

QUALIFICATION SPECIFICATION

 gateway
qualifications



Diploma in Adult Care (Level 3)

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

Approved by



This qualification specification covers the following qualification:

Qualification Number	Qualification Title
610/0830/8	Gateway Qualifications Level 3 Diploma in Adult Care

Version and date	Change detail	Section/Page Reference
1.0	Removed address & changed back cover	Page 22

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre and approved to offer the qualification.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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1. Qualification Information

1.1. About the qualification

The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The purpose of the qualification is to confirm the competence of the learner to enable them to work as a lead adult care worker and to give employers confidence that the learner has acquired the required skills to work competently in this role.

This qualification can be delivered as part of the Lead Adult Care Worker standard but may be delivered as a standalone qualification outside an apprenticeship.

The standards are two-page documents listing the skills, knowledge and behaviours needed for the apprentice to be competent in their role.

These have to be assessed throughout and the result graded at the end of the apprenticeship by somebody independent. An apprenticeship programme must run for a minimum of 12 months and 20% of their training must be delivered off the job (within paid working time).

The qualification has been designed to meet the specification for the qualification which was developed by Skills for Care, working in partnership with employers, regulators and those who use services. The content is applicable to Lead Adult Care Workers who work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings. As well as covering Lead Adult Care Workers, the standard also covers Lead Personal Assistants who can work at this senior level but may only work directly for one individual who needs support and/or care services, usually within their own home.

This qualification will require learners to demonstrate in-depth understanding and effective practice in adult care services. A Lead Adult Care Worker will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. They will be expected to exercise judgement and take appropriate action to support individuals to maintain their independence, dignity and control. By providing leadership, guidance and direction at the frontline of care delivery the Lead Adult Care Worker will be instrumental in improving the health and wellbeing of those receiving care and support. Lead Adult Care Workers will in some circumstances have delegated responsibility for the standard of care provided and may supervise the work of other care workers. This exercising of autonomy and accountability means leading and supporting others to comply with expected standards and behaviours.

The qualification will support learners to acquire the following skills:

- Communication
- Person development
- Values and behaviours
- Health and wellbeing
- Responsibilities
- Safeguarding

The content links with requirements for the national occupational standards (NOS) for health and social care.

1.2. Purpose

The purpose of the Gateway Qualifications Level 3 Diploma in Care is to confirm occupational competence for Lead Adult Care Workers and Lead Personal Assistants working in a variety of settings.

1.3. Funding

For information regarding potential sources of funding please visit the following the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>
<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

1.4. Geographical coverage

This qualification has been approved by Ofqual to be offered in England.

If a centre based outside of England (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.5. Progression opportunities

Those completing the Level 3 qualification as part of the Lead Adult Care Worker standard could progress onto job roles within the Adult Care sector as either a Lead Adult Care Worker or Lead Personal Assistant.

After a period of experience, they could progress onto the Level 4 Diploma in Adult Care or the Level 5 Diploma in Leadership and Management for Adult Care

1.6. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The approved age range for these qualifications is 16-18 or 19+
Prior qualifications or units	Apprentices must attain Level 2 Maths and English prior to completing the apprenticeship standard.
Prior skills/knowledge/understanding	<p>There are no formal entry conditions for this qualification and the relevant apprenticeship standard. Individuals about to undertake this qualification must, however, work in job roles which are appropriate for the qualification and which will allow them to gather the evidence necessary for achievement of the learning outcomes.</p> <p>Potential apprentices should be willing to undergo a DBS (Disclosure and Barring Service) check. Employers in adult care carry out DBS checks, as this is a requirement, and certain offences may disqualify potential apprentices from employment in these sectors and thus automatically preclude them from completing an apprenticeship or gaining employment in the sector. Potential apprentices should therefore discuss any relevant matters with their employer prior to enrolment.</p>
Restrictions	<p>Learners must undertake the Disclosure and Barring Service process and provide the result prior to undertaking this qualification.</p> <p>The Care Certificate, which builds on the previous Common Induction Standards and National Minimum Training Standards, is a requirement for this standard. For those staff who have completed the CIS prior to the launch of the Care Certificate, it is the employer's responsibility to judge where the gaps are for staff to meet the additional standards in the Care Certificate.</p>
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details.

2.3 Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

3. Qualification Details

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Diploma in Adult Care	580	332	58

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.4 Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/ please see section **3.3 Recognition of Prior Learning (RPL)**.

Gateway Qualifications Level 3 Diploma in Adult Care

Learners must achieve 44 credits from the mandatory group and a minimum of 14 credits from the Optional groups

Mandatory

Learners must achieve 44 credits from this group.

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
H/650/2114	Choice and Independence	3	3	15	30
F/650/2113	Continuous Development in Care Settings	3	4	28	40
K/650/2143	Duty of Care	3	3	16	30
K/650/2116	Effective Communication in Care Settings	3	4	26	40
L/650/2108	Equality, Diversity, Inclusion and Human Rights	3	3	16	30
M/650/2136	General Health and Safety in Care Settings	3	2	12	20
J/650/2115	Handling Information in Care settings	3	1	7	10
J/650/2106	Health and Safety Topics in Care Settings	3	3	20	30
F/650/2104	Health and Wellbeing	3	3	20	30
H/650/2105	Infection Prevention and Control	3	2	13	20
K/650/2107	Mental Capacity and Restrictive Practice	3	3	16	30
Y/650/2110	Person-Centred Practice	3	3	16	30
A/650/2111	Personal Wellbeing in Care Settings	3	3	18	30
D/650/2112	Safeguarding	3	4	24	40
M/650/2109	Ways of Working in Care Settings	3	3	20	30

O1: Optional Group: Specialisms in Adult Care

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
Y/650/2166	Diabetes Awareness	3	4	32	40
F/650/2169	Enable Rights and Choices of Individuals with Dementia Whilst Minimising Risks	3	4	22	40
K/650/2170	End of Life and Dementia Care	3	2	10	20
T/650/2174	Managing Symptoms in End of Life Care	3	4	22	30
A/650/2176	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21	0
R/650/2164	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24	30
T/650/2183	Stroke Awareness	2	3	28	40
A/650/2185	Support Families who are Affected by Acquired Brain Injury	3	3	26	30
R/650/2173	Support Individuals During the Last Days of Life	4	5	30	30
T/650/2165	Support Individuals who are Substance Users	3	4	28	50
D/650/2177	Support Individuals with a Learning Disability to Access Healthcare	3	3	25	40
A/650/2329	Support Individuals with Autistic Spectrum Conditions	3	3	26	30
F/650/2178	Support Individuals with Multiple Conditions and/or Disabilities	3	5	34	30
R/601/3543	Support the Assessment of Individuals with Sensory Loss	3	3	22	50
H/650/2179	Support Young People with a Disability to make the Transition into Adulthood	3	4	28	30
Y/650/2175	Supporting Individuals with Loss and Grief before Death	3	3	14	40
L/650/2171	Understand and Enable Interaction and Communication with Individuals Who Have Dementia	3	4	18	30
Y/650/2184	Understand How to Support Individuals with Autistic Spectrum Conditions	3	3	28	40

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
A/650/2167	Understand Mental Health Problems	3	3	16	30
D/650/2168	Understand Mental Well-being and Mental Health Promotion	3	3	16	30
L/650/2180	Understand Models of Disability	3	3	12	30
J/601/6150	Understand Physical Disability	3	3	22	30
R/650/2182	Understand Sensory Loss	3	3	21	30
M/650/2181	Understand the Context of Supporting Individuals with Learning Disabilities	3	3	28	30
Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	3	3	23	30
Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28	40
M/650/2172	Understand the Process and Experience of Dementia	3	3	22	30

O2: Optional Group: Clinical Skills

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
D/650/2186	Administer Medication to Individuals and Monitor the Effects	3	4	28	40
J/616/3052	Causes and Spread of Infection	2	2	20	20
R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20	20
H/650/2188	Obtain and Test Capillary Blood Samples	3	4	36	40
F/616/3177	Obtain Venous Blood Samples	3	3	24	30
F/650/2187	Support Use of Medication in Social Care Settings	3	5	40	50
J/650/2189	Test for Substance Use	3	3	26	30
K/616/3058	The Principles of Infection Prevention and Control	2	3	30	30
A/616/3548	Undertake Physiological Measurements	3	3	23	30

O3: Optional Group: Aspects of Support in Adult Care

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
M/650/2073	Assess the Needs of Carers and Families	3	4	28	40
R/650/2074	Enable Individuals to Develop Strategies to Manage Their Behaviour	3	8	41	80
T/650/2147	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	35	50
Y/650/2148	Facilitate Person Centred Assessment, Planning, Implementation and Review	3	6	45	60
A/650/2149	Implement Therapeutic Group Activities	3	4	25	40
H/650/2150	Introduction to Personalisation in Social Care	3	3	22	30
Y/650/2076	Move and Position Individuals in Accordance with their Care Plan	2	4	26	40
J/650/2151	Promote Nutrition and Hydration in Health and Social Care Settings	3	6	45	60
K/650/2152	Promote Positive Behaviour	3	6	44	60
M/650/2091	Provide Support for Journeys	2	2	17	20
A/650/2077	Provide Support to Individuals to Continue Recommended Therapies	3	3	20	30
R/650/2092	Provide Support to Maintain and Develop Skills for Every Day Life	3	4	28	40
H/650/2089	Purpose and Principles of Independent Advocacy	3	4	25	40
L/650/2090	Responding to the Advocacy Needs of Different Groups of People	3	6	25	60
D/650/2078	Support Individuals in the Use of Assistive Technology	4	4	32	40
F/650/2079	Support Individuals to Access and Manage Direct Payments	4	4	20	40
K/650/2080	Support Individuals to Access and Use Services and Facilities	3	4	25	40
L/650/2081	Support Individuals to Deal With Personal Relationship Problems	3	4	26	40

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
R/650/2083	Support Individuals to Live at Home	3	4	25	40
T/650/2084	Support Individuals to Maintain Personal Hygiene	2	2	17	20
Y/650/2085	Support Individuals to Prepare for and Settle in to New Home Environments	3	3	23	30
L/650/2144	Support Person-Centred Thinking and Planning	3	5	41	50
M/650/2145	Support the Spiritual Wellbeing of Individuals	3	3	26	30
L/650/2153	Understand Advance Care Planning	3	4	30	40
A/650/2086	Understand Positive Risk Taking for Individuals with Disabilities	3	3	25	30
R/650/2146	Understand the Factors Affecting Older People	3	2	17	20
M/650/2154	Undertake Agreed Pressure Area Care	2	4	30	40
D/650/2087	Undertake Personal Hygiene Activities with Individuals	2	3	24	32
F/650/2088	Work in Partnership with Families to Support Individuals	3	3	27	30

O4: Optional Group: Leadership Skills

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
R/650/2155	Beliefs and Values	2	1	8	10
T/650/2156	Contribute to Effective Team Working in Adult Care Settings	3	4	25	40
Y/650/2157	Develop Professional Relationships with Colleagues and Stakeholders within Adult Care Settings	3	3	21	30
A/650/2158	Plan, Allocate and Monitor Work of Self and Own Team Within an Adult Care Setting	3	6	30	60
D/650/2159	Solving Problems and Making Decisions	3	2	9	20
K/650/2161	Support Individuals During a Period of Change	3	4	29	39
M/616/3501	Support Individuals to Access Housing and Accommodation Services	3	4	31	40

Unit Number	Unit Title	Level	Credit Value	Guided Learning (hrs)	Total Qualification Time (hrs)
L/650/2162	Understand How to Manage a Team	4	3	20	30
M/650/2163	Work With Other Professionals and Agencies to Support Individuals with Physical Disability	3	3	23	30

3.5 Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

3.6 Links to other qualifications

None.

4. Assessment

4.1 Method of assessment

The method of assessment for the qualification is through a portfolio of evidence.

4.2 Assessment language

The qualifications are assessed in English only.

4.3 Assessment materials

There are no specific assessment materials provided for this qualification.

4.4 Assessment guidance

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence. Simulation may only be utilised as an assessment method for competence based learning outcome where this is specified in the assessment requirements of the unit. Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment. Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

5. Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

5.2 Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

5.3 Qualification-specific tutor/assessor requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which will be checked through Gateway Qualifications External Quality Assurance process.

Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions.

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise.
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

6. Quality Assurance

6.1 Qualification-specific quality assurance requirements

Units must be verified by an Internal Quality Assurer who is accountable to the centre. Internal Quality Assurers must:

- hold a D34, V1 Internal Verifier qualification or Internal Quality Assurer qualification or be working towards a relevant qualification and have sufficient and relevant technical/occupational familiarity with the units that are verified.
- be fully conversant with the standards and assessment criteria in the units to be assessed.
- understand Gateway Qualifications' quality assurance systems and requirements for these qualifications.
- Trainee Internal Quality Assurers must have a plan that is overseen by the recognised centre, to achieve an appropriate Internal Quality Assurance qualification within an agreed timescale.
- All verification decisions made by those working towards a relevant IQA qualification must be verified by a qualified Internal Quality Assurers.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

6.3 Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

7. Learner Registration and Results

7.1 Registration

Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website, <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/>.

7.2 Awarding

The qualifications will be awarded as Pass or Fail. Learners must pass the assessment to be awarded a Pass.

7.3 Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

7.4 Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website:
<https://www.gatewayqualifications.org.uk/contact-us/>

8. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

10. Appendices

10.1 Appendix 1 – Mandatory Unit Details

Effective Communication in Care Settings

Unit Number: K/650/2116

Level: Level 3

Credit Value: 4

GLH: 26

Unit Aim: The aim of the unit is to ensure that the learner understands different strategies and techniques used to communicate effectively and will be able to apply them in practice. Learners will understand barriers to effective communication and how they can be overcome. They should be aware of the role of an advocate in supporting individuals' communication needs.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand why effective communication is important in the work setting .	1.1 Identify different reasons people communicate. 1.2 Analyse how communication affects relationships in the work setting. Analyse how communication skills can be used to manage complex, sensitive, abusive, and difficult situations. 1.3 1.4 Explain the importance of maintaining open and honest communication.
2 Understand the variety in peoples' communication needs and preferences.	Describe the range of 2.1 communication styles, methods and skills available. Explain how people may use and or interpret communication methods and styles in different ways. 2.2 2.3 Identify factors to consider when promoting effective communication Explain how digital and other technologies can be used to promote and enhance communication between self and others. 2.4

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
		2.5	Identify barriers that may be present when communicating with others. Identify how to access extra support or services to enable effective communication with and between individuals.
		2.6	Analyse the impact of poor or inappropriate communication practices.
		2.7	
3	Be able to communicate effectively with others .	3.1	Demonstrate a range of effective communication methods and skills . Apply communication skills appropriately in relation to message and audience for maximum impact.
		3.2	Use communication skills to build relationships.
		3.3	Identify and overcome barriers to communication with a range of people.
		3.4	
4	Be able to meet the communication and language needs, wishes and preferences of individuals.	4.1	Establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of interaction. Demonstrate a range of communication styles, methods and skills to meet individuals' needs.
		4.2	Respond to an individual's reactions when communicating.
		4.3	Demonstrate professionalism when using a variety of communication methods.
		4.4	
5	Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences.	5.1	Explain the purpose and principles of independent advocacy
		5.2	Explain when to offer support to individuals to access an advocate
		5.3	Explain how to support individuals to access advocacy services.
6	Understand confidentiality in care settings.	6.1	Explain the meaning of the term 'confidentiality' Explain the importance of maintaining confidentiality when communicating with others.
		6.2	Give examples to illustrate when and why confidentiality may need to be breached.
		6.3	Analyse the potential tension between maintaining an individual's confidentiality and disclosing concerns.
		6.4	

Indicative Content: Effective Communication in Care Settings

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

Explain how communication effects relationships at work, both positively and negatively and consider how it can impact on the effectiveness of a team, for example, considering Tuckman's group development theory.

Identify ways of using effective verbal and non-verbal communication to manage challenging situations, identify:

- different behaviour types
- where conflict at work comes from
- own approach to handling conflict
- emotional triggers and handling them better
- key skills needed to resolve the situation
- strategies and practices for handling these types of situation.

Communication styles, methods and skills:

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

Barriers: may include, but are not limited to:

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

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

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

Services: may include:

- translation services
- interpretation services
- speech and language services

Indicative Content: Effective Communication in Care Settings

- advocacy services.

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

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

Preferences may be based on:

- experiences
- desires
- beliefs
- values
- culture.

Preferences can change over time.

Individual: in this context this is 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.

Be aware of policies and procedures related to confidentiality and data protection.

Handling Information in Care Settings

Unit Number: J/650/2115

Level: Level 3

Credit Value: 1

GLH: 7

Unit Aim: The aim of the unit is to ensure that the learner understands the requirements for handling information in care settings and can demonstrate effective data handling and confidentiality requirements in practice.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 2 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand requirements for handling information in care settings.	1.1	Summarise the main points of legal requirements, policies and codes of practice for handling information in care settings
		1.2	Identify features of manual and electronic information storage systems that help ensure data and cyber security .
		1.3	Explain how to support others to keep information secure.
		1.4	Explain what would be considered a 'data breach' in the handling of information, and how to respond.
2	Be able to implement good practice in handling information.	2.1	Ensure data security when storing and accessing information
		2.2	Maintain and promote confidentiality in day-to-day communication.
		2.3	Maintain records that are up to date, complete, accurate and legible.
		2.4	Support audit processes in line with own role and responsibilities.

Indicative Content: Handling Information in Care Settings

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.

Records -the importance of keeping legible, accurate, complete and up-to-date records e.g. signed and dated, specifying individual needs and preferences, indicating any changes in condition or care needs.

Choice and Independence

Unit Number:	H/650/2114
Level:	Level 3
Credit Value:	N/A
GLH:	15
Unit Aim:	The aim of the unit is to ensure that the learner understands the rights of individuals and how to balance rights with risk to ensure that the individual can maintain elements of independence safely.
Assessment Guidance:	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
Grading Guidance:	N/A

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Be able to promote individuals' rights to make choices.	1.1	Support individuals to make informed choices and decisions.
		1.2	Establish informed consent when providing care and support.
		1.3	Use support mechanisms and guidance to support the individual's right to make choices.
		1.4	Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices.
2	Be able to promote individuals' independence.	2.1	Involve individuals in their care and support.
		2.2	Support individuals to recognise their strengths and their abilities to gain confidence to self-care.
		2.3	Identify a range of technologies that can support or maintain individual's independence
3	Understand the role of risk assessments in promoting a person-centred approaches, choice and independence.	3.1	Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks .
		3.2	Evaluate the risk assessment methods that can be used in different situations
		3.3	Explain own role in the application of risk assessment methods.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.4 Explain why it is important to review and update individuals' risk assessments</p> <p>3.5 Explain when individuals' risk assessments should be reviewed and updated</p> <p>3.6 Identify who should be involved in the review and update of individuals' risk assessments.</p>

Indicative Content: Choice and Independence

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 capacity to consent, voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits and alternatives.

Forms of consent: A person may demonstrate their consent in a number of ways:

- verbally
- in writing
- by implying (by co-operating) that they agree.

Equally they may withdraw or refuse consent in the same way. Verbal consent, or consent by implication, will be enough evidence in most cases. Written consent should be obtained if the treatment or care is risky, lengthy or complex. This written consent stands as a record that discussions have taken place and of the person's choice. If a person refuses treatment, making a written record of this is just as important. A record of the discussions and decisions should be made. Consent may be through a representative or advocate.

Factors influencing consent can include:

- mental conditions e.g. mental capacity
- physical conditions e.g.
- communication abilities
- availability, or lack of options
- awareness of choices
- age
- participation
- engagement.

Steps to take when consent cannot be established:

- not continuing with the task
- reporting to supervisor or manager
- recording the information.

Different approaches to support an individual to make informed choices include:

- discussion
- providing relevant information
- guidance from friends or family
- using an advocate or support service.

Support an individual to question or challenge decisions includes:

- encouraging the individual to ask questions and comment on the decisions made
- being prepared to listen
- assisting the individual to ask for a second opinion
- speaking to/referring the individual to a senior member of staff
- using the complaints procedure.

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

Promoting Independence: It is important to promote choice and control for people who need care and support; they should be enabled to do as much as possible for themselves. Each individual is different, sometimes just the little things, such as making a

Indicative Content: Choice and Independence

hot drink or dressing themselves, can be very important. Where there is a risk to health or safety, try to think of ways of supporting the individual to maintain their independence rather than preventing them from doing the things they want or doing things for them.

Continuous Development in Care Settings

Unit Number: F/650/2113

Level: Level 3

Credit Value: 4

GLH: 28

Unit Aim: The aim of the unit is to ensure that the learner understands competencies required for own role. The learner will understand and use reflective practices.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Know what is required to be competent in own role.</p>	<p>1.1 Summarise duties and responsibilities of own work role</p> <p>1.2 Explain expectations of own work role as expressed in relevant standards</p> <p>1.3 Explain the relationship between continuing professional development and the provision of quality care.</p> <p>1.4 Identify sources of support for planning and reviewing own development.</p>
<p>2 Be able to demonstrate commitment to own development.</p>	<p>2.1 Assess own knowledge, performance and understanding against relevant standards.</p> <p>2.2 Work with others to identify and prioritise own learning needs, professional interests and development aspirations.</p> <p>2.3 Work with others to agree own personal and professional development plan.</p>

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
		2.4	Work with others to achieve and review own personal and professional development plan .
		2.5	Record progress in relation to personal and professional development.
3	Understand the value of reflective practice.	3.1	Explain the benefits and scope of reflective practice.
		3.2	Explain the importance of reflective practice in supporting continuous improvements to own practice and provision of quality care.
4	Be able to use reflective practice to improve ways of working.	4.1	Reflect on how learning activities have affected practice.
		4.2	Reflect on how own values, beliefs and experiences may affect working practices.
		4.3	Reflect on own ability to use initiative, make decisions and take responsibility for own actions.
		4.4	Use reflections and feedback from others to evaluate own performance and inform development.
5	Be able to develop leadership behaviours.	5.1	Model high standards of practice to encourage others to make a positive difference.
		5.2	Share ideas to improve services with others.
		5.3	Promote partnership approaches to supporting individuals.

Indicative Content: Continuous Development in Care Settings

Duties and responsibilities: duties and responsibilities in the context of providing person centred care and support.

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

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

Sources of support: may include:

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

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

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

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

Understand what reflective practice is and methods of reflection, e.g.

- Atkins, S. and Murphy, K. (1994). Reflective Practice. Nursing Standard, 8(39) 49-56.
- Gibbs, G. (1988). Learning by Doing: A guide to teaching and learning methods. London: Further Education Unit. (Gibbs Reflective Cycle)
- Johns, C. (1994). Nuances of reflection. Journal of Clinical Nursing 3 71-75 (Johns' Structured reflection 2000 was designed specifically for nursing)
- Pfeiffer, J. W. & Ballow, A. C. (1988). Using structured experiences in human resource development. (UATT Series, vol. 1). San Diego, CA: University Associates. <https://latrobe.libguides.com/reflectivepractice/models> Also explore Kolb's Learning Cycle or Bains' 5Rs Framework (1999)

<http://skillsforlearning.leedsbeckett.ac.uk/preview/content/models/index.shtml>

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 learner has access).

Safeguarding

Unit Number: D/650/2112

Level: Level 3

Credit Value: 4

GLH: 24

Unit Aim: The aim of the unit is to ensure that the learner has a thorough understanding of their roles and responsibilities in relation to safeguarding. Learners will know how to spot signs of abuse and what to do if they identify abuse or an individual discloses abuse. Learners will understand the risks related to online activity and know how to reduce the risk.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 6 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the national and local context of safeguarding and protection from abuse and neglect	1.1	Summarise relevant legislation, principles, national policies and frameworks and local systems that relate to safeguarding and protection from abuse and neglect
		1.2	Describe the roles of different agencies in safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect.
		1.3	Analyse reports into serious failures in upholding individuals' rights to live free from abuse and neglect and how they influence current practice.
		1.4	Identify sources of information and advice about own role in safeguarding, including whistle blowing .
		1.5	Explain own accountability for decision making and information sharing.
2	Know how to recognise signs of abuse and neglect.	2.1	Explain the terms: <ul style="list-style-type: none"> • safeguarding • abuse • harm.
		2.2	Analyse the factors that contribute to an individual being more at risk of abuse or neglect.
		2.3	Explain what is meant by abuse and neglect , including:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> • physical abuse • domestic abuse • sexual abuse • psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • organisational abuse • neglect/acts of omission • self-neglect. <p>2.4 Identify indicators that an individual may be being abused.</p> <p>2.5 Identify indicators of perpetrator behaviour.</p>
<p>3 Understand ways to reduce the likelihood of abuse or neglect occurring.</p>	<p>Explain how the likelihood of abuse may be reduced by:</p> <p>3.1</p> <ul style="list-style-type: none"> • working with person centred values • enabling active participation • promoting choice and rights • working in partnership with others. <p>3.2 Explain 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 Describe the actions to take if there are suspicions an individual is being abused or neglected.</p> <p>4.2 Explain how to respond if an individual discloses that they are being abused.</p> <p>4.3 Analyse issues relating to 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 Explain 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 Describe ways to ensure evidence is preserved.</p> <p>4.7 Explain how and when to seek support in relation to responding to safeguarding concerns.</p> <p>4.8 Explain 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 Identify unsafe practices that may affect individuals' wellbeing.</p> <p>5.2 Explain the actions to take if unsafe practices have been identified.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	5.3 Explain the action to take if suspected abuse or unsafe practices have been reported but no action taken in response.
6 Understand the principles of online safety.	6.1 Analyse 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 Evaluate the potential risks to individuals presented by: <ul style="list-style-type: none"> • use of electronic communication devices 6.2 <ul style="list-style-type: none"> • use of the internet • use of social networking sites • carrying out financial transactions online 6.3 Identify ways of working inclusively with individuals to reduce the risks presented by each of these types of activities.

Indicative Content: Safeguarding

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

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

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

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

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

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

Indicative Content: Safeguarding

- others.

Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties.

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

Personal Wellbeing in Care Settings

Unit Number: A/650/2111

Level: Level 3

Credit Value: 3

GLH: 18

Unit Aim: The aim of the unit is to ensure that the learner understands the importance of maintaining and improving own wellbeing. Learners will understand how to identify own stress and manage it effectively.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand own wellbeing .	Explain what is meant by: <ul style="list-style-type: none"> 1.1 • 'personal wellbeing' • 'self-care' • 'resilience'. 1.2 Identify factors that positively and negatively influence own wellbeing. 1.3 Identify indicators of own wellbeing and wellbeing deterioration
2 Understand the importance of maintaining and improving own wellbeing.	2.1 Analyse how own wellbeing impacts on role and behaviour 2.2 Analyse how own wellbeing impacts on others .
3 Know how to maintain and improve own wellbeing.	3.1 Give examples of strategies to maintain and improve own wellbeing. 3.2 Identify a range of wellbeing support offers available. 3.3 Explain how to access these sources. 3.4 Explain how to access professional help if needed.
4 Know how to manage own stress and anxiety.	Explain what is meant by: <ul style="list-style-type: none"> 4.1 • 'stress' • 'anxiety'. 4.2 Identify indicators of stress and anxiety in oneself. 4.3 Identify factors that can trigger stress and anxiety in oneself. Explain how stress and anxiety may affect own reactions and behaviours towards others. 4.4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	4.5 Give examples of strategies for managing own stress and anxiety. 4.6 Identify how to access a range of support offers .

Indicative Content: Personal Wellbeing in Care Settings

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

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

Indicators: these should be specific to the learner. The learner should show consideration of physical, emotional and psychological indicators. Others: may include team members, other colleagues, individuals accessing care and support services, families, carers and other professionals. Learners may also wish to consider their personal relationships.

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

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

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

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

Person-Centred Practice

Unit Number: Y/650/2110

Level: Level 3

Credit Value: 3

GLH: 16

Unit Aim: The aim of the unit is to ensure that the learner understands how to work in a person-centred way and the importance of meeting individual needs based on their history, preferences, wishes and strengths.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Be able to work in a person-centred way.</p>	<p>Work with an individual and others to establish and understand the individual's history, preferences, wishes, strengths and needs.</p> <p>1.1 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>1.2 Be responsive to individuals' changing needs or preferences and adapt actions and approaches accordingly.</p> <p>1.3 Demonstrate respect for individuals' lifestyle, choices and relationships.</p> <p>1.4 Promote understanding and application of active participation amongst others.</p> <p>1.5</p>
<p>2 Understand the application of person-centred practices in care settings.</p>	<p>2.1 Explain how person-centred values can be applied in a range of situations.</p> <p>2.2 Describe how to effectively build relationships with individuals.</p> <p>2.3 Explain how and why person-centred values and strength-based approaches must influence all aspects of care work.</p> <p>2.4 Explain how to use care plans and other resources to apply person-centred values and strength-based approaches.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>Illustrate 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 futures.</p> <p>2.5</p> <p>Describe how to seek feedback to support the delivery of person-centred care in line with roles and responsibilities.</p> <p>2.6</p> <p>Explain how to support an individual to question or challenge decisions concerning them that are made by others</p> <p>2.7</p>
<p>3 Understand the importance of individuals' relationships.</p>	<p>Identify different people and relationships that may be important to individuals, including intimate or sexual relationships.</p> <p>3.1</p> <p>Analyse the impact maintaining and building relationships can have for individuals.</p> <p>3.2</p> <p>Analyse own role in supporting individuals to maintain and build relationships.</p> <p>3.3</p>

Indicative Content: Person-Centred Practice

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 own 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 are able to do themselves to keep well and maintain independence.

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

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

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

Planning for their futures: this might include, but is not limited to:

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

Relationships: learners should consider the range of relationships important to 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.

Ways of Working in Care Settings

Unit Number: M/650/2109

Level: Level 3

Credit Value: 3

GLH: 20

Unit Aim: The aim of the unit is to ensure that the learner understands and can implement agreed ways of working within the care sector. Learners will understand the importance of working relationships within a care setting and demonstrate ways of working which support partnership working.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Understand agreed ways of working within an adult care setting.</p>	<p>1.1 Explain the importance of working within the scope of own role, responsibility and training.</p> <p>1.2 Define the term 'delegated healthcare task'.</p> <p>1.3 Identify who might delegate a healthcare task.</p> <p>1.4 Explain why a healthcare task may be delegated.</p> <p>1.5 Evaluate own role in quality assurance processes and promoting positive experiences for individuals accessing care.</p>
<p>2 Be able to work in ways that are agreed with the employer.</p>	<p>2.1 Access full and up-to-date details of agreed ways of working within an adult care setting.</p> <p>2.2 Implement agreed ways of working within an adult care setting</p>
<p>3 Understand working relationships in adult care settings.</p>	<p>3.1 Explain how a working relationship is different from a personal relationship.</p> <p>3.2 Describe different working relationships in adult care settings.</p> <p>3.3 Explain the importance of working in partnership with others.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>Analyse different skills and approaches used when working in partnership with others. Explain how and when to access support and advice about:</p> <p>3.5 ▪ partnership working</p> <ul style="list-style-type: none"> ▪ resolving conflicts in relationships and partnerships.
<p>4 Be able to work in partnership with others.</p>	<p>4.1 Demonstrate ways of working that can help improve partnership working within an adult care setting.</p>

Indicative Content: Ways of Working in Care Settings

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

Delegated healthcare tasks may include, but are not limited to:

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

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

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

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

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

Others: in this context, others may include:

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

General Health and Safety in Care Settings

Unit Number: M/650/2109

Level: Level 3

Credit Value: 2

GLH: 12

Unit Aim: The aim of the unit is to ensure that the learner understands and can apply legislation and policies and procedures relevant to their work place including those for dealing with accidents and sudden illness.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety.	1.1 Summarise legislation relating to health and safety in a care work setting 1.2 Describe main points of health and safety policies and procedures agreed with the employer. Explain the main health and safety responsibilities of: 1.3 <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting. Identify specific tasks in the work setting that should not be carried out without special training. 1.4
2 Understand procedures for responding to accidents and sudden illness.	2.1 Describe different types of accidents and sudden illness that may occur in own work setting. Describe procedures to be followed if an accident or sudden illness should occur. 2.2
3 Be able to carry out own responsibilities for health and safety.	3.1 Use policies and procedures or other agreed ways of working that relate to health and safety. 3.2 Support others' understanding and follow safe practices.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<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>

Indicative Content: General Health and Safety in Care Settings

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

Equality, Diversity, Inclusion and Human Rights

Unit Number: L/650/2108

Level: Level 3

Credit Value: 3

GLH: 16

Unit Aim: The aim of the unit is to ensure that the learner understands and can demonstrate working practices that promote equality, diversity, inclusion and human rights.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand influences on working practices to promote equality, diversity, inclusion and human rights.	1.1 Explain how legislation , policies and codes of practice apply to and influence own work role. 1.2 Analyse how external factors influence own work role.
2 Understand the importance of equality, diversity, inclusion and human rights within your work setting.	Provide a definition and explain the relevance to own practice of: <ul style="list-style-type: none"> • diversity • equality 2.1 <ul style="list-style-type: none"> • inclusion • discrimination • unconscious bias • protected characteristics • human rights. 2.2 Explain how inclusive practice and cultures promote equality, diversity, inclusion and human rights. Give examples of how the promotion of equality, diversity, inclusion and human rights can lead to improved outcomes for individuals . 2.3 Describe how your organisation promotes equality, diversity, inclusion and human rights. 2.4 Analyse own role in promoting equality , diversity inclusion and human rights. 2.5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>3 Know how to promote equality, diversity, inclusion, and human rights</p>	<p>3.1 Describe the potential effects of discrimination.</p> <p>3.2 Explain how unconscious biases may affect own and others' behaviours.</p> <p>3.3 Explain how to respond to and challenge discrimination in a way that promotes positive change</p> <p>3.4 Explain how to report any discriminatory or exclusive behaviours, and to whom.</p>
<p>4 Be able to 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>

Indicative Content: Equality, Diversity, Inclusion and Human Rights

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 learners 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.

Discrimination - the learner should also be able to describe the potential effects of discrimination on the individual, their family and friends and wider society. This could, for example, include:

- Physical impacts
- Social and educational impacts
- Society and work-related impacts.

They should also consider the effects that the discrimination has on the person who inflicts discrimination, for example:

- social impact
- emotional impact.

Promoting equality: explain the policies and procedures in workplace setting related to equality and diversity and use inclusive practices and procedures. They should be aware of how to challenge discrimination or the correct methods of reporting. They should understand barriers to participation and look at how to remove barriers e.g. to physical access, to effective communication or to promote independence.

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.

Mental Capacity and Restrictive Practice

Unit Number: K/650/2107

Level: Level 3

Credit Value: 3

GLH: 16

Unit Aim: The aim of the unit is to ensure that the learner understands the principles of mental capacity and how they must be applied in practice. They will know about forms of restrictive practice.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Understand the principles of mental capacity.</p>	<p>Explain the main purpose and principles of relevant legislation and codes of practice relating to mental capacity, and how these principles interact</p> <p>1.1</p> <p>Describe factors that influence an individual's mental capacity and ability to express consent.</p> <p>1.2</p> <p>Analyse the relationship between:</p> <ul style="list-style-type: none"> • an individuals' mental capacity • consent • choice • safety. <p>1.3</p> <p>Explain what is meant by 'valid consent'.</p> <p>1.4</p>
<p>2 Understand the application of the principles of mental capacity and consent.</p>	<p>Summarise own role and responsibilities in relation to relevant principles, legislation and codes of practice and upholding individuals' rights.</p> <p>2.1</p> <p>Explain why it is important to establish an individual's consent when providing care and support.</p> <p>2.2</p> <p>Analyse how personal values and attitudes can influence perceptions of situations and of individuals' capacity.</p> <p>2.3</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	Evaluate strategies and skills that could be used to maximise individuals' capacity to make their own decisions. Explain own role in identifying when an assessment of capacity may be required. Describe the steps to take if consent cannot be readily established and own role in this.
3 Understand restrictive practices.	Explain what is meant by 'restrictive practice'. Explain the importance and impact of seeking the least restrictive option for individuals. Describe how to raise concerns when restrictions appear out of proportion with evident risk Summarise organisational policies and procedures in relation to restrictive practices and own role in implementing these.

Indicative Content: Mental Capacity and Restrictive Practice

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

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

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

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

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

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 include 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.

Health and Safety Topics in Care Settings

Unit Number:	J/650/2106
Level:	Level 3
Credit Value:	3
GLH:	20
Unit Aim:	The aim of the unit is to ensure that the learner understands and can apply health and safety procedures in the workplace.
Assessment Guidance:	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to move and handle equipment and other objects safely.	1.1 Summarise the main points of legislation that relate to moving and handling. 1.2 Explain principles for safe moving and handling. 1.3 Move and handle equipment and other objects safely.
2 Be able to handle hazardous substances and materials.	2.1 Identify types of hazardous substances that may be found in the work setting, explaining why they are hazardous. Demonstrate safe practices for: <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials. 2.2
3 Be able to promote fire safety in the work setting.	Explain practices that prevent fires from: <ul style="list-style-type: none"> 3.1 <ul style="list-style-type: none"> • starting • spreading. 3.2 Explain emergency procedures to be followed in the event of a fire in the work setting. 3.3 Demonstrate measures that prevent fires from starting. 3.4 Ensure clear evacuation routes are maintained at all times.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<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. Use agreed procedures for checking the identity of anyone requesting</p> <p>4.2 access to:</p> <ul style="list-style-type: none"> • premises • information. <p>4.3 Use measures to protect own security and the security of others in the work setting.</p>

Indicative Content: Health and Safety Topics in Care Settings

Legislation relating to moving and handling and understand the main points of key legislation, for example:

- The Health and Safety at Work etc Act 1974
- The Manual Handling Operations Regulations 1992 (as amended in 2002)
- regulations from the HSE covering manual handling risk factors and how injuries can occur.
- Safe moving and handling.
- Hazardous substances and materials identified in the Control of Substances Hazardous to Health Regulations 2002 (COSHH) which include substances that are corrosive.

Infection Prevention and Control

Unit Number: H/650/2105

Level: Level 3

Credit Value: 2

GLH: 13

Unit Aim: The aim of the unit is to ensure that the learner understands how to prevent and control the spread of infection and be able to apply techniques in the workplace.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Understand how to prevent and control the spread of infection.</p>	<p>1.1 Identify different types of infection. 1.2 Explain how different types of infection are spread 1.3 Describe the chain of infection. 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. 1.4 Describe own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection. 1.5 Describe own role in supporting others to follow practices that reduce the spread of infection. 1.6 Describe 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. 2.2 Identify when it is necessary to perform hand hygiene. Select appropriate products and perform hand hygiene using recommended techniques 2.3</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	2.4 Ensure that own health and hygiene does not pose a risk to individuals and others .

Indicative Content: Infection Prevention and Control

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

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

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

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

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

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

Health and Wellbeing

Unit Number: F/650/2104

Level: Level 3

Credit Value: 3

GLH: 20

Unit Aim: The aim of the unit is to ensure that the learner understands the importance of individuals' well-being and how to support this in practice using person-centred approaches.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the importance of individuals' well-being.	1.1	Explain the relationship between identity, self-image and self-esteem and the impact this can have on an individual's well-being . Describe factors that positively and negatively influence the individuals' wellbeing.
		1.2	Identify a range of services and resources available to support individuals' well-being and how to access these.
		1.3	Analyse how an individuals' wellbeing may affect their behaviours and relationships.
		1.4	
2	Know how to monitor individuals' health.	2.1	Give examples of how to engage and involve individuals in monitoring their own health and well-being
		2.2	Identify early indicators of physical and mental health deterioration.
		2.3	Explain how to escalate concerns about an individual's health deterioration, and to whom.
3	Be able to assess and respond to changes in an individual's health and wellbeing.	3.1	Engage and involve individuals in understanding and monitoring their health and well-being.
		3.2	Use appropriate tools to monitor and report changes in health and well-being.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	3.3 Record observations of health and well-being and take appropriate action .
4 Be able to promote individuals' health and well-being.	4.1 Support an individual in a way that promotes their sense of identity, self-image and self-esteem . 4.2 Demonstrate ways to contribute to an environment that promotes well-being Demonstrate a person-centred approach to working with individuals and others to improve individuals' health and wellbeing 4.3

Indicative Content: Health and Wellbeing

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

Factors: factors affecting wellbeing will be different for different people. Learners should show consideration for environmental, physical, social and psychological factors. These include:

- being treated as an individual
- being treated with dignity and respect
- being given choices
- communicating effectively with them.

The environment may include both the physical environment and social environment. The physical environment could be:

- bedroom
- handbag
- personal belongings.

The social environment includes personal boundaries, subjective feelings etc.

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 wellbeing strengths and needs.

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

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

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

Identity: Our identity refers to our view of ourselves, who we are and what makes us who we are. People gain a sense of identity from feeling valued, wanted and part of wider group and community in which they live or a community with which they identify.

Self-esteem refers to a person's feelings of self-worth or the value that they place on themselves.

Characteristics of high self-esteem

- Willing to try new things
- Copes well under pressure
- Emotionally stable and confident
- Happy to share own ideas and experiences.

Indicative Content: Health and Wellbeing

Characteristics of low self-esteem

- Feeling of worthlessness
- Reluctant to try new things
- Struggles to cope in new or challenging circumstances
- Does not value own opinions and over sensitive to other's opinions.

Self-image refers to the way an individual sees themselves, both physically and mentally. An individual's self-image is developed over time and influenced by the experiences they have encountered.

Characteristics of a positive self-image

- Feeling confident
- Comparing self positively with peers
- Content with own looks and has belief in own ability
- Received positive feedback on looks and image.

Characteristics of a negative self-image

- Doubts own ability
- Compares themselves negatively with peers or images on social media/TV/magazines
- Received negative comments from friends and family on physical appearance or mental ability.

Person-centred approaches include:

- treating the person as an individual, with dignity and respect
- looking at the individual as a whole person, not just meeting one aspect of their needs
- listening and helping the individual to make informed choices
- working in partnership with the individual.

Duty of Care

Unit Number: K/650/2143

Level: Level 3

Credit Value: 3

GLH: 16

Unit Aim: The aim of the unit is to ensure that the learner understands how duty of care contributes to safe practices. They will know how to act to ensure that individuals' rights are maintained whilst managing risk.

Assessment Guidance: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Understand how duty of care contributes to safe practice.</p>	<p>1.1 Describe what it means to have a duty of care in own work role. 1.2 Explain how duty of care relates to duty of candour. Evaluate how duty of care contributes to the safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect. 1.3</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 Identify potential conflicts or dilemmas that may arise between the duty of care and an individual's rights. Explain how to work with individuals and others to manage conflicts and dilemmas related to duty of care to achieve positive outcomes for individuals. 2.2 Identify where to get additional support and advice about conflicts and dilemmas 2.3</p>
<p>3 Know how to respond to concerns and complaints.</p>	<p>3.1 Describe own role in listening and responding to comments and complaints. 3.2 Summarise agreed procedures for handling comments and complaints. 3.3 Explain the importance of empowering individuals and others to</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	express their comments and complaints.
<p>4 Know how to recognise and respond to adverse events, incidents, errors and near misses.</p>	<p>4.1 Know how to recognise and respond to adverse events, incidents, errors and near misses.</p> <p>4.2 Explain how to recognise, report and respond to adverse events, incidents, errors and near misses.</p> <p>4.3 Analyse how own role in recognising and responding to adverse events, incidents, errors and near misses can prevent further occurrences and improve quality of care</p>

Indicative Content: Duty of Care

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 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.

Appendix 2 – Skills for Care & Development Assessment Principles

Centres offering the Gateway Qualifications Diploma in Adult Care qualification must adhere to the Skills for Care and Development Assessment Principles. It is recommended that Centres read these Assessment Principles in full.

The Principles are available on the Skills for Care & Development website **here**.



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