

# **Level 3 Diploma in Adult Care**

## **Criteria for Qualification**

**For awarding organisations developing the new regulated  
qualifications framework (RQF) qualifications**

**September 2016**

## Context

Following the Government's changed policy on qualifications and Apprenticeships across all sectors the two Sector Skills Councils responsible for the health and adult care workforces, Skills for Health and Skills for Care, have been working together to consider the future approach to health and adult care qualifications.

In doing so we are also committed to the government agenda on integration and are therefore seeking to provide greater clarity, transferability and opportunity for workers within and across the adult care and health workforce

Both sector skills councils are committed to qualifications which have at their core shared knowledge and skills that support the vision of employers providing integrated services and the portability of skills and knowledge across the adult care and health workforce.

At Level 3 we are proposing Diploma qualifications in adult care and health. These will have, at their heart, shared core competences with optional specialisms to meet the requirements of health and adult care services.

It is the role of Skills for Care to define the content of this Specification for the Level 3 Diploma in Adult Care working in partnership with Skills for Health, employers, learning providers and those who use services.

The content links with knowledge and skills required for the Apprenticeship Standard [Lead Adult Care Worker](#). The content is applicable to a variety of roles, examples of which are included below:

- lead adult care worker
- lead personal assistant

In line with Skills for Health and Skills for Care's agreed position on sharing content, the L3 Diploma(s) in Health will also use these core competencies. There will be additional mandatory content required for the Diploma(s) in Health and Skills for Health will facilitate the work being undertaken collaboratively by those AOs offering the Diploma(s) in Health.

## **Qualification criteria**

The criteria below set out the minimum requirements for qualifications that develop and confirm the competence of those who work in adult care and support services in England.

The criteria are presented in two sections:

Section A: Summary of Qualification content and accreditation requirements

Section B: Minimum content requirements for the Qualification

## **Supporting information**

A short glossary of key terms is included after each unit. Terms included in the glossaries are highlighted in bold within the criteria.

## Section A: Summary of Qualification content and accreditation

### Content

All qualifications for the LEVEL 3 DIPLOMA IN ADULT CARE will require learners to demonstrate understanding and effective practice in the following areas:

<u>Heading</u>	<u>SfC Reference Code:</u>	<u>SfH Reference Code:</u>
Communication	DC3A	DH3A
Person development	DC3B	DH3B
Values and behaviours	DC3C	DH3C
Health and wellbeing	DC3D	DH3D
Responsibilities	DC3E	DH3E
Safeguarding	DC3F	DH3F

Within each heading, areas of content are specified as one or more units which are the required core for the RQF Level 3 Diploma in Adult Care.

The content links with requirements for the national occupational standards (NOS) for health and social care. Each section of the criteria begins with a table showing links to specific NOS as well as pre-existing qualifications and credit framework (QCF) units. The full suite of NOS can be found at:

[http://www.skillsforcareanddevelopment.org.uk/Careersincare/working\\_to\\_a\\_standard.aspx](http://www.skillsforcareanddevelopment.org.uk/Careersincare/working_to_a_standard.aspx)

### Accreditation

Qualifications developed to meet the criteria in this specification must also meet the General Conditions of Recognition set by Ofqual for fit for purpose qualifications. They should be valid, reliable, comparable, and manageable and minimise bias.

### Assessment

Qualifications developed to meet the criteria in this specification must be assessed in accordance with the Assessment Principles developed by Skills for Care & Development to complement Ofqual requirements.

## Units

Qualifications developed to meet the criteria in this specification must be presented as units as indicated within the specification. This is to aid consistency and understanding amongst learners and their employers, as well as allowing for potential funding mechanisms based on unit achievement. In this document a code number has been assigned to each area of content designated as a unit.

## Recognition of prior learning

To facilitate continuing professional development it is recommended that units within this qualification be assigned a credit value, so that they can be readily used for recognition of prior learning (RPL). Alternative robust approaches to RPL may be considered.

## Apprenticeships

The Level 3 Diploma in Adult Care must be designed to align with the knowledge, skills and behaviours described in both the Lead Care Worker Apprenticeship Standard.

*Please note: Should SASE frameworks still be current at launch; the qualification will need to meet SASE requirements.*

## Total Qualification Time

It is anticipated that all Level 3 Diploma in Adult Care qualifications will have a minimum total qualification time (TQT) of 580 hours, with approximately 310 hours allocated to the minimum content outlined under the first six headings of Section B of this document. This will allow for mandatory content to be covered in appropriate depth and takes account of additional content required for learners to contextualise their learning to their own work role.

*Please note: Feedback suggests that TQT should not be significantly higher than the values above.*

## Section B: Minimum content requirements for the specification

### LEVEL 3 DIPLOMA IN ADULT CARE

(The terms in bold are defined in a glossary at the end of each unit).

#### DAC3A COMMUNICATION

The content of this section links to:

QCF	SHC 31 Promote communication in health, social care or children's and young people's settings J/601/14/34 HSC38 Promote good practice in handling information in health and social care settings J/601/9470
NOS	SCDHSC 0031 Promote effective communication

#### Unit DAC3A1 Promote communication in care settings

Understand why effective communication is important in the **work setting**, including:

- The different reasons people communicate
- How communication affects relationships in the work setting
- How to manage challenging situations

Meet the communication and language needs, wishes and **preferences of individuals**, including:

- Establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of interaction
- Understand the factors to consider when promoting effective communication
- Demonstrate a range of **communication methods** and styles to meet individual needs
- Respond to an individual's reactions when communicating

Overcome barriers to communication, including:

- Understand how people from different backgrounds may use and/or interpret communication methods in different ways
- Understand the barriers to effective communication
- Overcome barriers to communication
- Use strategies to clarify misunderstandings
- Use communication skills to manage complex, sensitive, abusive or difficult situations and behaviours
- Know how to access extra support or **services** to enable individuals to communicate effectively
- Understand the purpose and principles of independent advocacy
- Know when to involve an advocate and how to access advocacy services

Apply principles and practices relating to confidentiality, including:

- Understand the meaning of the term 'confidentiality'
- Maintain and promote confidentiality in day to day communication
- Understand the potential tension between maintaining an individual's confidentiality and disclosing concerns

### Glossary for DAC3A1

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

**Preferences** may be based on:

- beliefs
- values
- culture

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

**Communication methods** include:

- non-verbal communication
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
- verbal communication
  - vocabulary
  - linguistic tone
  - pitch
- technological aids

**Services** may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

### **Unit DAC3A2 Promote effective handling of information in care settings**

Understand requirements for handling information in care settings including:

- Legislation, policies and codes of practice that relate to handling information in care settings
- The main points of legal requirements, policies and codes of practice for handling information in care settings

Implement good practice in handling information, including:

- Recognise features of manual and electronic information storage systems that help ensure security
- Implement practices that ensure security when storing and accessing information



- Maintain records that are up to date, complete, accurate and legible
- Support audit processes in line with own role and responsibilities

Support **others** to handle information, including:

- Support others to understand the need for secure handling of information
- Support others to understand and contribute to records

### Glossary for DAC3A2

**Others** may include:

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

### DAC3B PERSONAL DEVELOPMENT

The content of this section links to:

QCF	SHC32 Engage in personal development in health, social care or children's and young people's settings A/601/1429
NOS	SCDHSC0033 Develop your practice through reflection and learning GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness GEN13 Synthesise new knowledge into the development of your own practice

### Unit DAC3B1 Promote personal development in care settings

Understand what is required to be competent in own work role, including:

- The duties and responsibilities of own work role
- Expectations about own work role as expressed in relevant **standards**

- How to work effectively with **others**

Reflect on practice, including:

- Understand and promote the importance of reflective practice in continuously improving the quality of service provided
- Demonstrate the ability to reflect on practice
- Understand how own values, belief systems and experiences may affect working practice

Evaluate own performance, including:

- Assess own knowledge, performance and understanding against relevant standards
- Use feedback to evaluate own performance and inform development

Agree a **personal development plan**, including:

- Know of **sources of support** for planning and reviewing own development
- Work with **others** to review and prioritise own learning needs, professional interests and development opportunities
- Work with others to agree own personal development plan

Use learning opportunities and reflective practice to contribute to personal development, including:

- Evaluate how learning activities have affected practice
- Demonstrate how reflective practice has led to improved ways of working
- Know why **continuing professional development** is important
- Record progress in relation to personal development

### Glossary for DAC3B1

**Standards** may include:

- Codes of practice
- Regulations
- Minimum standards

- National occupational standards

**Others** may include:

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

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

**Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

### **Continuing Professional Development (CPD)**

Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply

## **DAC3C VALUES AND BEHAVIOURS**

The content of this section links to:

QCF	HSC 036 Promote person centred approaches in health and social care Y/601/8145
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	SHC33 Promote equality and inclusion in health, social care or children's and young people's settings Y/601/1437
NOS	SCDHSC0035 Promote the safeguarding of individuals SCDHSC0332 Promote individuals' positive self-esteem and sense of identity SCDHSC0350 Support the spiritual well-being of individuals SCDHSC0034 Promote the safeguarding of children and young people SCDHSC3111 Promote the rights and diversity of individuals

### Unit DAC3C1: Promote person centred approaches in care settings

Promote the application of person centred approaches in care settings, including:

- How and why **person centred values** must influence all aspects of care work
- The use of **care plans** in applying person centred values
- How to collate and analyse feedback to support the delivery of person centred care in line with roles and responsibilities

Work in a person centred way, including:

- Work with an **individual** and **others** to establish the individual's history, **preferences**, wishes and needs
- Put person centred values into practice in a complex or sensitive situation
- Adapt actions and approaches in response to an individual's changing needs or preferences

Establish **consent** when providing care or support, including:

- Understand factors that influence the capacity of an individual to express consent
- Establish consent for an activity or action
- Understand the steps to take if consent cannot be readily established

Promote **active participation**, including:

- Understand different ways of applying active participation to meet individual needs
- Work with an individual and others to agree how active participation will be implemented
- Demonstrate how active participation can address the holistic needs of an individual
- Promote understanding and use of active participation

Support the individual's right to make choices, including:

- Support individuals to make informed choices
- Use own role and authority to support the individual's right to make choices
- Manage risk in a way that maintains the individual's right to make choices
- Understand how to support an individual to question or challenge decisions concerning them that are made by others

Be able to promote individuals' **wellbeing**, including:

- Understand the links between identity, self-image and self esteem
- Understand factors that contribute to the wellbeing of individuals
- Support an individual in a way that promotes their sense of identity, self-image and self esteem
- Demonstrate ways to contribute to an environment that promotes wellbeing

Understand the role of risk assessment in enabling a person centred approach, including:

- Different uses of risk assessment in care settings
- How risk-taking and risk assessment relate to rights and responsibilities
- Why risk assessments need to be regularly revised

### Notes for Unit DAC2C1

**Person centred values** include:

- Individuality
- Rights
- Choice
- Privacy

- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

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

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

**Others** may include:

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

**Preferences** may be based on:

- beliefs
- values
- culture

**Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity')

**Active participation** is 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

**Wellbeing** may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

### Unit DAC3C2 Promote equality and inclusion in care settings

Understand the importance of diversity, equality and inclusion, including:

- The definition and relevance to care settings of
  - Diversity
  - Equality
  - Inclusion
  - Discrimination
- The potential **effects** of discrimination
- How inclusive practice promotes equality and supports diversity

Work in an inclusive way, including:

- Understand how legislation, policies and codes of practice relating to equality, diversity and discrimination apply to own work role

- Demonstrate how to interact with **individuals** in a way that respects their beliefs, culture, values and **preferences**

Promote diversity, equality and inclusion, including:

- Model inclusive practice
- Support **others** to promote equality and rights
- Know how to challenge discrimination in a way that promotes change

### Glossary for DAC3C2

**Effects** may include effects on:

- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society

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

**Preferences** may be based on:

- beliefs
- values
- culture

**Others** may include:

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



## DAC3D HEALTH AND WELLBEING

The content of this section links to:

QCF	HSC 037 Promote and implement health and safety in health and social care F/601/8138 ICO1 The principles of infection prevention and control L/501/6737
NOS	SCDHSC0032 Promote health, safety and security in the work setting Infection Prevention and Control NOS: IPC2, IPC4, IPC6.

### Unit DAC3D1 Promote health, safety and wellbeing in care settings

Understand own responsibilities, and the responsibilities of **others**, relating to health and safety, including:

- Legislation relating to health and safety in a care **work setting**
- The main points of health and safety **policies and procedures** agreed with the employer
- The main health and safety responsibilities of:
  - self
  - the employer or manager
  - **others** in the work setting
- Specific **tasks** in the work setting that should not be carried out without special training

Carry out own responsibilities for health and safety, including:

- Use policies and procedures or other agreed ways of working that relate to health and safety
- Support others' understanding and follow safe practices
- Monitor potential health and safety risks
- Use risk assessment in relation to health and safety
- Minimise and manage potential risks and hazards
- Access additional support or information relating to health and safety

Understand procedures for responding to accidents and sudden illness, including:

- Different types of accidents and sudden illness that may occur in own work setting
- Procedures to be followed if an accident or sudden illness should occur

Reduce the spread of infection, including:

- Understand own role in supporting others to follow practices that reduce the spread of infection
- Understand the causes and spread of infection
- Demonstrate the **appropriate use of Personal Protective Equipment (PPE)**
- Demonstrate the recommended method for hand washing
- Ensure that own health and hygiene do not pose a risk to an individual or to others at work

Move and handle equipment and other objects safely, including:

- Understand the main points of legislation that relate to moving and handling
- Understand principles for safe moving and handling
- Move and handle equipment and other objects safely

Handle hazardous substances and materials, including:

- Understand types of hazardous substances that may be found in the work setting
- Demonstrate safe practices for:
  - Storing hazardous substances
  - Using hazardous substances
  - Disposing of hazardous substances and materials

Promote fire safety in the work setting, including:

- Understand practices that prevent fires from:
  - starting
  - spreading
- Demonstrate measures that prevent fires from starting

- Understand emergency procedures to be followed in the event of a fire in the work setting
- Ensure clear evacuation routes are maintained at all time

Implement security measures in the work setting, including:

- Use agreed procedures for checking the identity of anyone requesting access to:
  - Premises
  - Information
- Use measures to protect own security and the security of others in the work setting
- Understand the importance of ensuring that others are aware of own whereabouts

Know how to manage **stress**, including:

- Common signs and indicators of stress in self and others
- Factors that tend to trigger stress
- Strategies for managing stress in self and others and how to access **sources of support**

### Glossary for DAC3D1

**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** 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** that the learner should not carry out without special training may include those

relating to:

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

### **Appropriate use of Personal, Protective Equipment (PPE)**

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

**Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

**Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

## **DAC3E RESPONSIBILITIES**

The content of this section links to:

QCF	HSC 025 The role of the health and social care worker J/601/8576 SHC 34 Principles for implementing duty of care in health, social care or children's and young people's settings R/601/1436
NOS	SCDHSC0023 Develop your own knowledge and practice

	SCDHSC0024 Support the safeguarding of individuals SCDHSC0227 Contribute to working in partnership with carers SCDHSC0034 Promote the safeguarding of children and young people SCDHSC0035 Promote the safeguarding of individuals
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<b>Unit DAC3E1 Responsibilities of a care worker</b>
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Understand working relationships in care settings including:

- How a working relationship is different from a personal relationship
- Different working relationships in care settings

Work in ways that are agreed with the employer including:

- Understand why it is important to adhere to the agreed scope of the job role
- Access full and up-to-date details of **agreed ways of working**
- Implement agreed ways of working
- Contribute to quality assurance processes to promote positive experiences for **individuals** receiving care

Work in partnership with **others** including:

- Understand why it is important to work in partnership with others
- Demonstrate ways of working that can help improve partnership working
- Identify skills and approaches needed for resolving conflicts
- Demonstrate how and when to access support and advice about:
  - partnership working
  - resolving conflicts

<b>Glossary for DAC3E1</b>
<p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers</p>

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

**Others** may include:

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

## Unit DAC3E2 Duty of care

Understand how duty of care contributes to safe practice including:

- What it means to have a duty of care in own work role
- How duty of care relates to duty of candour
- How duty of care contributes to the safeguarding or protection of **individuals**

Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care including:

- Potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
- How to manage risks associated with conflicts or dilemmas between an individual's
- Where to get additional support and advice about conflicts and dilemmas

Know how to respond to complaints including:

- How to respond to complaints
- The main points of agreed procedures for handling complaints

## Glossary for Unit DC3E2

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

## DAC3F SAFEGUARDING

The content of this section links to:

QCF	HSC 024 Principles of safeguarding and protection in health and social care A/601/8574
NOS	SCDHSC0024 Support the safeguarding of individuals SCDHSC0035 Promote the safeguarding of individuals

### Unit DAC3F1 Promote safeguarding and protection in care settings

Know how to recognise signs of abuse including:

- What is meant by the following terms:
  - Physical abuse
  - **Domestic violence**
  - Sexual abuse
  - Psychological abuse
  - Financial/material abuse
  - Modern slavery
  - Discriminatory abuse
  - Organisational abuse
  - Neglect/acts of omission
  - Self-neglect
- The signs and/or symptoms associated with each of these types of abuse
- **Factors** that may contribute to an **individual** being more vulnerable to abuse

Know how to respond to suspected or alleged abuse including:

- The **actions to take** if there are suspicions that an individual is being abused

- The actions to take if an individual alleges that they are being abused
- Ways to ensure that evidence of abuse is preserved

Understand the national and local context of safeguarding and protection from abuse including:

- National policies and **local systems** that relate to safeguarding and protection from abuse
- The roles of different agencies in safeguarding and protecting individuals from abuse
- Reports into serious failures to protect individuals from abuse
- Sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistle blowing**.

Understand ways to reduce the likelihood of abuse including:

- How the likelihood of abuse may be reduced by:
  - Working with **person centred values**
  - Encouraging **active participation**
  - Promoting choice and rights
- The importance of an accessible complaints procedure for reducing the likelihood of abuse

Know how to recognise and report unsafe practices including:

- Unsafe practices that may affect the **wellbeing** of individuals
- The actions to take if unsafe practices have been identified
- The action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

Understand principles for online safety including:

- The potential risks presented by
  - Use of electronic communication devices
  - Use of the internet
  - Use of social networking sites
  - Carrying out financial transactions online



- Ways of reducing the risks presented by each of these types of activity
- The importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

## Glossary for DAC3F1

**Domestic abuse** should include acts of control and coercion.

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

**Factors** may include:

- a setting or situation
- the individual

The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

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

**Local systems** may include:

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

### Whistle blowing

A whistle blower (whistle-blower or whistle blower) is a person who exposes any kind of information or activity that is deemed illegal, unethical, or not correct.

**Person centred values** include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

**Active participation** is 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

**Unsafe practices** may include

- Poor working practices
- Resource difficulties
- Operational difficulties

**Wellbeing** may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic

- physical
- mental

## ADDITIONAL REQUIREMENTS

The LEVEL 3 DIPLOMA IN ADULT CARE must include some additional areas of content that can be taken as optional units. These should be sufficient in range, number, content and level to enable learners to contextualise their learning to meet their own specific development needs. Pre-existing QCF units may be taken as the starting point for content where applicable.

### Leadership qualities

It is not only managers in adult social care that demonstrate leadership skills, but the whole workforce. The consultation on the Diploma Specifications revealed a need for leadership units to be included within the Level 3 Diploma in Adult Care. In order to gain Skills for Care approval, **qualifications must provide learners with the opportunity to choose optional units to develop and implement their leadership abilities**. We suggest using the [Leadership Qualities Framework](#) to support optional unit develop in this area.

E.g.

- Learning and development for self and/or others
- Personal and professional behaviour
- Resource management
- Service development
- Team leadership
- Quality assurance

Other optional areas are likely to be drawn from the following:

### Specialism e.g.

- Acquired brain injury
- Autism
- Dementia
- Diabetes
- End of life care
- Learning disability
- Mental health
- Multiple conditions/disabilities
- Parkinson's disease
- Sensory loss
- Stroke care
- Substance misuse

### **Clinical skills e.g.**

- Obtaining blood samples
- Physiological measurements
- Medication administration

### **Aspects of support e.g.**

- Activities
- Advocacy
- Assistive technology
- Co-production
- Education, training and employment access
- Foot care
- Learning and development
- Managing incontinence
- Managing pain and discomfort
- Nutrition
- Personalisation
- Positive behaviour support
- Risk assessment
- Supporting families and carers
- Skills for everyday life
- Therapy