

# **Level 4 Diploma in Adult Care**

## **Criteria for qualification**

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

**September 2016**

## Context

In 2015, following a year of research, the QCF Level 4 Diploma in Adult Care was launched. This qualification was in response to the sector's call for the development of a qualification that enabled workers in senior practice and lead roles to continue their development.

With the introduction of the Regulated Qualifications Framework, the content of the QCF Level 4 Diploma in Adult Care has been reviewed to create this Specification.

Those working towards achieving a Level 4 Diploma in Adult Care will have, and develop further, specialist skills and knowledge in their area of responsibility which enables them to lead in areas such as assessment or enablement, for instance. Learners will have responsibility for assessing performance and quality of care delivery. Their team members will look to them for inspiration, and they will provide coaching and mentoring to their colleagues.

Learners could work in a variety of settings in adult social care, including but not limited to residential care, domiciliary care or day centres. The qualification would also be suitable for Lead Personal Assistants who work as part of a Personal Assistant team at a senior level.

It is the role of Skills for Care to define the content of this Specification, working in partnership with employers, learning providers and those who use services. The content is applicable to a variety of senior practice and lead practitioner roles in adult social care, examples of which are included below:

- community care officer
- physiotherapy assistant
- re-ablement support worker
- social care assistant
- telecare assistant

## 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 4 Diploma in Adult Care will require learners to demonstrate understanding and effective practice at a lead or senior level in the following areas:

<u>Heading</u>	<u>Reference code:</u>
Communication	DAC4A
Person development	DAC4B
Values and behaviours	DAC4C
Health and wellbeing	DAC4D
Responsibilities	DAC4E
Safeguarding	DAC4F

Within each area, content is specified as one or more units which are the required core for the RQF Level 4 Diploma in Adult Care.

The content links with requirements for the National Occupational Standards (NOS) for Health and Social Care and Leadership and Management in Care Services. Each section of the criteria begins with a table showing links to specific NOS as well as pre-existing 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 4 Diploma in Adult Care must be designed to align with the knowledge, skills and behaviours described in the [Lead Practitioner in Adult Care](#) Apprenticeship Standard.

### **Total Qualification Time**

It is anticipated that all Level 4 Diploma in Adult Care qualifications will have a minimum total qualification time (TQT) of 700 hours, with approximately 370 hours allocated to the minimum content outlined under the first 6 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.

## Section B: Minimum content requirements for the specification

### LEVEL 4 DIPLOMA IN ADULT CARE

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

DAC4A COMMUNICATION	
The content of this section links to:	
QCF	SHC41 Advanced Communication skills L/506/6053 LM502 Develop, maintain and use records and reports A/504/2198
NOS	SCDHSC 0041 Maintain effective communication systems and practice SCDHSC 369 Support individuals with specific communication needs SCDHSC 0434 Lead practice for managing and disseminating records and reports

#### UNIT DAC4A1 Lead communication in adult care settings

Understand communication needs and the factors affecting them including:

- Different models of communication including:
  - transactional analysis
  - Lasswell's model
- Why **individuals** communicate
- How models of communication can meet the individual's personal needs, wishes and preferences
- How physical, social, environmental and emotional barriers to communication may be overcome
- The consequences of ineffective communication
- How independent advocacy can help to meet communication needs and the circumstances in which it might be required

Understand how to support the use of assistive technology to enhance communication including:

- The role of assistive technology in supporting individuals to communicate
- Types of support that an individual may need in order to use assistive technology

- The specialist services relating to assistive technology
- How to ensure that communication equipment is:
  - fit for purpose
  - correctly set up and working
  - able to be used by the individual

Interact with individuals including:

- Work in partnership with the individual and **others** to identify their preferred methods of communication
- Use agreed methods of communication to interact with the individual
- Interact with an individual using active and reflective listening
- Monitor the individual's responses during and after the interaction to check the effectiveness of communication

Convey information to individuals and others including:

- Use **formats** that enable an individual and others to understand the information conveyed
- Assess an individual's understanding of information conveyed

Understand the importance of confidentiality in interactions with individuals including:

- Legal and ethical tensions between maintaining confidentiality and sharing information
- The implications of assistive technology for maintaining confidentiality for the individual

### Glossary for DAC4A1

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services

- Families, carers and advocates

**Formats** may include

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

## UNIT DAC4A2 Develop, maintain and use records and reports

Understand the legal and organisational requirements for recording information and providing reports including:

- Own responsibilities and those of **others** when recording information and producing reports
- The legal requirements and **agreed ways of working** for the security and confidentiality of information

Prepare professional records and reports that meet legal requirements, and agreed ways of working including:

- Support **individuals** to participate in the preparation of reports
- Produce accurate and coherent records and reports that can be understood by those who have a right to see them
- Maintain accurate, complete, retrievable and up to date records
- Ensure that records and reports comply with legal and organisational requirements
- Understand how to balance the tension between confidentiality and openness in records and reports
- Use information communication technology (ICT) systems for the collection and storage of information
- Use ICT that supports information exchange within and across disciplines and organisations



Use records and reports to inform judgements and decisions including:

- Clarify the accuracy of records and reports with individuals and others
- Respond to feedback from those who receive records and reports
- Use facts and evidence based opinions within records and reports
- Evaluate how own records and reports provide evidence for the basis of judgements and decisions

### Glossary for DAC4A2

**Others** may include:

- Team members
- Other colleagues

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

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

### DAC4B PERSONAL DEVELOPMENT

The content of this section links to:

QCF	SHC42 Personal development in health, social care or children's and young people's settings J/506/7623
NOS	SCDHSC 0043 Take responsibility for the continuing professional development of yourself and others

### UNIT DAC4B1 Personal development in adult 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**
- Ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work
- Why competence includes using own behaviour to model person centred values and practice

Reflect on practice including:

- Understand the cyclical process of reflection
- Understand the importance of reflective practice in continuously improving the quality of service provided
- Demonstrate ways to reflect on day to day work practice

Evaluate own performance including:

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

Use reflective practice to contribute to personal development including:

- Evaluate how learning activities have affected practice
- Demonstrate how reflective practice has contributed to improved ways of working
- Record progress in relation to personal development

Agree a **personal development plan** including:

- Use **data** and **information** to plan and review own development
- Work with **others** to review and prioritise own learning needs, professional interests and development opportunities
- Take steps to develop own leadership and mentoring skills

Use evidence based practice including:

- Analyse how **evidence based practice** can be used to inform your practice
- Apply evidence based practice in your practice
- Evaluate use of evidence based practice in own setting

## Glossary for DAC4B1

**Standards** may include:

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

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

**Data** may include:

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

**Information** may include:

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

**Others** may include:

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

**Evidence based practice:**

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

**DAC4C VALUES AND BEHAVIOURS**

The content of this section links to:

QCF	SHC43 Equality and diversity in health, social care or children's and young people's settings J/506/7119
NOS	Themes recur as knowledge requirements and core values throughout HSC NOS

**UNIT DAC4C1 Lead inclusive practice in adult care settings**

Understand equality, diversity and inclusion including:

- Current **legislation** relating to equality
- How legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role
- The impact on own practice of equality, diversity and inclusion
- How barriers to equality impact on **individuals**
- The attitudes that may lead to discriminatory behaviour

Understand how inclusive practice supports equality and diversity including:

- How inclusive practice promotes equality and supports diversity
- How inclusive practice respects the individual's beliefs, culture, **values**, preferences and life experience
- Principles of inclusive practice

Understand how to promote equality, diversity and inclusion including:

- How to challenge discrimination to promote change

- How to support **others** to promote equality, diversity and inclusion
- Current systems and processes to identify improvements which support equality, diversity and inclusion

Work in a way that supports equality and diversity including:

- Use person centred approaches to support equality and diversity
- Work with others to promote equality and diversity
- Challenge discrimination to promote change
- Access resources to support equality and diversity practice
- Disseminate information to others relating to equality and diversity
- Reflecting on own practice in relation to equality and diversity
- Model behaviour that promotes equality, diversity and inclusion

### Glossary for DAC4C1

**Legislation** may include:

- Equality Act
- Mental Capacity Act
- Human Rights Act
- Care Act

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

**Values** may include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect

- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

**Others** may include:

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

## DAC4D HEALTH AND WELLBEING

The content of this section links to:

QCF	HSC047 Health and safety in health and social care settings M/506/6353 SHC45 Facilitate person centred assessment to support wellbeing of individuals A/506/7120 SHC46 Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing F/506/7121
NOS	Content recurs throughout HSC NOS knowledge requirements SCDHSC 0042 Lead practice for health and safety in the work setting SCDHSC 0414 Assess individual preferences and needs SCDHSC 0041 Lead the planning process with individuals

### UNIT DAC4D1 Lead health and safety in adult care settings

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

- Current legislation relating to health and safety in own **work setting**

- Health and safety **policies and procedures** as agreed with the employer in relation to own role
- The 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

Understand how to carry out own responsibilities for health and safety including:

- The limits of own role in relation to moving and positioning
- Own responsibilities with regard to legislation and policy for:
  - emergency first aid
  - food safety
  - fire safety
  - risk to own safety
  - risk to safety of others
  - prompting of administration of medication
  - infection prevention and control
  - hazardous substances
  - security
- Procedures to be followed if an accident or sudden illness should occur
- How to record and report health and safety incidents

Work safely in care settings including:

- Apply current legislation relating to Health and Safety in own work setting
- Comply with current guidelines for:
  - hand hygiene
  - moving and handling equipment or other objects safely
  - checking the identity of anyone requesting access to the work setting
  - maintaining evacuation routes
  - food safety
- Complete health and safety records according to legal and work setting requirements

Manage risk including:

- Contribute to development of policies, procedures and practices which identify, assess and manage risk
- Work with others to assess potential risks
- Assess how risk taking impacts on individuals and the organisation
- Work with others to manage risks
- Evaluate own practice in leading a balanced approach to risk management

Support others to work safely in relation to health and safety including:

- Support others to work safely

#### **Glossary for DAC4D1**

**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

**Others** may include:

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

**Tasks** for which special training is required may include:

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



## UNIT DAC4D2 Facilitate person centred assessment to support wellbeing

Understand theories and principles of **assessment** including:

- Theoretical models of assessment
- The effectiveness of **assessment tools** available to support your role
- The effect of **legislation** and policy on assessment processes
- How assessment practice can impact on **individuals'** lives

Work in partnership with an individual and **others** to facilitate person centred assessment including:

- Agree the purpose of the assessment with the individual and others
- Agree the intended outcomes of the assessment with the individual and others
- Agree with the individual and others how the assessment should be carried out and who else should be involved
- Ensure that the individual is supported to carry out self-assessment processes

Carry out person centred assessment that promotes **wellbeing** including:

- Analyse the interrelationship between factors that support an individual's wellbeing
- Take account of the strengths and aspirations of an individual in the assessment
- Work with an individual and others to assess requirements to support wellbeing
- Record the assessment in an agreed format according to organisational policies and procedures

### Glossary for DAC4D2

**Assessment** involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention

**Assessment tools** may include

- FACE
- Mental health

- Learning disability specific
- Specialist tools for moving and handling, continence, occupation and activities

**Legislation** may include:

- Equality Act
- Mental Capacity Act
- Human Rights Act
- Care Act

**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

**Wellbeing** may include aspects that are:

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

**UNIT DAC4D3 Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing**

Understand the theories and principles that underpin outcome based practice including:

- Approaches to outcome based practice
- The effect of legislation and policy on outcome based practice
- The impact of the Mental Capacity Act on support planning processes
- How outcome based practice can impact on an **individual's** life

Develop a support plan to meet the identified needs of an individual including:

- Support the individual to make choices over decisions to meet their identified needs, preferences and wishes
- Assist the individual to make informed choices about their support plan
- Evaluate risks associated with a support plan
- Assist the individual to understand the risks associated with the choices they make in their support plan
- Work in partnership with the individual and **others** to identify options, resources and preferences in relation to an **assessment**
- Record a plan according to organisational systems and processes to support information sharing

Understand the value of assistive living technology in developing a support plan including:

- Everyday situations where **assistive living technology** solutions can be supportive to an individual and others.
- The potential value of assistive living technology for an individual in terms of its benefits, risks and challenges

Facilitate the implementation of support plans in partnership with the individual and others including:

- Agree how a support plan will be carried out with an individual and others
- Agree the roles and responsibilities of those involved to implement the support plan
- Ensure implementation of a support plan

Facilitate a person centred review of support plans in partnership with the individual and others including:

- Agree the monitoring process for a support plan taking into account time, people, budget and compliance with regulators' **standards**
- Use systems, procedures and practices that engage an individual and others in the review process according to **agreed ways of working**
- Review a support plan to include feedback from an individual and others and assess risks
- Record review processes and outcomes according to organisational systems and procedures to support information sharing

### Glossary for DAC4D3

**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

**Assessment** involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention

**Assistive living technology** may include

*Electronic:*

- Sensor mats or pads
- Pendants/telecare
- Echo box/reminding tool
- Key pad entries
- Keys with lights
- Apps for budgeting/direction finding/instructions
- Talking books

*Physical:*

- Kettle tippers
- Jar openers
- Special cutlery/utensils
- Key safe box
- Sticks to pull socks up

**Standards** may include:

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

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

## DAC4E RESPONSIBILITIES

The content of this section links to:

QCF	LM401 Professional practice in health and social care for adults or children and young people A/506/7621 M2c Working in partnership in health and social care or children and young people's settings A/602/3189 CPCCS Understand personalisation in care and support services K/602/6248
NOS	<i>Professional practice:</i> Content recurs throughout HSC NOS knowledge requirements SCDHSC 0041 Maintain effective communication systems and practice SCDLMCSB1 Lead and manage practice that promotes the safeguarding of individuals SCDHSC 411 Lead and manage provision of care services that

	promotes the well-being of people
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## UNIT DAC4E1 Professional practice in adult care settings

Understand theories, **values**, principles and statutory frameworks that underpin practice within care including:

- **Theories** that underpin own practice
- How statutory frameworks underpin service provision
- How and principles underpin service provision

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 contributes to safeguarding or protection of **individuals** and supports individuals' rights and choices

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

- Why conflicts may arise between the duty of care and an individual's rights
- How to manage risks associated with conflicts between an individual's rights and the duty of care
- Where to get support and advice about managing conflicts

Apply values, principles and statutory frameworks that underpin service provision in own area of work including:

- Comply with statutory frameworks that underpin service provision
- Apply values and principles that underpin service provision
- Contribute to quality assurance processes to promote positive experiences for individuals using care services

## Glossary for DAC4E1

**Theories** may include:

- Human development and growth
- Identity and self esteem
- Aging
- Loss and change
- Psychological and sociological perspectives of social issues
- Discrimination

**Values** may include:

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

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

## **UNIT DAC4E2 Working in partnership with others**

Understand partnership working including:

- The features of effective partnership working

- The importance of partnership working with colleagues, **other professionals** and **others**
- How partnership working delivers better outcomes
- How to overcome barriers to partnership working

Establish and maintain working relationships with colleagues including:

- Explain own role and responsibilities in working with colleagues
- Develop and agree common objectives when working with colleagues
- Evaluate own working relationship with colleagues
- Deal constructively with any conflict that may arise with colleagues

Establish and maintain working relationships with other professionals including:

- Understand own role and responsibilities in working with other professionals
- Develop procedures for effective working relationships with other professionals
- Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
- Evaluate procedures for working with other professionals
- Deal constructively with any conflict that may arise with other professionals

Work in partnership with others including:

- Understand the importance of working in partnership with others
- Develop procedures for effective working relationships with others
- Agree common objectives when working with others within the boundaries of own role and responsibilities
- Evaluate procedures for working with others
- Deal constructively with any conflict that may arise with others

### Glossary for DAC4E2

**Other professionals** may include:

- Workers from other agencies or organisations
- Advocates



- Independent visitors

**Others** may include:

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

### UNIT DAC4E3 Understand personalisation in care and support services

Understand the meaning of personalisation in social care and support services including:

- The 'professional gift', 'empowerment' and 'rights' models of service provision
- The terms:
  - personalised service
  - self-commissioned service
  - self-directed support
  - micro-employer
- The features of personalisation within social care and support services
- Why the concept of 'outcomes' is central to personalisation
- Legislative and policy drivers for personalised services

Understand the systems and processes that support personalisation including:

- The impact that personalisation has on the commissioning, funding and delivery of services
- The roles of direct payments and individual budgets in supporting personalisation
- The role of brokerage in commissioning and delivering personalised services
- Types of support that **individuals** or their families might need in order to access personalised services

Understand where responsibilities lie within self-directed support including:

- Why it is important to know where responsibilities lie for the delivery and quality of self-directed support
- What responsibilities are held for the delivery and quality of self-directed support by direct payments recipients, commissioners, social workers/care managers

Understand how to promote personalisation including:

- The attitudes, approaches and skills needed in own role to implement personalisation
- The impact of personalisation on own role
- Ways to enhance own contribution to promoting personalisation

Understand how to develop systems and structures for personalisation including:

- How far systems and structures in own organisation have adapted to personalisation
- Ways to improve systems and structures to enhance personalisation

<b>Glossary for DAC4E3</b>
<b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner

<b>DAC4F SAFEGUARDING</b>	
The content of this section links to:	
QCF	SHC44 Understand safeguarding and protection in health and social care settings F/506/7622  P5.2 Safeguard children and young people who are present in the adult social care sector A/506/8736
NOS	SCDHSC 0044 Lead practice that promotes the safeguarding of children and young people  SCDHSC 0045 Lead practice that promotes the safeguarding of individuals  SCDLMCB1 Lead and manage practice that promotes the safeguarding of individuals

## UNIT DAC4F1 Understand safeguarding and protection in adult care settings

Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect including:

- The current legislative framework that underpins safeguarding of vulnerable adults
- How current national guidelines and local policies and procedures for safeguarding affect your day to day work
- Own responsibilities relating to the current legislative framework with regard to safeguarding

Understand how to respond to suspected or alleged abuse including:

- Signs and symptoms associated with **abuse**
- Actions to take if there are suspicions that an **individual** is being abused
- Actions to take if an individual alleges that they are being abused
- How to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed (including 'whistle blowing')

Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults including:

- Agreed protocols for working in partnership with other organisations
- Own role in partnership working

Understand how to support **others** in safeguarding including:

- How to support others to raise concerns
- How to support others during the safeguarding process

### Glossary for DAC4F1

**Abuse** includes:

- Physical abuse

- Domestic violence
- Sexual abuse
- Psychological abuse
- Financial/material abuse
- Modern slavery
- Discriminatory abuse
- Organisational abuse
- Neglect/acts of omission
- Self-neglect

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

**Others** may include:

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

## **UNIT DAC4F2 Safeguard children and young people who are present in the adult care sector**

Understand the responsibility to safeguard children and young people who are present in an adult care **work setting** including:

- Own responsibility to safeguard children and young people who are present in an adult care work setting
- The responsibility of **others** to safeguard children and young people who are present in an adult care work setting

Develop the understanding of others about safeguarding children and young people including:

- Access information, advice and support to inform knowledge and practice about safeguarding children and young people
- Provide information to others on **indicators** of harm, abuse or neglect and actions that need to be taken where there are **safeguarding concerns**

Understand how to address conflicts and dilemmas associated with safeguarding children and young people including:

- Conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting
- Actions to take when conflicts and dilemmas about safeguarding arise

### Glossary for DAC4F2

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

**Others** may include:

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

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

**Safeguarding concerns** will include

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

## ADDITIONAL REQUIREMENTS

The LEVEL 4 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.

Optional areas are likely to be drawn from the following:

### Specialisms – support needs 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

### Specialisms – aspects of support e.g.

- Assistive technology
- Behaviour support
- Community partnerships
- Direct payment management
- Education, training and employment access
- Housing and accommodation
- Information, advice and guidance
- Mental Capacity
- Re-ablement
- Safeguarding
- Support for carers and families

### Leadership e.g.

- Culture setting and promotion
- Leading change and innovation
- Learning and development for self and/or others
- Personal and professional behaviour
- Mentoring and/or supervision skills

- Partnership working
- Quality assurance
- Resource management
- Service development
- Setting standards
- Team leadership