.3 Support individuals to express concerns, fears, or anxieties related to pain

4.4 Work in ways that maintain dignity, respect, and autonomy during periods of pain or discomfort

4.5 Share relevant information with colleagues to support continuity of care

#### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in recognising, responding to, and supporting individuals experiencing pain or discomfort in adult care settings. It explores the different ways pain may present, including non-verbal indicators, and the factors that influence how individuals experience and express pain.

Learners examine the importance of person-centred support, communication, observation, and partnership working with families and professionals. The unit emphasises the need to respect the individual's own experience of pain, promote comfort and wellbeing, and report concerns appropriately. Learners will develop practical skills in monitoring pain, adapting support, and contributing to care plans while maintaining dignity, safety, and rights.

By the end of the unit, learners will be able to apply Level-3 judgement, reflection, and communication skills to support individuals experiencing pain or discomfort in a compassionate and effective way.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- The importance of dignity, communication and observation

**Unit: Understanding and Delivering Pressure Area Care**

Unit Code: H/651/9630

RQF Level: 3

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the causes and risk factors associated with pressure damage</p>	<p>1.1 Explain what pressure ulcers are and how they develop 1.2 Describe intrinsic and extrinsic risk factors that contribute to pressure damage 1.3 Explain how reduced mobility, nutrition, hydration, and underlying health conditions increase risk 1.4 Describe early signs of pressure damage and why prompt recognition is essential 1.5 Explain the impact of pressure ulcers on an individual's wellbeing, comfort, and quality of life</p>
<p>2. Understand approaches to preventing and monitoring pressure damage</p>	<p>2.1 Explain the importance of regular skin inspection and accurate reporting 2.2 Describe tools or methods used to assess pressure-related risk in care settings 2.3 Explain how repositioning, movement, and posture contribute to pressure prevention 2.4 Describe the importance of nutrition, hydration, and comfort in maintaining skin integrity 2.5 Explain how to work in partnership with professionals, families, and carers to support prevention</p>
<p>3. Be able to support individuals to maintain healthy skin and prevent pressure damage</p>	<p>3.1 Carry out agreed skin observations in line with care plans and organisational procedures 3.2 Support individuals to change position safely and comfortably, using approved techniques 3.3 Implement agreed pressure-relieving measures in a person-centred way 3.4 Adapt the environment or support approaches to promote comfort and reduce pressure risk 3.5 Respond appropriately to early signs of pressure damage, including escalating concerns 3.6 Record observations and actions accurately and professionally</p>

4. Be able to promote dignity, comfort, and wellbeing during pressure area care

4.1 Use communication approaches that promote reassurance, dignity, and choice

4.2 Support individuals to participate in their own care as much as possible

4.3 Work in ways that maintain privacy, respect, and autonomy during repositioning or skin checks

4.4 Encourage individuals to express concerns, discomfort, or preferences

4.5 Share relevant information with colleagues to support continuity of care

#### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in preventing, recognising, and responding to pressure damage in adult care settings. It explores the causes and risk factors associated with pressure ulcers, the importance of early identification, and the role of person-centred care in maintaining skin integrity.

Learners examine how to carry out safe observations, repositioning, and comfort measures in line with care plans and organisational procedures. The unit emphasises dignity, safety, communication, and partnership working with professionals, families, and carers. Learners will also reflect on their own practice and understand how accurate reporting and monitoring contribute to effective prevention.

By the end of the unit, learners will be able to apply Level-3 judgement, communication, and observation skills to support individuals in maintaining healthy skin and preventing pressure-related harm.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- The importance of dignity, communication and observation

**Unit: Support Individuals Approaching the End of Life**

Unit Code: J/651/9631

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the principles and values of end of life care</p>	<p>1.1 Explain what is meant by end of life care and the aims of a holistic approach</p> <p>1.2 Describe the principles of dignity, respect, compassion, and person-centred care in end of life support</p> <p>1.3 Explain the importance of supporting individual choice, control, and autonomy at the end of life</p> <p>1.4 Describe how cultural, spiritual, and religious beliefs may influence end of life preferences</p> <p>1.5 Explain the importance of working in line with legal and ethical frameworks when providing end of life care</p>
<p>2. Understand the needs of individuals and families during the end of life</p>	<p>2.1 Describe common physical, emotional, and psychological needs of individuals approaching the end of life</p> <p>2.2 Explain how to support individuals to communicate their wishes, preferences, and concerns</p> <p>2.3 Describe the impact of end of life situations on families and carers</p> <p>2.4 Explain how to support families and carers before, during, and after the individual's death</p> <p>2.5 Describe the importance of recognising and responding to signs of distress, fear, or anxiety</p>
<p>3. Be able to provide person-centred support to individuals at the end of life</p>	<p>3.1 Provide comfort measures in line with the individual's care plan and preferences</p> <p>3.2 Support individuals to maintain dignity, privacy, and comfort during the final stages of life</p> <p>3.3 Respond appropriately to changes in the individual's condition, including escalating concerns</p> <p>3.4 Use communication approaches that promote reassurance, empathy, and emotional support</p> <p>3.5 Record observations, actions, and concerns accurately and professionally</p>

<p>4. Be able to support families, carers, and others during end of life care</p>	<p>4.1 Communicate sensitively and respectfully with families and carers</p> <p>4.2 Provide practical and emotional support within the boundaries of the role</p> <p>4.3 Share relevant information with colleagues and professionals to support continuity of care</p> <p>4.4 Respond appropriately to grief, loss, or emotional distress</p> <p>4.5 Maintain professional boundaries while offering compassionate support</p>
<p>5. Understand the importance of reflection and self-care in end of life work</p>	<p>5.1 Explain how end of life work may impact care workers emotionally and professionally</p> <p>5.2 Describe the importance of supervision, debriefing, and team support</p> <p>5.3 Reflect on own practice and identify ways to maintain emotional resilience</p> <p>5.4 Explain how reflective practice contributes to improving end of life care</p>

### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in providing compassionate, person-centred end of life care. It explores the physical, emotional, cultural, and spiritual needs of individuals approaching the end of life, as well as the needs of families and carers. Learners examine the principles of dignity, comfort, communication, and choice, and the importance of working collaboratively with professionals to ensure high-quality, holistic support.

The unit also covers recognising changes in condition, supporting symptom management within the boundaries of the care role, and responding sensitively to grief, loss, and bereavement. Learners will develop practical skills in providing comfort, maintaining dignity, supporting communication, and reflecting on their own emotional resilience and professional practice.

By the end of the unit, learners will be able to apply judgement, empathy, and communication skills to support individuals and families during the final stages of life.

### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- The emotional sensitivity of end of life care

**Unit: Principles of Medication Administration**

Unit Code: K/651/9632

RQF Level: 3

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the legal and organisational requirements for administering medication</p>	<p>1.1 Explain the legislation, guidance, and organisational policies that govern medication handling in adult care</p> <p>1.2 Describe the roles and responsibilities of care workers in relation to medication administration</p> <p>1.3 Explain the importance of consent, capacity, and confidentiality when supporting individuals with medication</p> <p>1.4 Describe the principles of safe storage, security, and disposal of medication</p> <p>1.5 Explain the importance of accurate recording and reporting in medication administration</p>
<p>2. Understand different types of medication and routes of administration</p>	<p>2.1 Describe common types or categories of medication used in adult care settings</p> <p>2.2 Explain the routes of administration that may be used in care settings and which are permitted within the care worker's role</p> <p>2.3 Describe factors that may affect how medication works, including timing, interactions, and individual needs</p> <p>2.4 Explain the importance of following instructions on medication labels, care plans, and medication administration records (MAR)</p> <p>2.5 Describe potential signs of adverse reactions or side effects and the importance of reporting concerns promptly</p>
<p>3. Be able to prepare for the safe administration of medication</p>	<p>3.1 Check the individual's care plan, MAR chart, and organisational procedures before administering medication</p> <p>3.2 Confirm the individual's identity and gain valid consent in line with their preferences and communication needs</p> <p>3.3 Ensure the environment is safe, clean, and appropriate for medication administration</p> <p>3.4 Prepare equipment and materials required for the task in line with organisational procedures</p> <p>3.5 Work in ways that maintain dignity, privacy, and respect throughout the process</p>

<p>4. Be able to administer medication safely and in line with agreed ways of working</p>	<p>4.1 Administer medication in line with the individual's care plan, MAR chart, and organisational procedures</p> <p>4.2 Support individuals to take medication in a way that promotes independence and choice</p> <p>4.3 Monitor the individual during and after administration and respond appropriately to any concerns</p> <p>4.4 Record medication administered, refused, or delayed accurately and immediately</p> <p>4.5 Report errors, omissions, or concerns promptly in line with organisational and legal requirements</p>
<p>5. Understand how to support individuals with medication-related needs</p>	<p>5.1 Explain how to support individuals to understand their medication and make informed choices</p> <p>5.2 Describe how to support individuals who self-administer medication</p> <p>5.3 Explain how to recognise when an individual may require additional support or review from a professional</p> <p>5.4 Describe how to work in partnership with families, carers, and professionals to support safe medication use</p> <p>5.5 Explain the importance of promoting independence, dignity, and person-centred care in medication support</p>
<p>6. Be able to reflect on own practice in administering medication</p>	<p>6.1 Reflect on own performance in administering medication and identify strengths and areas for improvement</p> <p>6.2 Explain the importance of continuous learning and professional development in medication safety</p> <p>6.3 Describe how feedback, supervision, and training contribute to improving practice</p>

### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in supporting the safe administration of medication within adult care settings. It explores the legal and organisational frameworks that govern medication handling, the responsibilities of care workers, and the importance of accuracy, communication, and person-centred practice.

Learners examine different types of medication, routes of administration permitted within their role, and the importance of monitoring, recording, and reporting. The unit emphasises dignity, consent, confidentiality, and partnership working with professionals, families, and carers. Learners will also develop skills in preparing for medication tasks, supporting individuals to take medication safely, and recognising when to escalate concerns.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- Legal and organisational frameworks

**Unit: Understanding and Supporting Individuals with Acquired Brain Injury (ABI)**

Unit Code: L/651/9633

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the nature of acquired brain injury and its effects</p>	<p>1.1 Explain what is meant by acquired brain injury and how it differs from congenital or progressive conditions</p> <p>1.2 Describe common causes of ABI, such as trauma, stroke, infection, hypoxia, or substance misuse</p> <p>1.3 Explain why the effects of ABI vary widely between individuals</p> <p>1.4 Describe potential cognitive, physical, emotional, and behavioural effects of ABI</p> <p>1.5 Explain how ABI may impact daily living, independence, communication, and relationships</p>
<p>2. Understand the long-term implication of acquired brain injury and the importance of rehabilitation</p>	<p>2.1 Explain the concept of neuroplasticity and its relevance to recovery and rehabilitation</p> <p>2.2 Describe the potential long-term challenges individuals may experience following ABI</p> <p>2.3 Explain the importance of structured routines, repetition, and consistency in supporting recovery</p> <p>2.4 Describe how fatigue, memory difficulties, or sensory changes may affect participation in daily activities</p> <p>2.5 Explain the role of professionals, families, and carers in supporting rehabilitation and long-term wellbeing</p>
<p>3. Be able to provide person-centred support to individuals with acquired brain injury</p>	<p>3.1 Support individuals to communicate their needs, preferences, and goals using appropriate communication methods</p> <p>3.2 Implement agreed support strategies in line with care plans and rehabilitation goals</p> <p>3.3 Adapt the environment or support approaches to reduce cognitive overload, fatigue, or distress</p> <p>3.4 Respond appropriately to changes in behaviour, mood, or cognitive ability</p> <p>3.5 Record observations and actions accurately and professionally</p> <p>3.6 Reflect on own practice and identify ways to improve support for individuals with ABI</p>

<p>4. Understand how to support emotional wellbeing and behavioural changes following acquired brain injury</p>	<p>4.1 Describe how ABI may affect emotional regulation, self-esteem, and mental wellbeing</p> <p>4.2 Explain how to support individuals experiencing Frustration, anxiety, or changes in identity following ABI</p> <p>4.3 Describe strategies for supporting individuals with behavioural changes, such as impulsivity or reduced inhibition</p> <p>4.4 Explain the importance of patience, empathy, and consistent communication when supporting individuals with ABI</p> <p>4.5 Describe how to recognise when additional support or professional intervention is required</p>
<p>5. Be able to work collaboratively with Families, carers, and professionals</p>	<p>5.1 Work with Families, carers, and professionals to support the individual's rehabilitation and wellbeing</p> <p>5.2 Share relevant information in line with confidentiality and organisational procedures</p> <p>5.3 Support Families and carers to understand the effects of ABI and adapt to changes</p> <p>5.4 Encourage individuals and Families to participate in planning and reviewing support</p> <p>5.5 Maintain professional boundaries while offering compassionate support</p>

**Unit Purpose:**

This unit develops the learner's knowledge, understanding, and practical skills in supporting individuals who have experienced an Acquired Brain Injury (ABI). It explores the causes and types of ABI, the diverse ways it may affect individuals, and the importance of recognising that every brain injury is unique.

Learners examine the cognitive, physical, emotional, and behavioural changes that may occur following ABI, and how these changes can impact daily living, independence, relationships, and wellbeing. The unit emphasises person-centred support, communication, rehabilitation-focused approaches, and partnership working with families, carers, and professionals.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice

- The complexity and individuality of ABI

**Unit: Promoting Independence for Individuals with Sensory Loss**

Unit Code: M/651/9634

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the meaning and impact of sensory loss</p>	<p>1.1 Explain what is meant by sensory loss and the different types (e.g., visual, hearing, dual sensory loss)</p> <p>1.2 Describe common causes of sensory loss and how it may develop gradually or suddenly</p> <p>1.3 Explain how sensory loss may affect communication, mobility, independence, and daily living</p> <p>1.4 Describe the emotional and psychological impact of sensory loss on individuals</p> <p>1.5 Explain how sensory loss may influence relationships, social inclusion, and wellbeing</p>
<p>2. Understand the importance of early recognition, communication, and environmental adaptation</p>	<p>2.1 Describe early signs that may indicate sensory loss</p> <p>2.2 Explain the importance of early identification and reporting of concerns</p> <p>2.3 Describe communication methods used to support individuals with sensory loss</p> <p>2.4 Explain how environmental adaptations can support independence and safety</p> <p>2.5 Describe the role of assistive technology and specialist equipment in supporting sensory loss</p>
<p>3. Be able to provide person-centred support to individuals with sensory loss</p>	<p>3.1 Support individuals to communicate their needs, preferences, and goals using appropriate communication methods</p> <p>3.2 Implement agreed support strategies in line with care plans and specialist guidance</p> <p>3.3 Adapt the environment or support approaches to promote independence, safety, and comfort</p> <p>3.4 Support individuals to access activities, services, and community opportunities</p> <p>3.5 Record observations and actions accurately and professionally</p> <p>3.6 Reflect on own practice and identify ways to improve support for individuals with sensory loss</p>

<p>4. Understand how to support emotional wellbeing and reduce barriers for individuals with sensory loss</p>	<p>4.1 Describe how sensory loss may affect confidence, self-esteem, and emotional wellbeing</p> <p>4.2 Explain how to support individuals experiencing frustration, anxiety, or social isolation</p> <p>4.3 Describe strategies for reducing barriers to communication, participation, and independence</p> <p>4.4 Explain the importance of promoting dignity, choice, and autonomy</p> <p>4.5 Describe how to recognise when additional support or professional intervention is required</p>
<p>5. Be able to work collaboratively with families, carers, and professionals</p>	<p>5.1 Work with families, carers, and professionals to support the individual's needs and preferences</p> <p>5.2 Share relevant information in line with confidentiality and organisational procedures</p> <p>5.3 Support families and carers to understand the effects of sensory loss and adapt to changes</p> <p>5.4 Encourage individuals and families to participate in planning and reviewing support</p> <p>5.5 Maintain professional boundaries while offering compassionate support</p>

#### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in supporting individuals who experience sensory loss, including loss of sight, hearing, or combined sensory impairment. It explores the causes and types of sensory loss, the diverse ways it may affect individuals, and the importance of recognising that each person's experience is unique.

Learners examine the impact of sensory loss on communication, mobility, independence, emotional wellbeing, and daily living. The unit emphasises person-centred support, accessible communication, environmental adaptations, and partnership working with families, carers, and professionals.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- The individuality and diversity of sensory loss

**Unit: Supporting Individuals with Nutrition and Hydration Needs**

Unit Code: R/651/9635

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the importance of nutrition and hydration for health and wellbeing</p>	<p>1.1 Explain why adequate nutrition and hydration are essential for physical and emotional wellbeing</p> <p>1.2 Describe the potential consequences of poor nutrition, malnutrition, or dehydration</p> <p>1.3 Explain how nutritional needs may vary due to age, health conditions, culture, or personal preference</p> <p>1.4 Describe the role of balanced diets, food groups, and fluid intake in maintaining health</p> <p>1.5 Explain the importance of recognising the individual's preferences, beliefs, and routines when supporting nutrition and hydration</p>
<p>2. Understand factors that affect eating, drinking and nutrition intake</p>	<p>2.1 Describe physical, cognitive, emotional, or environmental factors that may affect an individual's ability to eat or drink</p> <p>2.2 Explain how sensory changes, fatigue, or medication may influence appetite or hydration</p> <p>2.3 Describe signs and indicators of malnutrition or dehydration</p> <p>2.4 Explain the importance of early identification and reporting of concerns</p> <p>2.5 Describe how to work in partnership with families, carers, and professionals to support nutritional needs</p>
<p>3. Be able to support individuals to eat and drink in a person-centred way</p>	<p>3.1 Support individuals to make choices about food and drink that reflect their preferences, culture, and dietary needs</p> <p>3.2 Prepare the environment to promote safe, comfortable, and dignified eating and drinking</p> <p>3.3 Provide support with eating and drinking in line with care plans and agreed ways of working</p> <p>3.4 Encourage independence and participation while offering appropriate assistance</p> <p>3.5 Record food and fluid intake accurately and professionally</p> <p>3.6 Reflect on own practice and identify ways to improve support for nutrition and hydration</p>

<p>4. Understand how to reduce the risks and promote safe eating and drinking</p>	<p>4.1 Describe risks associated with eating and drinking, such as choking, aspiration, or food allergies</p> <p>4.2 Explain the importance of following care plans, risk assessments, and specialist guidance</p> <p>4.3 Describe strategies for supporting individuals with swallowing difficulties or reduced mobility within the boundaries of the role</p> <p>4.4 Explain how to recognise and respond to signs of distress or difficulty during eating or drinking</p> <p>4.5 Describe the importance of hygiene, food safety, and infection prevention in meal preparation and support</p>
<p>5. Be able to work collaboratively to promote nutrition and hydration</p>	<p>5.1 Share relevant information with colleagues and professionals to support nutritional planning</p> <p>5.2 Work with families, carers, and professionals to review and adapt support as needed</p> <p>5.3 Support individuals to access community resources or activities that promote healthy eating and hydration</p> <p>5.4 Maintain professional boundaries while offering compassionate, person-centred support</p>

**Unit Purpose:**

This unit develops the learner's knowledge, understanding, and practical skills in promoting healthy nutrition and hydration for individuals in adult care settings. It explores the importance of adequate food and fluid intake, the factors that influence nutritional needs, and the risks associated with poor nutrition or dehydration.

Learners examine how to recognise signs of malnutrition or dehydration, support individuals with eating and drinking, and adapt approaches to meet cultural, medical, and personal preferences. The unit emphasises dignity, choice, independence, and partnership working with families, carers, and professionals. Learners will also develop skills in monitoring, recording, and reporting concerns to ensure safe and effective support.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- The importance of dignity, choice and independence

**Unit: Digital Skills for Care Workers**

Unit Code: T/651/9636

RQF Level: 3

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the role of digital technology in modern care settings</p>	<p>1.1 Explain how digital tools and systems are used in adult care settings</p> <p>1.2 Describe the benefits of digital technology for individuals, staff, and organisations</p> <p>1.3 Explain how digital systems support communication, record-keeping, and care planning</p> <p>1.4 Describe how digital tools can support individuals' independence, wellbeing, and social connection</p> <p>1.5 Explain the importance of digital inclusion and accessibility for individuals with diverse needs</p>
<p>2. Understand legal, ethical, and organisational requirements for digital practice</p>	<p>2.1 Explain the importance of data protection, confidentiality, and secure information handling</p> <p>2.2 Describe organisational policies and procedures for using digital systems</p> <p>2.3 Explain the risks associated with poor digital practice, including cyber-security threats</p> <p>2.4 Describe the importance of consent and respecting individuals' rights when using digital tools</p> <p>2.5 Explain how to recognise and report digital-related concerns or breaches</p>
<p>3. Be able to use digital tools and systems safely and effectively</p>	<p>3.1 Access and navigate digital care systems in line with organisational procedures</p> <p>3.2 Record information accurately, clearly, and professionally using digital platforms</p> <p>3.3 Use digital communication tools to share information appropriately with colleagues and professionals</p> <p>3.4 Follow organisational procedures for secure login, password protection, and data handling</p> <p>3.5 Report technical issues, errors, or concerns promptly</p> <p>3.6 Reflect on own digital skills and identify areas for improvement</p>

<p>4. Understand how to support individuals to use digital tools safely and confidently</p>	<p>4.1 Describe barriers individuals may face when using digital technology</p> <p>4.2 Explain how to support individuals to develop confidence and independence with digital tools</p> <p>4.3 Describe ways to promote safe online behaviour and digital wellbeing</p> <p>4.4 Explain how to adapt support to meet individuals' communication, sensory, or cognitive needs</p> <p>4.5 Describe the importance of balancing digital support with privacy, dignity, and choice</p>
<p>5. Be able to work collaboratively to promote effective digital practice</p>	<p>5.1 Share relevant digital information with colleagues in line with confidentiality and organisational procedures</p> <p>5.2 Work with professionals, families, and carers to support individuals' digital needs</p> <p>5.3 Support individuals to access digital resources, services, or activities that promote wellbeing</p> <p>5.4 Maintain professional boundaries while offering digital support</p> <p>5.5 Contribute to reviewing and improving digital processes within the care setting</p>

### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in using digital tools and technologies safely and effectively within adult care settings. It explores the growing role of digital systems in communication, record-keeping, care planning, information sharing, and supporting individuals' independence and wellbeing.

Learners examine the importance of digital literacy, data protection, confidentiality, and cyber-security. The unit emphasises person-centred use of technology, accessibility, and supporting individuals to engage with digital tools where appropriate. Learners will also develop practical skills in navigating digital care systems, recording information accurately, and working collaboratively with colleagues and professionals.

### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- The importance of accuracy, confidentiality, and cyber-security

**Unit: Employment and Career Progression in the Care Sector**

Unit Code: Y/651/9637

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the adult care sector and employment opportunities	1.1 Describe the structure and purpose of the adult care sector 1.2 Explain the values and behaviours expected of workers in adult care 1.3 Describe a range of job roles within adult care and their key responsibilities 1.4 Explain the skills, knowledge, and attributes required for employment in adult care 1.5 Describe progression pathways and opportunities for career development within the sector
2. Understand how to prepare for employment in adult care	2.1 Explain the importance of personal presentation, professionalism, and communication when applying for roles 2.2 Describe how to create a professional CV, application form, or personal statement 2.3 Explain how to prepare for interviews, including researching employers and anticipating questions 2.4 Describe the importance of safeguarding checks, references, and compliance requirements 2.5 Explain how digital skills support employability in modern care settings
3. Be able to demonstrate employability skills relevant to adult care	3.1 Communicate clearly and professionally in written and verbal formats 3.2 Demonstrate teamwork, problem-solving, and time-management skills 3.3 Use digital tools to complete tasks related to employment or training 3.4 Participate in mock interviews or recruitment activities 3.5 Reflect on own performance and identify areas for improvement

<p>4. Understand the importance of professional development and reflective practice</p>	<p>4.1 Explain the importance of continuous professional development (CPD) in adult care</p> <p>4.2 Describe different types of learning and development opportunities available in the sector</p> <p>4.3 Explain how reflective practice supports personal and professional growth</p> <p>4.4 Describe how to create a personal development plan (PDP)</p> <p>4.5 Explain the role of supervision, feedback, and appraisal in supporting progression</p>
<p>5. Be able to plan for employment and progression in adult care</p>	<p>5.1 Identify personal strengths, skills, and areas for development</p> <p>5.2 Set realistic short-term and long-term career goals</p> <p>5.3 Create a personal development plan to support progression</p> <p>5.4 Seek feedback from others to support career planning</p> <p>5.5 Review progress and update plans in line with changing goals or opportunities</p>

### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in preparing for employment and career progression within the adult care sector. It explores the values, behaviours, and competencies required for effective practice, as well as the importance of professional development, reflective practice, and maintaining employability.

Learners examine the structure of the adult care sector, job roles, responsibilities, and progression pathways. The unit emphasises communication, teamwork, digital literacy, and personal presentation as key employability skills. Learners will also develop practical skills in preparing for interviews, creating professional documentation, and planning their own career development.

### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Understanding of the adult care sector and its expectations
- Awareness of employability requirements and recruitment processes
- Ability to apply reflective practice and CPD principles
- Insight into progression pathways and career planning

**Unit: Supporting Neurodivergent Individuals in Care Settings**

Unit Code: A/651/9638

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the concept of neurodiversity and common neurodivergent profiles</p>	<p>1.1 Explain what is meant by neurodiversity and neurodivergence</p> <p>1.2 Describe common neurodivergent profiles, such as autism, ADHD, dyslexia, dyspraxia, and Tourette's</p> <p>1.3 Explain why neurodivergence is not a deficit but a natural variation in human cognition</p> <p>1.4 Describe the strengths and abilities often associated with different neurodivergent profiles</p> <p>1.5 Explain how stigma, stereotypes, and misunderstanding can negatively impact neurodivergent individuals</p>
<p>2. Understand how neurodivergence may influence daily life, communication, and wellbeing</p>	<p>2.1 Describe how neurodivergence may affect communication, sensory processing, and social interaction</p> <p>2.2 Explain how executive functioning differences may influence planning, organisation, and daily tasks</p> <p>2.3 Describe how environments, routines, and expectations can create barriers for neurodivergent individuals</p> <p>2.4 Explain the potential emotional impact of masking, sensory overload, or unmet support needs</p> <p>2.5 Describe the importance of recognising individual preferences, identity, and coping strategies</p>
<p>3. Be able to provide person-centred support to neurodivergent individuals</p>	<p>3.1 Support individuals to communicate their needs, preferences, and goals using appropriate methods</p> <p>3.2 Implement agreed support strategies in line with care plans and individual preferences</p> <p>3.3 Adapt the environment or support approaches to reduce sensory overload, anxiety, or distress</p> <p>3.4 Promote autonomy, choice, and self-advocacy in daily activities</p> <p>3.5 Record observations and actions accurately and professionally</p> <p>3.6 Reflect on own practice and identify ways to improve support for neurodivergent individuals</p>

<p>4. Understand how to promote inclusion, wellbeing, and positive identity for neurodivergent individuals</p>	<p>4.1 Describe how to support individuals to develop confidence, self-esteem, and positive identity</p> <p>4.2 Explain how to reduce barriers to participation in community, education, or employment</p> <p>4.3 Describe strategies for supporting individuals during sensory overload, anxiety, or emotional dysregulation</p> <p>4.4 Explain the importance of respecting neurodivergent communication styles and social preferences</p> <p>4.5 Describe how to recognise when additional support or professional intervention is required</p>
<p>5. Be able to work collaboratively with families, carers, and professionals</p>	<p>5.1 Work with families, carers, and professionals to support the individual's needs and preferences</p> <p>5.2 Share relevant information in line with confidentiality and organisational procedures</p> <p>5.3 Support families and carers to understand neurodivergence and adapt to individual needs</p> <p>5.4 Encourage individuals and families to participate in planning and reviewing support</p> <p>5.5 Maintain professional boundaries while offering compassionate support</p>

#### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in supporting neurodivergent individuals within adult care settings. It explores the concept of neurodiversity, the strengths and challenges associated with different neurodivergent profiles, and the importance of inclusive, person-centred practice.

Learners examine how neurodivergence may influence communication, sensory processing, executive functioning, social interaction, and daily living. The unit emphasises the need for respectful, strengths-based approaches that recognise individual identity, autonomy, and lived experience. Learners will also develop practical skills in adapting environments, communication, and support strategies to promote wellbeing, independence, and inclusion.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- Strengths-based and inclusive approach

**Unit: Trauma Informed Care**

Unit Code: D/651/9639

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the nature of trauma and its potential impact	1.1 Explain what is meant by trauma and the different types of traumatic experiences 1.2 Describe how trauma may affect physical, emotional, cognitive, and social wellbeing 1.3 Explain how trauma can influence behaviour, communication, and relationships 1.4 Describe the concept of re-traumatisation and why it is important to avoid it 1.5 Explain why trauma affects individuals differently and why responses must be personalised
2. Understand the principles and values of trauma-informed care	2.1 Describe the core principles of trauma-informed practice: safety, trust, choice, collaboration, empowerment, and cultural sensitivity 2.2 Explain how trauma-informed care aligns with person-centred and rights-based practice 2.3 Describe the importance of creating predictable, consistent, and supportive environments 2.4 Explain how to recognise signs that an individual may be experiencing distress or trauma-related triggers 2.5 Describe the importance of professional boundaries and self-awareness in trauma-informed care
3. Be able to provide trauma-informed support to individuals	3.1 Use communication approaches that promote safety, trust, and emotional regulation 3.2 Support individuals to express their needs, preferences, and concerns in ways that feel safe for them 3.3 Adapt the environment or support approaches to reduce triggers and promote comfort 3.4 Respond appropriately to signs of distress, fear, or trauma-related reactions 3.5 Record observations and actions accurately and professionally 3.6 Reflect on own practice and identify ways to improve trauma-informed support

<p>4. Understand how to promote resilience, empowerment, and recovery</p>	<p>4.1 Describe how trauma-informed care can support resilience and emotional wellbeing</p> <p>4.2 Explain how to promote autonomy, choice, and control for individuals affected by trauma</p> <p>4.3 Describe strategies for supporting individuals to develop coping skills and self-regulation</p> <p>4.4 Explain the importance of validating individuals' experiences and strengths</p> <p>4.5 Describe how to recognise when additional support or professional intervention is required</p>
<p>5. Be able to work collaboratively with families, carers, and professionals</p>	<p>5.1 Work with families, carers, and professionals to support trauma-informed care planning</p> <p>5.2 Share relevant information in line with confidentiality and organisational procedures</p> <p>5.3 Support families and carers to understand trauma-informed approaches</p> <p>5.4 Encourage individuals and families to participate in planning and reviewing support</p> <p>5.5 Maintain professional boundaries while offering compassionate support</p>

### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in providing trauma-informed care within adult care settings. It explores the nature of trauma, its potential impact on physical, emotional, and psychological wellbeing, and the importance of creating safe, empowering, and supportive environments.

Learners examine how trauma can influence behaviour, communication, trust, and relationships, and how care workers can respond in ways that avoid re-traumatisation and promote healing. The unit emphasises the core principles of trauma-informed practice: safety, trust, choice, collaboration, empowerment, and cultural sensitivity.

### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred, rights-based and trauma-informed practice
- The individuality and complexity of trauma

**Unit: Principles of Epilepsy Awareness and Support**

Unit Code: J/651/9640

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand epilepsy and its effects on individuals	1.1 Explain what epilepsy is and how it affects the brain 1.2 Describe different types of seizures and how they may present 1.3 Explain common triggers that may increase the likelihood of seizures 1.4 Describe how epilepsy may affect daily living, independence, and emotional wellbeing 1.5 Explain the importance of recognising that epilepsy affects individuals differently
2. Understand how to reduce risks and promote safety for individuals with epilepsy	2.1 Describe potential risks associated with seizures in different environments 2.2 Explain how to support individuals to identify and reduce seizure-related risks 2.3 Describe the importance of personalised risk assessments and care plans 2.4 Explain how lifestyle factors, routines, and stress may influence seizure activity 2.5 Describe the importance of working in partnership with families, carers, and professionals to promote safety
3. Be able to recognise and respond appropriately to seizure activity	3.1 Recognise signs that a seizure may be starting or has occurred 3.2 Respond to seizure activity in line with the individual's care plan and organisational procedures 3.3 Support the individual during and after a seizure in ways that promote dignity, comfort, and safety 3.4 Report seizure activity promptly to the appropriate person 3.5 Record observations accurately and professionally 3.6 Reflect on own practice and identify ways to improve support for individuals with epilepsy

<p>4. Understand the impact of epilepsy on communication, wellbeing and social inclusion</p>	<p>4.1 Describe how epilepsy may affect confidence, self-esteem, and emotional wellbeing</p> <p>4.2 Explain how to support individuals to communicate their needs, preferences, and concerns</p> <p>4.3 Describe strategies for reducing stigma and promoting inclusion for individuals with epilepsy</p> <p>4.4 Explain how to support individuals to participate in activities and maintain independence</p> <p>4.5 Describe how to recognise when additional support or professional intervention is required</p>
<p>5. Be able to work collaboratively with Families, carers and professionals</p>	<p>5.1 Work with Families, carers, and professionals to support the individual's epilepsy management</p> <p>5.2 Share relevant information in line with confidentiality and organisational procedures</p> <p>5.3 Support Families and carers to understand the individual's needs and preferences</p> <p>5.4 Encourage individuals and Families to participate in planning and reviewing support</p> <p>5.5 Maintain professional boundaries while offering compassionate support</p>

#### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in supporting individuals who have epilepsy within adult care settings. It explores the nature of epilepsy, different types of seizures, common triggers, and the impact the condition may have on daily life, wellbeing, and independence.

Learners examine how to recognise seizure activity, respond safely within the boundaries of their role, and support individuals before, during, and after seizures in a person-centred way. The unit emphasises dignity, communication, risk reduction, and partnership working with Families, carers, and professionals. Learners will also develop skills in monitoring, recording, and reporting seizure activity to support effective care planning.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- Individuality and diversity of epilepsy

**Unit: Supporting Individuals at Risk of Suicide**

Unit Code: K/651/9641

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the nature of suicide risk and contributing factors</p>	<p>1.1 Explain what is meant by suicide risk and why it must be taken seriously</p> <p>1.2 Describe a range of factors that may contribute to suicidal thoughts, including social, emotional, psychological, and environmental influences</p> <p>1.3 Explain how life events, trauma, discrimination, or isolation may increase vulnerability</p> <p>1.4 Describe common myths and misconceptions about suicide and why they are harmful</p> <p>1.5 Explain why suicide risk affects individuals differently and why responses must be personalised</p>
<p>2. Understand signs that may indicate suicide risk and how to respond appropriately</p>	<p>2.1 Describe verbal, emotional, and behavioural signs that may indicate a person is struggling</p> <p>2.2 Explain the importance of listening, noticing changes, and taking concerns seriously</p> <p>2.3 Describe how to respond sensitively and non-judgementally when someone expresses distress</p> <p>2.4 Explain the importance of following organisational safeguarding procedures when concerns arise</p> <p>2.5 Describe the limits of the care worker's role and when to seek immediate support from professionals</p>
<p>3. Be able to communicate effectively and compassionately with individuals who may be at risk</p>	<p>3.1 Use communication approaches that promote trust, safety, and emotional support</p> <p>3.2 Encourage individuals to express their feelings, concerns, or worries in ways that feel safe for them</p> <p>3.3 Respond calmly and respectfully to signs of distress or disclosure of suicidal thoughts</p> <p>3.4 Share concerns promptly with the appropriate person in line with safeguarding procedures</p> <p>3.5 Record observations and actions accurately and professionally</p> <p>3.6 Reflect on own communication and identify ways to improve practice</p>

<p>4. Understand the importance of safeguarding, partnership working, and professional boundaries</p>	<p>4.1 Explain the role of safeguarding in suicide prevention</p> <p>4.2 Describe how to work collaboratively with professionals, families, and carers to support individuals at risk</p> <p>4.3 Explain the importance of confidentiality and when information must be shared to protect safety</p> <p>4.4 Describe how to maintain professional boundaries when supporting individuals in distress</p> <p>4.5 Explain how organisational policies guide safe and appropriate responses</p>
<p>5. Understand the emotional impact of suicide-related work and the importance of self-care</p>	<p>5.1 Describe how supporting individuals at risk of suicide may affect care workers emotionally</p> <p>5.2 Explain the importance of supervision, debriefing, and seeking support from colleagues</p> <p>5.3 Describe strategies for maintaining emotional resilience and wellbeing</p> <p>5.4 Explain how reflective practice contributes to safe and effective suicide-awareness work</p> <p>5.5 Describe the importance of recognising personal limits and seeking help when needed</p>

**Unit Purpose:**

This unit develops the learner's knowledge, understanding, and professional skills in recognising and responding to suicide risk within adult care settings. It explores the factors that may contribute to suicidal thoughts, the signs that may indicate a person is struggling, and the importance of compassionate, non-judgemental communication.

Learners examine their role in raising concerns, following safeguarding procedures, and working collaboratively with professionals, families, and carers. The unit emphasises dignity, respect, boundaries, and the need to prioritise safety while supporting individuals' emotional wellbeing. Learners will also reflect on the emotional impact of suicide-related work and the importance of supervision and self-care.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- Safeguarding responsibilities and professional boundaries

**Unit: Supporting Individuals with Complex Communication Needs**

Unit Code: L/651/9642

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand complex communication needs and their impact	1.1 Explain what is meant by complex communication needs 1.2 Describe a range of conditions or factors that may affect communication (e.g., sensory loss, neurological conditions, learning disabilities, acquired brain injury) 1.3 Explain how communication needs may vary between individuals 1.4 Describe how complex communication needs may affect daily living, relationships, and emotional wellbeing 1.5 Explain the importance of recognising communication as a right and a key aspect of person-centred care
2. Understand barriers to communication and how to reduce them	2.1 Describe environmental, physical, cognitive, and social barriers to communication 2.2 Explain how attitudes, assumptions, or lack of awareness can create additional barriers 2.3 Describe strategies for reducing barriers and promoting accessible communication 2.4 Explain the importance of adapting communication to meet individual needs and preferences 2.5 Describe the role of assistive technology, communication aids, and specialist support
3. Be able to support individuals to communicate using person-centred approaches	3.1 Identify the individual's preferred communication methods and styles 3.2 Use communication approaches that reflect the individual's needs, preferences, and abilities 3.3 Support individuals to express choices, feelings, and needs using appropriate tools or strategies 3.4 Adapt the environment or interaction to promote understanding and reduce anxiety or confusion 3.5 Record communication needs, preferences, and outcomes accurately and professionally 3.6 Reflect on own communication and identify ways to improve practice

4. Understand how to support the use of communication aids and specialist strategies

4.1 Describe different types of communication aids (e.g., symbol systems, communication boards, digital devices)

4.2 Explain the importance of following specialist guidance when using communication aids

4.3 Describe how to support individuals to use communication aids confidently and independently

4.4 Explain how to recognise when communication aids or strategies need reviewing or updating

4.5 Describe the importance of maintaining dignity, choice, and autonomy when supporting communication

#### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in supporting individuals who have complex communication needs. It explores the wide range of communication differences that may arise from physical, cognitive, sensory, developmental, or neurological conditions, and emphasises the importance of recognising communication as a fundamental human right.

Learners examine how to identify communication strengths and barriers, adapt communication approaches, and use a variety of tools and strategies to support understanding, expression, and participation. The unit highlights the importance of person-centred practice, partnership working, and creating environments that promote dignity, autonomy, and inclusion.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based communication
- Inclusive and accessible practice

**Unit: Supporting Adults with Relationships and Self-Identity**

Unit Code: M/651/9643

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand sexuality, relationships and identity as part of holistic wellbeing</p>	<p>1.1 Explain what is meant by sexuality, sexual identity, gender identity, and personal relationships</p> <p>1.2 Describe how sexuality and identity contribute to emotional, social, and psychological wellbeing</p> <p>1.3 Explain how individuals may express sexuality and identity in different ways</p> <p>1.4 Describe how life experiences, disability, culture, or health conditions may influence sexuality and relationships</p> <p>1.5 Explain the importance of recognising sexuality and identity as fundamental human rights</p>
<p>2. Understand barriers to expressing sexuality, relationships, and identity in adult care</p>	<p>2.1 Describe environmental, cultural, organisational, or attitudinal barriers that may restrict expression</p> <p>2.2 Explain how stigma, discrimination, or assumptions can negatively impact individuals</p> <p>2.3 Describe the importance of inclusive, non-judgemental communication</p> <p>2.4 Explain how to challenge discriminatory attitudes or practices within the boundaries of the role</p> <p>2.5 Describe the importance of privacy, dignity, and safe spaces for personal expression</p>
<p>3. Be able to support individuals to express sexuality, relationships, and identity</p>	<p>3.1 Support individuals to communicate their needs, preferences, and identity in ways that feel safe for them</p> <p>3.2 Promote choice, autonomy, and self-expression in line with the individual's wishes</p> <p>3.3 Adapt the environment or support approaches to promote dignity, privacy, and comfort</p> <p>3.4 Support individuals to access information, resources, or services related to sexuality or identity</p> <p>3.5 Record relevant information accurately and professionally</p> <p>3.6 Reflect on own attitudes and practice and identify ways to improve inclusivity</p>

<p>4. Understand consent, safeguarding, and professional boundaries in relation to sexuality and relationships</p>	<p>4.1 Explain the meaning of consent and its importance in all relationships</p> <p>4.2 Describe how to recognise when an individual may lack capacity to consent to certain decisions</p> <p>4.3 Explain the importance of safeguarding when supporting sexuality and relationships</p> <p>4.4 Describe how to maintain professional boundaries while supporting personal expression</p> <p>4.5 Explain when and how to report concerns relating to exploitation, abuse, or unsafe relationships</p>
<p>5. Be able to work collaboratively to support sexuality, relationships and identity</p>	<p>5.1 Work with Families, carers, and professionals to support the individual's rights and preferences</p> <p>5.2 Share relevant information in line with confidentiality and organisational procedures</p> <p>5.3 Support individuals and Families to understand inclusive and rights-based approaches</p> <p>5.4 Encourage individuals to participate in planning and reviewing support</p> <p>5.5 Maintain professional boundaries while offering compassionate, person-centred support</p>

### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in supporting individuals' sexuality, relationships, gender identity, and personal expression within adult care settings. It explores the importance of recognising sexuality and identity as core aspects of human wellbeing, while ensuring safety, dignity, and respect.

Learners examine how personal values, cultural beliefs, and organisational practices can influence attitudes toward sexuality and relationships. The unit emphasises rights-based practice, consent, safeguarding, and inclusive communication. Learners will also develop skills in supporting individuals to express identity, maintain relationships, and access appropriate information and support.

### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Understanding of the adult care sector and its expectations
- Awareness of employability requirements and recruitment processes
- Ability to apply reflective practice and CPD principles

- Insight into progression pathways and career planning

**Unit: Developing Life Skills Through Meaningful Activity**

Unit Code: R/651/9644

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the role of meaningful activity in enhancing wellbeing and identity	1.1 Analyse how meaningful activity contributes to physical, emotional, cognitive, and social wellbeing 1.2 Explain how personal history, identity, culture, and life experience shape what is meaningful to an individual 1.3 Describe how meaningful activity supports self-esteem, purpose, and a sense of belonging 1.4 Explain how to recognise and value an individual's strengths, interests, and aspirations when planning activities
2. Understand barriers to engagement and how to create enabling environments	2.1 Evaluate physical, cognitive, emotional, and social barriers that may limit participation 2.2 Explain how attitudes, expectations, and organisational culture can influence engagement 2.3 Describe strategies for creating inclusive, accessible, and motivating environments 2.4 Explain the role of assistive technology, adaptive equipment, and environmental adjustments in supporting participation 2.5 Analyse how risk enablement can support safe and meaningful involvement in activities
3. Be able to plan and Facilitate meaningful activity and life skills development	3.1 Work with individuals to identify goals, preferences, and desired life skills 3.2 Co-produce activity plans that reflect personal choice, strengths, and achievable steps 3.3 Facilitate activities in ways that promote independence, dignity, and confidence 3.4 Adapt activities creatively to meet changing needs, abilities, or levels of motivation 3.5 Record participation, progress, and outcomes accurately and professionally 3.6 Reflect on own facilitation skills and identify areas for improvement

<p>4. Be able to work collaboratively to support ongoing development and community inclusion</p>	<p>4.1 Work with Families, carers, and professionals to support activity engagement and skill development</p> <p>4.2 Support individuals to access community resources, groups, or opportunities that promote inclusion</p> <p>4.3 Encourage individuals to review progress and set new goals as part of ongoing development</p> <p>4.4 Share relevant information appropriately to support continuity of care</p> <p>4.5 Maintain professional boundaries while offering motivational and person-centred support</p>
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#### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in supporting individuals to engage in meaningful activities and develop life skills that promote independence, wellbeing, and quality of life. It explores the importance of personalised activity planning, recognising strengths, and enabling individuals to participate in ways that reflect their identity, preferences, and goals.

Learners examine how meaningful activity contributes to physical, emotional, cognitive, and social wellbeing, and how barriers can be reduced through creative, inclusive, and person-centred approaches. The unit emphasises empowerment, choice, dignity, and partnership working with families, carers, and professionals.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and strengths-based practice
- Inclusive and empowering approaches

**Unit: Person-Centred Support for Chronic Pain Conditions**

Unit Code: T/651/9645

RQF Level: 3

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the nature and impact of long-term pain conditions</p>	<p>1.1 Explain what is meant by long-term or persistent pain and how it differs from acute pain</p> <p>1.2 Describe common long-term pain conditions and how symptoms may fluctuate over time</p> <p>1.3 Analyse the physical, emotional, cognitive, and social impact of living with long-term pain</p> <p>1.4 Explain how long-term pain can affect identity, relationships, and daily routines</p> <p>1.5 Describe the importance of recognising the individual's lived experience and personal meaning of pain</p>
<p>2. Understand holistic and person-centred approaches to supporting long-term pain</p>	<p>2.1 Explain the principles of holistic support for long-term pain</p> <p>2.2 Describe factors that may influence how individuals experience and manage persistent pain</p> <p>2.3 Explain the importance of supporting individuals to develop coping strategies and self-management skills</p> <p>2.4 Describe how lifestyle, environment, and emotional wellbeing can influence pain levels</p> <p>2.5 Analyse the role of communication, empathy, and trust in supporting individuals with long-term pain</p>
<p>3. Be able to support individuals to manage long-term pain in a person-centred way</p>	<p>3.1 Work with individuals to identify their preferred routines, coping strategies, and comfort measures</p> <p>3.2 Support individuals to participate in meaningful activities while respecting their limits and pacing needs</p> <p>3.3 Adapt the environment or support approaches to reduce discomfort, fatigue, or stress</p> <p>3.4 Respond appropriately to changes in the individual's pain levels, including escalating concerns when required</p> <p>3.5 Record observations, fluctuations, and actions accurately and professionally</p> <p>3.6 Reflect on own practice and identify ways to improve support for individuals with long-term pain</p>

4. Be able to work collaboratively to promote wellbeing, resilience and continuity of support

- 4.1 Work with Families, carers, and professionals to support the individual's long-term pain management
- 4.2 Share relevant information in line with confidentiality and organisational procedures
- 4.3 Support individuals to review their goals, routines, and coping strategies as needs change
- 4.4 Encourage individuals to access community resources, peer support, or wellbeing activities
- 4.5 Maintain professional boundaries while offering compassionate, person-centred support

#### Unit Purpose:

This unit develops the learner's knowledge, understanding, and practical skills in supporting individuals living with long-term or persistent pain conditions. It explores the nature of chronic pain, its physical, emotional, and social impact, and the importance of holistic, person-centred approaches that promote autonomy, resilience, and quality of life.

Learners examine how long-term pain differs from acute pain, how it can fluctuate, and how individuals may develop coping strategies, routines, and self-management techniques. The unit emphasises communication, empathy, partnership working, and supporting individuals to maintain independence, identity, and wellbeing.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred and rights-based practice
- The fluctuating and individual nature of long-term pain

**Unit: Understanding Palliative Care**

Unit Code: Y/651/9646

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the purpose and philosophy of palliative care	1.1 Explain what is meant by palliative care and how it differs from curative or acute care 1.2 Describe the core aims and values of palliative care 1.3 Explain the importance of dignity, respect, and person-centred practice in palliative care 1.4 Describe how palliative care supports quality of life for individuals and those close to them 1.5 Explain why palliative care must be tailored to the individual's needs, preferences, and beliefs
2. Understand the holistic needs of individuals receiving palliative care	2.1 Describe the physical, emotional, social, and spiritual needs that may arise at the end of life 2.2 Explain how palliative care addresses the whole person rather than only their symptoms 2.3 Describe factors that may influence an individual's experience of illness and dying 2.4 Explain the importance of recognising changes in needs as the individual's condition progresses 2.5 Describe how cultural, religious, or personal beliefs may shape an individual's wishes and priorities
3. Understand the importance of communication and information-sharing in palliative care	3.1 Explain why sensitive, honest, and compassionate communication is essential in palliative care 3.2 Describe barriers to communication that may arise for individuals approaching the end of life 3.3 Explain the importance of listening to individuals and acknowledging their feelings and concerns 3.4 Describe the role of families and carers in communication and decision-making 3.5 Explain the importance of sharing information appropriately with professionals to support continuity of care

<p>4. Understand the role of planning, choice, and decision-making in palliative care</p>	<p>4.1 Explain the purpose of advance care planning and why it is important</p> <p>4.2 Describe the types of decisions individuals may wish to make about their care and support</p> <p>4.3 Explain the importance of supporting individuals to express their wishes, values, and priorities</p> <p>4.4 Describe how legal, ethical, or organisational frameworks influence decision-making in palliative care</p> <p>4.5 Explain the importance of reviewing plans as needs and circumstances change</p>
<p>5. Understand the impact of palliative care on families, carers, and professionals</p>	<p>5.1 Describe the emotional and practical impact of palliative care on families and carers</p> <p>5.2 Explain the importance of supporting families and carers throughout the palliative journey</p> <p>5.3 Describe how professionals work together to provide coordinated palliative care</p> <p>5.4 Explain the importance of professional boundaries and self-awareness when working in palliative care</p> <p>5.5 Describe the value of supervision, reflection, and emotional support for staff involved in palliative care</p>

### Unit Purpose:

This unit develops the learner's knowledge and understanding of the principles, values, and approaches that underpin high-quality palliative care. It explores the purpose of palliative care, the holistic needs of individuals approaching the end of life, and the importance of dignity, choice, communication, and coordinated support.

Learners examine the emotional, social, cultural, and spiritual dimensions of palliative care, as well as the role of families, carers, and professionals. The unit emphasises rights-based practice, person-centred planning, and the importance of recognising the individuality of each person's experience.

This is a knowledge-only unit. No practical demonstration or observation is required.

### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts

This is a knowledge-only unit. No direct observation or practical demonstration is required.

Evidence should demonstrate:

- Reflect person-centred and rights-based practice
- How the learner can apply principles to real-world contexts

**Unit: Supporting Emotional Well-Being at the End-of-Life**

Unit Code: A/651/9647

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand emotional and psychological experiences associated with the end of life</p>	<p>1.1 Describe common emotional and psychological responses individuals may experience at the end of life</p> <p>1.2 Explain how changes in identity, independence, or physical ability may affect emotional wellbeing</p> <p>1.3 Describe how cultural, spiritual, or personal beliefs may influence emotional experiences</p> <p>1.4 Explain why emotional responses vary widely between individuals</p> <p>1.5 Describe the importance of recognising and validating the individual's feelings and experiences</p>
<p>2. Understand factors that influence emotional wellbeing at the end of life</p>	<p>2.1 Describe how physical symptoms, fatigue, or discomfort may affect emotional wellbeing</p> <p>2.2 Explain the role of relationships, social connection, and support networks</p> <p>2.3 Describe how communication, information-sharing, and trust influence emotional safety</p> <p>2.4 Explain how past experiences, trauma, or unresolved issues may affect emotional needs</p> <p>2.5 Describe the importance of a calm, respectful, and predictable environment</p>
<p>3. Be able to provide person-centred emotional support to individuals at the end of life</p>	<p>3.1 Use communication approaches that promote comfort, reassurance, and emotional safety</p> <p>3.2 Support individuals to express their wishes, fears, and concerns in ways that feel safe for them</p> <p>3.3 Adapt interactions and the environment to promote dignity, calmness, and emotional comfort</p> <p>3.4 Respond appropriately to signs of emotional distress or changes in emotional wellbeing</p> <p>3.5 Record observations and interactions accurately and professionally</p> <p>3.6 Reflect on own communication and identify ways to improve emotional support</p>

<p>4. Be able to work collaboratively to support emotional wellbeing at the end of life</p>	<p>4.1 Work with families, carers, and professionals to support the individual's emotional needs</p> <p>4.2 Share relevant information appropriately to support continuity of emotional care</p> <p>4.3 Support families and carers to understand the individual's emotional needs where appropriate</p> <p>4.4 Encourage individuals and families to participate in discussions about emotional support</p> <p>4.5 Maintain professional boundaries while offering compassionate, person-centred support</p>
<p>5. Understand the importance of professional boundaries, reflection, and emotional resilience</p>	<p>5.1 Explain the emotional impact of supporting individuals at the end of life on care workers</p> <p>5.2 Describe the importance of maintaining professional boundaries while offering compassionate support</p> <p>5.3 Explain how reflective practice contributes to safe and emotionally aware care</p> <p>5.4 Describe the value of supervision, debriefing, and peer support for staff</p> <p>5.5 Explain strategies for maintaining emotional resilience and wellbeing in end-of-life work</p>

#### Unit Purpose:

This unit develops the learner's knowledge and practical abilities in supporting the emotional and psychological wellbeing of individuals approaching the end of life. It explores the complex feelings, fears, and experiences that may arise, and the importance of compassionate, person-centred approaches that promote comfort, dignity, and emotional safety.

Learners will examine the factors that influence emotional wellbeing, the role of communication, the importance of relationships, and the impact on families and carers. The unit also includes practical skills in providing supportive communication, creating emotionally safe environments, and working collaboratively with others.

#### Assessment:

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred, compassionate practice
- Emotional safety and dignity

**Unit: Working in Community-Based Adult Care Service**

Unit Code: D/651/9648

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the role and purpose of community-based adult care services	1.1 Explain what is meant by community-based adult care services 1.2 Describe the aims and values of community-based support 1.3 Explain how community-based services promote independence, choice, and inclusion 1.4 Describe the differences between community-based care and residential or institutional care 1.5 Explain the importance of respecting individuals' homes, routines, and lifestyles
2. Understand responsibilities, boundaries, and professional conduct in community settings	2.1 Describe the responsibilities of care workers when supporting individuals in the community 2.2 Explain the importance of professional boundaries when working in someone's home 2.3 Describe how to maintain confidentiality and privacy in community-based work 2.4 Explain the importance of punctuality, reliability, and respectful conduct 2.5 Describe how to recognise and report concerns or changes in an individual's wellbeing
3. Be able to communicate effectively and build positive relationships in community settings	3.1 Use communication approaches that promote trust, respect, and autonomy 3.2 Adapt communication to meet individual needs, preferences, and environments 3.3 Build positive working relationships with individuals, families, and carers 3.4 Support individuals to express their wishes, choices, and concerns 3.5 Record and share information accurately and professionally

<p>4. Understand and apply safe working practices in community-based care</p>	<p>4.1 Describe risks associated with lone-working and community-based support</p> <p>4.2 Explain the importance of following organisational procedures for safety and wellbeing</p> <p>4.3 Carry out tasks in ways that promote safety for self and others</p> <p>4.4 Follow procedures for infection prevention, safe environments, and personal security</p> <p>4.5 Respond appropriately to unexpected situations or concerns in the community</p>
<p>5. Be able to support individuals to access and participate in their community</p>	<p>5.1 Work with individuals to identify meaningful community activities or opportunities</p> <p>5.2 Support individuals to access local services, groups, or resources</p> <p>5.3 Promote independence, confidence, and choice when supporting community participation</p> <p>5.4 Adapt support to meet mobility, communication, or sensory needs</p> <p>5.5 Encourage individuals to build and maintain social connections</p>
<p>6. Understand the importance of partnership working and coordinated support in community care</p>	<p>6.1 Explain the role of multi-agency working in community-based care</p> <p>6.2 Describe how to work collaboratively with professionals, families, and carers</p> <p>6.3 Explain the importance of sharing information appropriately to support continuity of care</p> <p>6.4 Describe how community-based services link with health, housing, and voluntary sector organisations</p> <p>6.5 Explain how partnership working supports positive outcomes for individuals</p>

**Unit Purpose:**

This unit develops the learner's knowledge and practical skills for working safely, effectively, and person-centrally in community-based adult care services. It explores the unique nature of community work, including supporting individuals in their own homes, local environments, and community settings.

Learners examine professional responsibilities, lone-working considerations, communication, risk management, and partnership working. The unit also focuses on promoting independence, inclusion, wellbeing, and choice while respecting the individual's home, lifestyle, and community connections.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred, rights-based community practice
- Safe lone-working and professional conduct

**Unit: Delivering Person-Centred Support in Supported Living Services**

Unit Code: F/651/9649

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles of purpose of supported living	1.1 Explain what is meant by supported living and how it differs from residential care 1.2 Describe the aims, values, and rights-based principles of supported living 1.3 Explain the importance of promoting independence, choice, and control 1.4 Describe how supported living enables individuals to maintain their own home and lifestyle 1.5 Explain the importance of respecting the individual's tenancy, privacy, and personal space
2. Understand role, responsibilities, and professional boundaries in supported living	2.1 Describe the responsibilities of support workers in supported living settings 2.2 Explain the importance of maintaining professional boundaries when working in someone's home 2.3 Describe how to uphold confidentiality and privacy in supported living 2.4 Explain how to recognise and report concerns or changes in an individual's wellbeing 2.5 Describe how to balance support with promoting autonomy and avoiding over-dependence
3. Be able to support individuals manage their home and daily living	3.1 Support individuals to carry out daily living tasks in ways that promote independence 3.2 Encourage individuals to make decisions about their home, routines, and lifestyle 3.3 Adapt support to reflect the individual's abilities, preferences, and goals 3.4 Support individuals to maintain a safe, comfortable, and personalised home environment 3.5 Record support provided in line with organisational procedures 3.6 Reflect on own practice and identify ways to improve support for independent living

<p>4. Understand how to support tenancy rights, safety, and wellbeing</p>	<p>4.1 Describe the rights and responsibilities associated with tenancy agreements</p> <p>4.2 Explain the importance of supporting individuals to understand and maintain their tenancy</p> <p>4.3 Support individuals to access information or advice about housing or tenancy issues</p> <p>4.4 Follow procedures to promote safety, safeguarding, and wellbeing in supported living</p> <p>4.5 Respond appropriately to concerns relating to tenancy, safety, or wellbeing</p>
<p>5. Be able to support individual to develop skills for independence and community participation</p>	<p>5.1 Work with individuals to identify goals for independence and community involvement</p> <p>5.2 Support individuals to access community resources, activities, or services</p> <p>5.3 Encourage individuals to build confidence, social connections, and life skills</p> <p>5.4 Adapt support to meet mobility, communication, or sensory needs</p> <p>5.5 Promote inclusion, equality, and participation in community life</p>
<p>6. Understand the importance of partnership working in supported living</p>	<p>6.1 Explain the role of multi-agency working in supported living</p> <p>6.2 Describe how to work collaboratively with housing providers, families, and professionals</p> <p>6.3 Explain the importance of sharing information appropriately to support continuity of care</p> <p>6.4 Describe how supported living services link with health, social care, and community organisations</p> <p>6.5 Explain how partnership working supports positive outcomes for individuals</p>

**Unit Purpose:**

This unit develops the learner's knowledge and practical skills for supporting individuals who live in supported living settings, where the emphasis is on independence, choice, and control. It explores the principles of supported living, tenancy rights, personalised support, community participation, and the importance of respecting the individual's home environment.

Learners examine how to promote autonomy, manage boundaries, work collaboratively with housing providers and professionals, and support individuals to develop life skills and maintain wellbeing. The unit includes both theoretical understanding and practical, observable skills relevant to day-to-day supported living practice.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred, rights-based supported living practice
- Respect for autonomy, tenancy and independence

**Unit: Delivering Person-Centred Support in Residential Care Settings**

Unit Code: K/651/9650

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the purpose and principles of residential care	1.1 Explain what is meant by residential care and how it differs from other care settings 1.2 Describe the aims, values, and rights-based principles of residential care 1.3 Explain the importance of promoting dignity, autonomy, and person-centred practice 1.4 Describe how residential care supports safety, wellbeing, and daily living 1.5 Explain the importance of creating a homely, inclusive, and respectful environment
2. Understand roles, responsibilities, and professional boundaries in residential care	2.1 Describe the responsibilities of care workers in residential settings 2.2 Explain the importance of professional boundaries when supporting individuals in shared environments 2.3 Describe how to uphold confidentiality and privacy in residential care 2.4 Explain how to recognise and report concerns or changes in an individual's wellbeing 2.5 Describe how teamwork and communication contribute to safe and effective residential care
3. Be able to support individuals with daily living in residential settings	3.1 Support individuals with daily living tasks in ways that promote independence and dignity 3.2 Encourage individuals to make choices about their routines, activities, and personal preferences 3.3 Adapt support to reflect the individual's needs, abilities, and goals 3.4 Support individuals to maintain personal space, comfort, and wellbeing 3.5 Record support provided in line with organisational procedures 3.6 Reflect on own practice and identify ways to improve daily living support

<p>4. Understand and apply safe working practices in residential care</p>	<p>4.1 Describe risks associated with residential care environments</p> <p>4.2 Explain the importance of safeguarding, infection prevention, and safe working procedures</p> <p>4.3 Follow organisational procedures to promote safety for individuals and staff</p> <p>4.4 Respond appropriately to incidents, concerns, or changes in behaviour</p> <p>4.5 Support individuals to understand and participate in safety routines where appropriate</p>
<p>5. Be able to support positive relationships and social inclusion in residential settings</p>	<p>5.1 Support individuals to build and maintain positive relationships within the residential community</p> <p>5.2 Encourage participation in social, recreational, or group activities</p> <p>5.3 Promote inclusion, respect, and positive interactions among residents</p> <p>5.4 Adapt support to meet communication, mobility, or sensory needs</p> <p>5.5 Support individuals to maintain connections with family, friends, and the wider community</p>
<p>6. Understand the importance of partnership working in residential care</p>	<p>6.1 Explain the role of multi-agency working in residential care</p> <p>6.2 Describe how to work collaboratively with families, carers, and professionals</p> <p>6.3 Explain the importance of sharing information appropriately to support continuity of care</p> <p>6.4 Describe how residential care services link with health, social care, and community organisations</p> <p>6.5 Explain how partnership working supports positive outcomes for individuals</p>

### Unit Purpose:

This unit develops the learner's knowledge and practical skills for supporting individuals who live in residential care settings, where people share a home environment and receive 24-hour support. It explores the principles of residential care, the importance of dignity and autonomy, and the need to balance individual choice with group living arrangements.

Learners examine safeguarding, communication, teamwork, daily living support, and the importance of creating a safe, inclusive, and homely environment. The unit includes both theoretical understanding and practical, observable skills relevant to day-to-day residential care practice.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Person-centred, rights-based residential care practice
- Respect for autonomy, dignity, and shared living environments

## LEADERSHIP & MANAGEMENT OPTIONAL UNITS

### Unit: Developing Leadership Skills in Care Environments

Unit Code: L/651/9651

RQF Level: 4

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand leadership theories and their application in adult care	1.1 Compare different leadership theories and models relevant to adult care 1.2 Analyse how leadership styles influence team performance and service quality 1.3 Explain the difference between leadership and management within care settings 1.4 Evaluate the importance of values-based leadership in adult care 1.5 Explain how personal leadership behaviours impact others
2. Understand responsibilities of leaders in promoting high-quality care	2.1 Explain the leader's role in promoting person-centred, safe, and effective care 2.2 Analyse how legislation, regulation, and organisational policies influence leadership responsibilities 2.3 Explain the importance of promoting equality, diversity, and inclusion within teams 2.4 Describe how leaders contribute to safeguarding and risk management 2.5 Evaluate the importance of ethical decision-making in leadership practice
3. Be able to lead and motivate teams in adult care settings	3.1 Use leadership approaches that motivate, empower, and support team members 3.2 Provide constructive feedback, supervision, or guidance to improve team performance 3.3 Delegate tasks appropriately, taking account of competence, confidence, and service needs 3.4 Support team members to develop skills, confidence, and professional behaviours 3.5 Promote a positive, inclusive, and collaborative team culture 3.6 Reflect on own leadership practice and identify areas for development

<p>4. Be able to communicate effectively as a leader in adult care</p>	<p>4.1 Use communication approaches that promote clarity, trust, and shared understanding</p> <p>4.2 Facilitate team discussions, meetings, or handovers to support effective coordination</p> <p>4.3 Adapt communication to meet the needs of individuals, teams, and situations</p> <p>4.4 Manage conflict or disagreements in ways that promote resolution and respect</p> <p>4.5 Record and share information accurately and professionally to support leadership responsibilities</p>
<p>5. Understand how to lead continuous improvement in care settings</p>	<p>5.1 Explain the principles of continuous improvement and quality assurance</p> <p>5.2 Analyse how data, feedback, and audits can be used to improve practice</p> <p>5.3 Explain the importance of involving individuals, families, and staff in service improvement</p> <p>5.4 Describe how to identify areas for improvement within care settings</p> <p>5.5 Evaluate the leader's role in promoting a culture of learning and innovation</p>
<p>6. Be able to lead others through change in adult care settings</p>	<p>6.1 Support team members to understand the purpose and benefits of change</p> <p>6.2 Use leadership approaches that reduce resistance and promote engagement</p> <p>6.3 Implement agreed changes in line with organisational procedures</p> <p>6.4 Monitor the impact of change on individuals, teams, and service quality</p> <p>6.5 Reflect on the effectiveness of own leadership during periods of change</p>

### Unit Purpose:

This unit develops the learner's advanced knowledge and practical leadership skills for working in adult care settings. It explores leadership theories, models, and behaviours, and how these can be applied to motivate teams, promote high-quality care, and support continuous improvement.

Learners examine the responsibilities of leaders in adult care, including communication, supervision, delegation, decision-making, and promoting a positive workplace culture. The unit also focuses on reflective practice, professional development, and leading others through change.

By the end of the unit, learners will be able to apply Level-4 analytical thinking, leadership judgement, and practical skills to lead teams and support high-quality, person-centred care.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Level 4 analytical and evaluative thinking
- Leadership behaviours and professional judgement
- The ability to apply theory to practice

**Unit: Regulatory Compliance in Adult Care**

Unit Code: M/651/9652

RQF Level: 4

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the regulatory framework governing adult care services</p>	<p>1.1 Explain the purpose of regulation in adult care services 1.2 Analyse the role and powers of regulatory bodies relevant to adult care 1.3 Explain how legislation, standards, and codes of practice influence service delivery 1.4 Describe the responsibilities of providers and leaders in maintaining regulatory compliance 1.5 Evaluate the impact of non-compliance on individuals, staff, and organisations</p>
<p>2. Understand inspection processes and expectations</p>	<p>2.1 Describe the purpose and stages of inspection in adult care settings 2.2 Explain the types of evidence inspectors may review during inspection 2.3 Analyse how inspection frameworks and key lines of enquiry (KLOEs) influence practice 2.4 Explain the importance of transparency, accuracy, and responsiveness during inspection 2.5 Evaluate how inspection outcomes affect service reputation, improvement planning, and regulatory status</p>
<p>3. Be able to contribute to regulatory compliance and inspection readiness</p>	<p>3.1 Gather and organise evidence that demonstrates compliance with regulatory requirements 3.2 Support colleagues to understand inspection expectations and their role in compliance 3.3 Maintain accurate, up-to-date records that reflect safe and effective practice 3.4 Prepare the environment, documentation, and team for inspection activities 3.5 Reflect on own contribution to inspection readiness and identify areas for improvement</p>
<p>4. Understand quality assurance and continuous improvement in regulated services</p>	<p>4.1 Explain the principles of quality assurance in adult care 4.2 Analyse how audits, monitoring, and feedback contribute to continuous improvement 4.3 Describe how to identify patterns, risks, or areas of concern from quality data 4.4 Explain the importance of involving individuals, families, and staff in quality improvement</p>

	4.5 Evaluate the leader's role in promoting a culture of learning and accountability
5. Be able to support quality monitoring and internal audit processes	5.1 Carry out monitoring or audit activities in line with organisational procedures 5.2 Identify strengths, risks, and areas for improvement from audit findings 5.3 Provide clear, constructive feedback to colleagues based on monitoring outcomes 5.4 Contribute to action plans that address identified improvements 5.5 Record and report audit findings accurately and professionally
6. Be able to support the service response to inspection findings	6.1 Contribute to reviewing inspection reports and identifying key themes 6.2 Support the development or implementation of improvement plans following inspection 6.3 Communicate inspection outcomes and improvement actions to colleagues 6.4 Monitor progress against improvement plans and escalate concerns where necessary 6.5 Reflect on the effectiveness of improvement actions and identify further development needs

### Unit Purpose:

This unit develops the learner's advanced understanding of the regulatory frameworks, inspection processes, and quality assurance requirements that govern adult care services. It explores the role of regulatory bodies, the purpose of inspection, and the responsibilities of leaders and practitioners in maintaining compliance and driving continuous improvement.

Learners examine how regulation influences service delivery, how to prepare for inspection, and how to respond to regulatory findings. The unit also includes practical skills in auditing, monitoring, evidence gathering, and contributing to improvement plans.

By the end of the unit, learners will be able to apply Level-4 analytical thinking and leadership skills to ensure their service meets regulatory expectations and delivers safe, high-quality care.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Level 4 analytical and evaluative thinking
- Understanding of regulatory frameworks and inspection processes
- The ability to apply theory to real-world practice

**Unit: Leading Supervision, Appraisal and Reflective Practice**

Unit Code: R/651/9653

RQF Level: 4

<p><b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i></p>	<p><b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the purpose and principles of supervision and appraisal in adult care</p>	<p>1.1 Explain the purpose of supervision and appraisal in adult care settings</p> <p>1.2 Analyse how supervision and appraisal contribute to staff development, accountability, and service quality</p> <p>1.3 Explain the principles of effective supervision, including confidentiality, trust, and professional boundaries</p> <p>1.4 Describe the legal, regulatory, and organisational requirements relating to supervision and appraisal</p> <p>1.5 Evaluate the impact of poor or ineffective supervision on individuals, teams, and services</p>
<p>2. Understand models and approaches used in supervision and appraisal</p>	<p>2.1 Compare different models of supervision used in adult care</p> <p>2.2 Explain the stages and structure of an effective appraisal process</p> <p>2.3 Analyse the role of goal-setting, performance indicators, and development planning</p> <p>2.4 Describe the importance of constructive feedback and active listening</p> <p>2.5 Evaluate how supervision and appraisal support continuous improvement and reflective practice</p>
<p>3. Be able to prepare for and participate in supervision and appraisal</p>	<p>3.1 Prepare for supervision or appraisal by gathering relevant evidence and reflections</p> <p>3.2 Participate in supervision or appraisal in ways that promote openness, professionalism, and accountability</p> <p>3.3 Use feedback from supervision or appraisal to identify strengths and development needs</p> <p>3.4 Contribute to setting goals or actions that support professional growth</p> <p>3.5 Record supervision or appraisal outcomes accurately and in line with organisational procedures</p>
<p>4. Understand reflective practice and its role in professional development</p>	<p>4.1 Explain what is meant by reflective practice and why it is important in adult care</p> <p>4.2 Compare different models of reflection used in professional practice</p> <p>4.3 Analyse how reflective practice supports learning, resilience, and improved care</p>

	<p>4.4 Describe barriers to effective reflection and how they can be overcome</p> <p>4.5 Evaluate the role of leaders in promoting a reflective learning culture</p>
<p>5. Be able to use reflective practice to improve own work and leadership</p>	<p>5.1 Use a recognised reflective model to review own practice</p> <p>5.2 Identify areas for improvement based on reflection and feedback</p> <p>5.3 Implement changes to practice that support personal and professional development</p> <p>5.4 Monitor the impact of changes on own performance and service quality</p> <p>5.5 Seek support, supervision, or learning opportunities to enhance reflective practice</p>
<p>6. understand the role of supervision and appraisal in supporting staff wellbeing and performance</p>	<p>6.1 Explain how supervision and appraisal contribute to staff wellbeing and morale</p> <p>6.2 Analyse the relationship between supportive supervision and staff retention</p> <p>6.3 Describe how leaders can identify early signs of stress, burnout, or performance concerns</p> <p>6.4 Explain the importance of creating psychologically safe supervision environments</p> <p>6.5 Evaluate how supervision can be used to address concerns and promote positive performance</p>

### Unit Purpose:

This unit develops the learner's advanced understanding of supervision, appraisal, and reflective practice as essential components of leadership and quality improvement in adult care settings. It explores the purpose, principles, and processes of effective supervision and appraisal, and how these contribute to staff development, accountability, and high-quality care.

Learners examine models of reflection, the role of feedback, and the responsibilities of leaders in creating a supportive learning culture. The unit also includes practical skills in preparing for, participating in, and contributing to supervision and appraisal processes.

By the end of the unit, learners will be able to apply Level-4 analytical thinking and leadership behaviours to support effective supervision, appraisal, and reflective practice within their organisation.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Level 4 analytical and evaluative thinking
- Leadership responsibilities in supervision and appraisal
- The ability to apply theory to practice

**Unit: Mentoring and Developing Others in Adult Care**

Unit Code: T/651/9654

RQF Level: 4

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the purpose and principles of mentoring in adult care	1.1 Explain what is meant by mentoring and how it differs from supervision, coaching, and training 1.2 Analyse the purpose of mentoring in developing skills, confidence, and professional behaviours 1.3 Explain the principles of effective mentoring, including trust, respect, and confidentiality 1.4 Describe the responsibilities and boundaries of a mentor in adult care 1.5 Evaluate the benefits of mentoring for individuals, teams, and service quality
2. Understand the models and approaches used in mentoring and workplace support	2.1 Compare different mentoring and coaching models relevant to adult care 2.2 Analyse how learning styles and preferences influence mentoring approaches 2.3 Explain the importance of goal-setting, action planning, and structured support 2.4 Describe the role of constructive feedback in mentoring relationships 2.5 Evaluate how mentoring supports reflective practice and continuous improvement
3. Be able to plan and prepare mentoring support for colleagues	3.1 Identify the learning needs, goals, and strengths of colleagues requiring mentoring 3.2 Plan mentoring sessions that reflect individual needs, organisational priorities, and best practice 3.3 Agree expectations, boundaries, and objectives with colleagues being mentored 3.4 Prepare resources, information, or activities to support mentoring sessions 3.5 Record mentoring plans in line with organisational procedures
4. Be able to mentor colleagues to develop skills, confidence and professional practice	4.1 Use communication approaches that promote trust, openness, and learning 4.2 Provide guidance, demonstrations, or explanations to support skill development 4.3 Use constructive feedback to reinforce strengths and address development needs

	<p>4.4 Support colleagues to reflect on their practice and identify improvements</p> <p>4.5 Adapt mentoring approaches to meet individual needs, confidence levels, and learning styles</p>
<p>5. Understand how to support colleagues through challenges and change</p>	<p>5.1 Describe common challenges colleagues may experience in adult care roles</p> <p>5.2 Explain how mentoring can support colleagues during periods of change or increased responsibility</p> <p>5.3 Analyse the emotional impact of workplace challenges and how mentors can respond supportively</p> <p>5.4 Explain the importance of recognising early signs of stress, burnout, or performance concerns</p> <p>5.5 Evaluate the role of mentors in promoting resilience and wellbeing</p>
<p>6. Be able to evaluate the effectiveness of mentoring and support provided</p>	<p>6.1 Review feedback from colleagues to evaluate the impact of mentoring</p> <p>6.2 Assess progress against agreed goals and development plans</p> <p>6.3 Identify strengths and areas for improvement in own mentoring practice</p> <p>6.4 Contribute to organisational learning by sharing insights from mentoring activities</p> <p>6.5 Adjust future mentoring approaches based on evaluation and reflection</p>

### Unit Purpose:

This unit develops the learner's advanced knowledge and practical skills in supporting, mentoring, and developing colleagues within adult care settings. It explores the purpose and principles of mentoring, the role of experienced practitioners in supporting others, and the importance of creating a positive learning culture.

Learners examine mentoring models, communication strategies, feedback techniques, and the responsibilities of leaders in promoting professional growth. The unit also includes practical skills in planning mentoring sessions, supporting colleagues through challenges, and evaluating the impact of mentoring on practice and service quality.

By the end of the unit, learners will be able to apply Level-4 analytical thinking, leadership behaviours, and reflective practice to mentor colleagues effectively and contribute to a skilled, confident workforce.

**Assessment:**

This unit may be assessed through:

- Written questions or assignments
- Professional Discussion
- Reflective Accounts
- Case Studies or Scenarios
- Witness Testimony (where appropriate)
- Direct observation in the workplace

Evidence should demonstrate:

- Level 4 analytical and evaluative thinking
- Leadership behaviours and mentoring responsibilities
- The ability to apply theory to practice

**Summary of Changes**

All NQual documents are reviewed annually as a minimum

Version	Published	Amendment
V1	March 2026	First version



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Approved by

