QUALIFICATION SPECIFICATION

Level 3 Diploma in Care (England)

NOCN Level 3 Diploma in Care (England)
Qualification No: 603/3610/9

Operational Start Date
10 September 2018

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2.0 – March 2019

To know more about NOCN:

- Visit the NOCN website: **www.nocn.uk.org**
- Call the Customer Service Team: **0300 999 1177**

www.nocn.org.uk

Introduction

NOCN is a leading awarding organisation that has been creating opportunities for learners for over 30 years. It is the organisation preserving the proud heritage of the Open College Network (OCN) in the UK and is a brand trusted by learners, colleges, training providers and employers who recognise NOCN qualifications as an indicator of competence and quality. A NOCN qualification recognises a learner's skills and knowledge and can support progression to employment, training and/or further education.

In addition to being an awarding organisation NOCN is also an apprenticeship assessment organisation and works internationally as well as in the UK.

This document is a resource for NOCN centres who wish to offer the NOCN Level 3 Diploma in Adult Care (England) and provides guidance to support delivery of the qualification.

The qualification is relevant to individuals working in, or who would like to work in adult care settings and some clinical healthcare settings.

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1.   Overview of Qualification

This qualification is vocationally based and as such, offers the opportunity for learners to demonstrate their knowledge, understanding and skills required to be a Lead Adult Care Worker in an Adult Care setting.

Lead Adult Care Workers help adults with care and support needs to achieve their personal goals and live as independently and safely as possible.

Adult care settings include day care centres, residential and nursing homes, domiciliary care day centres or other clinical healthcare settings.

Typical job titles include Care Officer, Care Supervisor, Senior Care Worker, Supervising Care Worker, Senior Support Worker, Relief Team Leader, Social Work Assistant, Social Services Officer, Outreach Development Worker, Community Development Worker or Family Support Worker. Other potential job roles include being a Personal Assistant or Lead Personal Assistant (working at a senior level) for one individual who needs support and/or care services, usually within their own home.

This qualification can be used as a stand-alone qualification or as part of an Apprenticeship.

The NOCN Level 3 Diploma in Adult Care (England) is a mandatory requirement in the Level 3 Lead Adult Care Worker Apprenticeship standard. Learners must achieve this qualification and the other requirements of the Apprenticeship standard before they can progress to the specified End Point Assessment. A link to the Adult Care apprenticeship standard and assessment plan is here:
https://www.instituteforapprenticeships.org/apprenticeship-standards/lead-adult-care-worker

This qualification should support learners to demonstrate knowledge, understanding and skills in the following areas:

Communication in Care Settings
Personal Development in Care Settings
Equality and Inclusion in Care Settings
Duty of Care in Care Settings
Safeguarding and Protection in Care Settings
Responsibilities of a Care Worker
Person-Centred Approaches in Care Settings
Health, Safety and Wellbeing in Care Settings
Effective Handling of Information in Care Settings
Required Values and Behaviours

This qualification has been developed in response to the government's policy on reformed apprenticeships. The Sector Skills Council - Skills for Care has consulted with employers, regulators and those who use services to ensure that the content of the qualification is suitable for a Lead Adult Care Worker or Lead Personal Assistant.

1.1. Entry Requirements

Learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying at before enrolling them onto a programme of learning.

This qualification is available to learners aged **16** years or over.

Apprentices must have Level 2 English and maths prior to completing the Lead Adult Care Worker Apprenticeship Standard and any other requirements of the Apprenticeship Standard that must be met before the learner can progress through to End Point Assessment.

1.2. Progression Routes

Achievement of this qualification confirms the learner has gained the knowledge and skills required to:

- gain employment as a Lead Adult Care Worker
- with additional training progress onto a role with additional responsibility such as a Lead Practitioner or Lead Personal Assistant
- progress onto the Level 4 Diploma in Adult Care or the Lead Adult Care Worker Apprenticeship.

2. Qualification Details

2.1 Qualification Structure

The **NOCN Level 3 Diploma in Adult Care (England)** is a **58** credit qualification with a Total Qualification Time (TQT) of 580, including 337 Guided Learning Hours (GLH).

Learners **must** achieve all **28** credits from the **9** mandatory units and a minimum of 30 credits from optional units.

The minimum number of credits to be achieved from Optional Group A Knowledge units is 2 credits.

The minimum number of credits to be achieved from Optional Group B Competence units is 16 credits.

The minimum number of credits to be achieved from Optional Group C Leadership units is 6 credits.

The minimum number of credits to be achieved at Level 3 or above is 35 credits.

Mandatory Group – The learner must achieve 28 credits from all nine units.

Component Title	Level	Credit Value	Unit Code
Duty of Care in Care Settings	3	1	F/616/3082
Promote Communication in Care Settings	3	3	A/616/2626
Promote Effective Handling of Information in Care Settings	3	2	T/616/2639
Promote Equality and Inclusion in Care Settings	3	2	R/616/3152
Promote Health, Safety and Wellbeing in Care Settings	3	6	M/616/2574
Promote Person-centred Approaches in Care Settings	3	6	M/616/3157
Promote Personal Development in Care Settings	3	3	Y/616/2505
Responsibilities of a Care Worker	2	2	L/616/2632
Safeguarding and Protection in Care Settings	2	3	M/616/2509

Optional Group A – Optional Knowledge Units. The learner must achieve a minimum of 2 credits.

The units in this group are optional; learners may take any combination of them to achieve the requirements of this qualification. Apprentices and Employers are able to select any combination of units which best fits the apprentice's workplace or specialism.

Component Title	Level	Credit Value	Unit Code
Awareness of the Mental Capacity Act 2005	3	3	Y/616/2665
Diabetes Awareness	3	6	Y/617/1737
End of Life and Dementia Care	3	2	A/616/3100
Introduction to Personalisation in Social Care	3	3	K/601/9493
Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	A/601/6274
Principles of Supporting Young People with a Disability to Make the Transition into Adulthood	3	3	M/601/7227
Purpose and Principles of Independent Advocacy	3	4	M/502/3146
Stroke Awareness	2	3	D/617/1738
The Principles of Infection and Control	2	3	L/616/2663
Understand How to Provide Support When Working in End of Life Care	3	4	Y/503/8689
Understand How to Support Individuals with Autistic Spectrum Conditions	3	3	T/601/5317
Understand Mental Health Interventions	3	4	K/616/3089
Understand Mental Health Problems	3	3	M/616/2641
Understand Mental Well-Being and Mental Health Promotion	3	3	A/616/2576
Understand Models of Disability	3	3	F/601/3473
Understand Physical Disability	3	3	J/601/6150
Understand Sensory Loss	3	3	M/601/3467
Understand the Administration of Medication to Individuals with Dementia Using a Person-Centred Approach	3	2	K/601/9199

Component Title	Level	Credit Value	Unit Code
Understand the Context of Supporting Individuals with Learning Disabilities	3	4	Y/616/3315
Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	3	3	Y/601/3544
Understand the Impact of Acquired Brain Injury on Individuals	3	3	Y/601/6167
Understand the Legal, Policy and Service Framework in Mental Health	3	5	A/616/2643
Understand the Process and Experience of Dementia	3	3	J/616/2628
Understand the Role of Communication and Interactions with Individuals who have Dementia	3	3	L/601/3539

Optional Group B – Optional Competence Units. The learner must achieve a minimum of 16 credits.

The units in this group are optional; learners may take any combination of them to achieve the requirements of this qualification. Apprentices and Employers are able to select any combination of units which best fits the apprentice's workplace or specialism.

Component Title	Level	Credit Value	Unit Code
Administer Medication to Individuals and Monitor the Effects	3	5	J/616/3150
Assess the Needs of Carers and Families	3	4	T/504/2216
Carry Out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	3	5	D/601/0662
Contribute to Effective Team Working in Health and Social Care or Children and Young People's Settings	3	4	H/504/2194
Contribute to Raising Awareness of Health Issues	3	4	T/601/9027
Contribute to Supporting Individuals with a Learning Disability to Access Healthcare	2	3	J/602/0036
Develop and Sustain Effective Working Relationships with Staff in Other Agencies	3	4	R/601/3526
Enable Individuals to Develop Strategies to Manage their Behaviour	3	8	M/616/3031
Enable Rights and Choices of Individuals with Dementia whilst Minimising Risk	3	4	A/601/9191
Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	F/508/2590
Equality, Diversity and Inclusion in Dementia Care Practice	3	4	F/601/4686

Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	M/616/3028
Facilitate Person Centred Assessment, Planning, Implementation and Review	3	6	H/601/8049
Implement Therapeutic Group Activities	3	4	T/616/2544
Increase Awareness About Drugs, Alcohol or Other Substances with Individuals and Groups	3	7	H/501/0586
Interact With and Support Individuals Using Telecommunications	3	5	M/616/3319
Maintaining the Independent Advocacy Relationship	3	6	A/502/3148
Managing Symptoms in End of Life Care	3	4	J/616/3049
Move and Position Individuals in Accordance with their Care Plan	2	4	L/616/2629
Obtain and Test Capillary Blood Samples	3	4	H/616/3107
Obtain and Test Specimens from Individuals	2	2	Y/616/2634
Obtain Venous Blood Samples	3	3	M/616/2543
Prepare Environments and Resources for Use During Healthcare Activities	2	3	R/601/8824
Prepare For and Carry Out Extended Feeding Techniques	3	4	H/616/2510
Promote Effective Communication with Individuals with Sensory Loss	3	4	K/601/3483
Promote Nutrition and Hydration in Health and Social Care Settings	3	4	T/503/2575
Promote Positive Behaviour	3	6	R/616/2566
Provide Services to those Affected by Someone Else's Substance Use	3	4	M/601/0682
Provide Support for Journeys	2	2	A/601/8025
Provide Support to Individuals to Continue Recommended Therapies	3	3	M/616/2512
Provide Support to Maintain and Develop Skills for Everyday Life	3	4	L/616/3022
Provide Support to Manage Pain and Discomfort	2	2	K/616/2654
Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	F/616/3051
Support Effective Communication with Individuals with a Sensory Loss	2	3	J/617/1734

Support Families Who are Affected by Acquired Brain Injury	3	3	M/601/5817
Support Independence in the Tasks of Daily Living	2	5	Y/616/3105
Support Individuals at the End of Life	3	6	K/616/3108
Support Individuals During a Period of Change	3	4	Y/616/3055
Support Individuals in the Use of Assistive Technology	4	4	J/601/3541
Support Individuals Through Detoxification Programmes	3	3	K/501/0590
Support Individuals to Access and Manage Direct Payments	4	4	F/616/2594
Support Individuals to Access and Use Services and Facilities	3	4	D/616/2568
Support Individuals to Access Education, Training or Employment	4	4	T/616/2589
Support Individuals to Develop and Run Support Groups	3	3	Y/616/2598
Support Individuals to Live at Home	3	4	Y/616/3156
Support Individuals to Manage Continence	2	3	F/616/2630
Support Individuals to Manage their Finances	3	3	H/616/2541
Support Individuals Who are Bereaved	3	4	D/616/2506
Support Individuals Who are Distressed	2	3	D/616/3025
Support Individuals Who are Substance Users	3	7	A/601/0670
Support Individuals With a Learning Disability to Access Healthcare	3	3	J/601/8657
Support Individuals With Autistic Spectrum Conditions	3	4	M/504/2196
Support Individuals With Cognition or Learning Difficulties	3	5	Y/616/3038
Support Individuals With Multiple Conditions and/or Disabilities	3	4	A/601/5190
Support Individuals With Self-Directed Support	3	5	J/602/0053
Support Person-Centred Thinking and Planning	3	5	A/601/7215
Support Positive Risk Taking for Individuals	3	4	A/616/3033
Support the Assessment of Individuals with Sensory Loss	3	3	R/601/3543

Support the Development of Community Partnerships	4	5	M/601/9494
Support Use of Medication in Social Care Settings	3	5	F/601/4056
Supporting Infection Prevention and Control in Care Settings	3	2	R/504/2207
Understand and Enable Interaction and Communication with Individuals with Dementia	2	3	A/601/9434
Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	T/601/9187
Undertake Agreed Pressure Area Care	2	4	D/616/3106
Undertake Physiological Measurements	3	3	D/616/3087
Work in Partnership with Families to Support Individuals	3	3	L/616/2596

Optional Group C – Optional Leadership Units. The learner must achieve a minimum of 6 credits from this group.

The units in this group are optional; learners may take any combination of them to achieve the requirements of this qualification. Apprentices and Employers are able to select any combination of units which best fits the apprentice's workplace or specialism.

Component Title	Level	Credit Value	Unit Code
Develop and Implement an Operational Plan	4	5	Y/506/1955
Develop and Maintain Professional Networks	4	3	J/506/1949
Encourage Innovation	3	4	J/506/2292
Encourage Learning and Development	4	3	M/506/1962
Implement Change	3	5	T/506/1929
Manage Individuals' Performance	3	4	J/506/1921
Manage Personal and Professional Development	3	3	T/506/2952
Prepare for and Support Quality Audits	4	3	K/506/1992
Principles of Leadership and Management	3	8	F/506/2596

Barred Unit Combinations

F/601/4686 Equality, Diversity and Inclusion in Dementia Care Practice

is barred for use with:

Y/601/3544 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion.

and:

A/601/9191 Enable Rights and Choices of Individuals with Dementia whilst Minimising Risk

2.2 Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
  - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
  - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
  - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
    - preparatory work
    - self-study
    - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time.

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2.3   Assessment and Evidence

This qualification is **internally** set and **internally** assessed. Assessment activity must ensure evidence of achievement against **all** of the assessment criteria specified within each component.

Centres must ensure that knowledge based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered in the course of a Healthcare Assistant/Support Worker or Adult Care Worker/Personal Assistant job role.

Assessment activities must be robust in that they are

Valid   Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.

Sufficient   Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.

Reliable   Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.

Authentic   Evidence presented must be the learner's own work.

2.4   Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

2.5 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** within the Centres, NOCN Centres, Processes and Documents Section on www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

2.6 Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RPL) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at www.nocn.org.uk

2.7 Assessment and Evidence for the components

This qualification must be assessed in line with the current Skills for Care and Development Assessment Principles. The assessment principles for this qualification can be found below:

https://www.skillsforcare.org.uk/Documents/Learning-and-development/Qualifications/SfCD-Assessment-Principles-March-2016.pdf

Centres can use the following assessment methods:

- Direct Observation of Performance in the Work Environment (this must be the main source of evidence for the skills based assessments)
- Practical examination
- Examining Products of Work
- Oral / Written Questioning
- Discussion with the Learner
- Use of Others (Witness Testimony)
- Looking at Learner Statements
- Recognising Prior Learning

- Simulation (where specified in the unit assessment requirements and then only where evidence cannot be generated through normal work activity.)
- Skills Tests
- Assignments
- Projects.
- Case Studies

Which can be presented in a portfolio of evidence.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website: http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3.   Centre Information

3.1   Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification, staff undertaking roles as part of the delivery and assessment of the qualification must meet specified requirements.

3.1.1   Tutor Requirements

- NOCN expects that tutors are technically competent/subject matter experts in the specific topic they are delivering, hold or be registered as working towards, a recognised education and training qualification, have experience of delivering training within this subject area. The minimum expectation is that the level of competence of the Tutor should be at the same level as the training that is to be delivered.

3.1.2   Assessor Requirements

- Assessor requirements are set out in the current Skills for Care and Development Assessment Principles. Additionally, NOCN expects that assessors have experience of carrying out assessment activities and hold, or be registered as working towards, a recognised assessing qualification, such as the Level 3 Certificate in Assessing Vocational Achievement (or a predecessor qualification such as D32/33 or A1). The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

3.1.3   Internal Quality Assurer Requirements

NOCN requires centres to have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

- Internal quality assurer requirements are set out in the current Skills for Care and Development Assessment Principles.

Additionally, NOCN expects that an Internal Quality Assurers have experience in carrying out internal quality assurance activities and hold, or be registered as working towards, a recognised Internal Quality Assurance qualification, such as the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices (or a predecessor qualification such as D34 or V1). The minimum expectation is that the level of competence should be at the same level as the qualification being quality assured.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.4   Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.5   External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

➢ Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
➢ Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2 Offering the qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website https://www.nocn.org.uk/customers/nocn-centres/ and click Become a Centre.

4. Component Information

This qualification consists of **nine mandatory** units and a choice from **ninety-nine** optional units.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity using holistic assessment which focuses on the whole work activity rather than specific component of a qualification.

The unit content for all mandatory units can be found in section 4.1. The optional unit content can be found in a separate unit document on the NOCN website.

4.1 Mandatory Components

Title:	Duty of Care in Care Settings
Level:	3
Credit Value:	1
GLH:	8
Ofqual Reference Number:	F/616/3082
Assessment Guidance:	This unit must be assessed in line with the relevant assessment principles. **Care settings** eg. adult, children and young people's health settings and adult care settings. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Policies and procedures** may include other agreed ways of working as well as formal policies and procedures.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand how duty of care contributes to safe practice.	1.1. Explain 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. 1.3. Explain how duty of care contributes to the safeguarding or protection of **individuals**.
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.	2.1. Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights. 2.2. Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care. 2.3. Explain where to get additional support and advice about conflicts and dilemmas.
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints. 3.2. Explain **policies and procedures** relating to the handling of complaints.

Title:	Promote Communication in Care Settings
Level:	3
Credit Value:	3
GLH:	25
Ofqual Reference Number:	A/616/2626
Assessment Guidance:	This unit must be assessed in line with the relevant assessment principles. **Care settings** eg. adult, children and young people's health settings and adult care settings. **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** may include: a) non-verbal communication • eye contact • touch • physical gestures • body language • behaviour • sign language • braille • pictorial information b) verbal communication • vocabulary • linguistic tone • pitch c) technological aids. **Services** may include: • translation services • interpreting services • speech and language services • advocacy services.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand why effective communication is important in the work setting.	1.1 Identify the different reasons people communicate. 1.2. Explain how communication affects relationships in the **work setting.** 1.3. Explain ways to manage challenging situations.
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and **preferences** of **individuals** in order to maximise the quality of the interaction. 2.2. Describe the factors to consider when promoting effective communication. 2.3. Demonstrate a range of **communication methods** and styles to meet individual needs. 2.4. Demonstrate how to respond to an individual's reactions when communicating.
3. Be able to overcome barriers to communication.	3.1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways. 3.2. Identify barriers to effective communication. 3.3. Demonstrate ways to overcome barriers to communication. 3.4. Demonstrate how to use strategies that can be used to clarify misunderstandings. 3.5. Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours. 3.6. Explain how to access extra support or **services** to enable individuals to communicate effectively. 3.7. Explain the purposes and principles of independent advocacy. 3.8. Explain when to involve an advocate and how to access advocacy services.
4. Be able to apply principles and practices relating to confidentiality.	4.1. Explain the meaning of the term confidentiality. 4.2. Demonstrate ways to maintain and promote confidentiality in day-to-day communication. 4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.

Title:	Promote Effective Handling of Information in Care Settings
Level:	3
Credit Value:	2
GLH:	16
Ofqual Reference Number:	T/616/2639
Assessment Guidance:	This unit must be assessed in line with the relevant assessment principles. **Care settings** eg. adult, children and young people's health settings and adult care settings. **Others** may include: • team members • colleagues • individuals accessing or commissioning care or support • families, carers or advocates.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand requirements for handling information in care settings.	1.1. Identify legislation and codes of practice that relate to handling information in **care settings.** 1.2. Summarise the main points of legal requirements and codes of practice for handling information in care settings.
2. Be able to implement good practice in handling information.	2.1. Describe features of manual and electronic information storage systems that help ensure security. 2.2. Demonstrate practices that ensure security when storing and accessing information. 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.
3. Be able to support others to handle information.	3.1. Support **others** to understand the need for secure handling of information. 3.2. Support others to understand and contribute to records.

Title:	Promote Equality and Inclusion in Care Settings
Level:	3
Credit Value:	2
GLH:	18
Ofqual Reference Number:	R/616/3152
Assessment Guidance:	This unit must be assessed in line with the relevant assessment principles. **Care settings** eg. adult, children and young people's health settings and adult care settings. **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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the importance of diversity, equality and inclusion.	1.1. Explain what is meant by: • diversity • equality • inclusion • discrimination 1.2. Describe the effects of discrimination. 1.3. Explain how inclusive practice promotes equality and supports diversity.
2. Be able to work in an inclusive way.	2.1. Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role. 2.2. Work with **individuals** in a way that respects their beliefs, culture, values and **preferences**.
3. Be able to promote diversity, equality and inclusion.	3.1. Model inclusive practice. 3.2. Support **others** to promote equality and rights**.** 3.3. Describe how to challenge discrimination in a way that promotes change.

Title:	Promote Health, Safety and Wellbeing in Care Settings
Level:	3
Credit Value:	6
GLH:	45
Ofqual Reference Number:	M/616/2574
Assessment Guidance:	This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment. **Care settings** may include health, adult care or children and young people's settings. **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. **Work setting** may include one specific location or a range of locations, depending on the context of a particular work role. **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. 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.

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. Identify legislation relating to health and safety in a **care setting**. 1.2. Explain the main points of health and safety **policies and procedures** agreed with the employer. 1.3. Analyse the main health and safety responsibilities of: • self • the employer or manager • **others** in the **work setting**. 1.4. Identify specific **tasks** in the work setting that should not be carried out without special training.
2. Be able to carry out own responsibilities for health and safety.	2.1. Use policies and procedures or other agreed ways of working that relate to health and safety. 2.2. Support others' understanding of health and safety and follow agreed safe practices. 2.3. Monitor and report health and safety risks. 2.4. Use risk assessment in relation to health and safety. 2.5. Minimise potential risks and hazards. 2.6. Access additional support or information relating to health and safety.
3. Understand procedures for responding to accidents and sudden illness.	3.1. Describe different types of accidents and sudden illness that may occur in own work setting. 3.2. Explain procedures to be followed if an accident or sudden illness should occur.
4. Be able to reduce the spread of infection.	4.1. Explain own role in supporting others to follow practices that reduce the spread of infection. 4.2. Describe the causes and spread of infection. 4.3. Demonstrate the use of **Personal Protective Equipment (PPE)**. 4.4. Wash hands using the recommended method. 4.5. Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work.
5. Be able to move and handle equipment and other objects safely.	5.1. Explain the main points of legislation that relate to moving and handling. 5.2. Explain the principles for safe moving and handling. 5.3. Move and handle equipment and other objects safely.

6.	Be able to handle hazardous substances and materials.	6.1.	Describe types of hazardous substances that may be found in the work setting.
		6.2.	Use safe practices when: • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances and materials.
7.	Be able to promote fire safety in the work setting.	7.1.	Describe practices that prevent fires from: • Starting • Spreading.
		7.2.	Demonstrate measures that prevent fires from starting.
		7.3.	Explain emergency procedures to be followed in the event of a fire in the work setting.
		7.4.	Ensure that clear evacuation routes are maintained at all times.
8.	Be able to implement security measures in the work setting.	8.1.	Follow agreed procedures for checking the identity of anyone requesting access to: • Premises • Information.
		8.2.	Use measures to protect own security and the security of others in the work setting.
		8.3.	Explain the importance of ensuring that others are aware of own whereabouts.
9.	Know how to manage stress.	9.1.	Describe common signs and indicators of **stress** in self and others.
		9.2.	Analyse factors that can trigger stress.
		9.3.	Compare strategies for managing stress in self and others.
		9.4.	Explain how to access **sources of support**.

Title:	**Promote Person-Centred Approaches in Care Settings**
Level:	3
Credit Value:	6
GLH:	39
Ofqual Reference Number:	M/616/3157
Assessment Guidance:	This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. **Care settings** eg. adult, children and young people's health settings and adult care settings. **Person-centred values** include: individuality; rights; choice; privacy; independence; dignity; respect; partnership; care; compassion; courage; communication; competence. 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. An **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 and colleagues; other professionals; individuals who require care or support; families, friends, advocates or others who are important to individuals. **Preferences** may be based on: beliefs; values; culture. **Complex or sensitive** situations may include those that are: distressing or traumatic; threatening or frightening; likely to have serious implications or consequences; of a personal nature; involving complex communication or cognitive needs. **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. **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; individual is regarded as **an active partner in their own care or support, rather than a passive recipient.** **Well-being** may include aspects that are: social; emotional; cultural; spiritual; intellectual; economic; physical; mental.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand how to promote the application of person-centred approaches in care settings.	1.1. Explain how and why **person-centred values** must influence all aspects of health and adult care work. 1.2. Evaluate the use of **care plans** in applying person centred values. 1.3. Explain how to collate and analyse feedback to support the delivery of person centred care in line with roles and responsibilities.
2. Be able to work in a person-centred way.	2.1. Work with an **individual** and **others** to find out the individual's history, **preferences**, wishes and needs. 2.2. Demonstrate ways to put person centred values into practice in a **complex or sensitive** situation. 2.3. Adapt actions and approaches in response to an individual's changing needs or preferences.
3. Be able to establish consent when providing care or support.	3.1 Analyse factors that influence the capacity of an individual to express **consent**. 3.2 Establish consent for an activity or action. 3.3 Explain what steps to take if consent cannot be readily established.
4. Be able to implement and promote active participation.	4.1. Describe different ways of applying active participation to meet individual needs. 4.2. Work with an individual and others to agree how active participation will be implemented. 4.3. Demonstrate how **active participation** can address the holistic needs of an individual. 4.4. Demonstrate ways to promote understanding and use of active participation.
5. Be able to support the individual's right to make choices.	5.1. Support an individual to make informed choices. 5.2. Use own role and authority to support the individual's right to make choices. 5.3. Manage risk in a way that maintains the individual's right to make choices. 5.4. Describe how to support an individual to question or challenge decisions concerning them that are made by others.
6. Be able to promote individuals well-being.	6.1. Explain the links between identity, self-image and self esteem. 6.2. Analyse factors that contribute to the **well-being** of individuals. 6.3. Support an individual in a way that promotes their sense of identity, self-image and self esteem.

		6.4.	Demonstrate ways to contribute to an environment that promotes well-being.
7.	Understand the role of risk assessment in enabling a person centred approach.	7.1.	Compare different uses of risk assessment in care settings.
		7.2.	Explain how risk-taking and risk assessment relate to rights and responsibilities.
		7.3.	Explain why risk assessments need to be regularly revised.

Title:	Promote Personal Development in Care Settings
Level:	3
Credit Value:	3
GLH:	10
Ofqual Reference Number:	Y/616/2505
Assessment Guidance:	This unit must be assessed in line with the relevant assessment principles. **Care settings** eg. adult, children and young people's health settings and adult care settings. **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 **Sources of support** may include: • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. 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. **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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role. 1.2. Explain expectations about own work role as expressed in relevant **standards**. 1.3 Describe how to work effectively with **others**.
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided. 2.2. Reflect on practice to improve the quality of the service provided. 2.3. Describe how own values, belief systems and experiences may affect working practice.
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards. 3.2. Use feedback to evaluate own performance and inform development.
4. Be able to agree a personal development plan.	4.1. Identify **sources of support** for planning and reviewing own development. 4.2. Work with others to review and prioritise own learning needs, professional interests and development opportunities. 4.3. Work with others to agree own **personal development plan**.
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice. 5.2. Explain how reflective practice has led to improved ways of working. 5.3. Explain why **continuing professional development** is important. 5.4 Record progress in relation to personal development.

Title:	Responsibilities of a Care Worker
Level:	2
Credit Value:	2
GLH:	16
Ofqual Reference Number:	L/616/2632
Assessment Guidance:	This unit must be assessed in line with the relevant assessment principles. Learning outcomes 2 and 3 must be assessed in a real work environment. **Care settings** eg. adult, children and young people's health settings and adult care settings. **Agreed ways of working** 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. **Others** may include: • team members and colleagues • other professionals • individual people who require care or support • families, friends, advocates or others who are important to individual people.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand working relationships in care settings.	1.1. Explain how a working relationship is different from a personal relationship. 1.2. Describe different working relationships in **care settings.**
2. Be able to work in ways that are agreed with the employer.	2.1 Describe why it is important to adhere to the agreed scope of the job role. 2.2 Access full and up-to-date details of **agreed ways of working.** 2.3. Work in line with agreed ways of working. 2.4. Contribute to quality assurance processes to promote positive experiences for **individuals** receiving care.
3. Be able to work in partnership with others.	3.1. Explain why it is important to work in partnership with **others**. 3.2. Demonstrate ways of working that can help improve partnership working. 3.3. Identify skills and approaches needed for resolving conflicts. 3.4. Access support and advice about: • partnership working • resolving conflicts.

Title:	**Safeguarding and Protection in Care Settings**
Level:	2
Credit Value:	3
GLH:	26
Ofqual Reference Number:	M/616/2509
Assessment Guidance	This unit must be assessed in line with the relevant assessment principles.

Care settings eg. adult, children and young people's health settings and adult care settings.

Domestic abuse should include acts of control and coercion.

Factors may include: a setting or situation; the individual.

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

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 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, partnership, care, compassion, courage, communication, competence.

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.

Well-being may include aspects that are: social; emotional; cultural; spiritual; intellectual; economic; physical; mental. |

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand principles of safeguarding adults.	1.1 Explain the term safeguarding. 1.2 Explain own role and responsibilities in safeguarding individuals. 1.3. Define the following terms: • physical abuse • **domestic abuse** • sexual abuse • emotional/psychological aguse • financial/material abuse • modern slavery • discriminatory abuse • institutional/organisaiton abuse • self neglect • neglect by others. 1.4. Describe harm. 1.5. Describe restrictive practices.
2. Know how to recognise signs of abuse.	2.1. Identify the signs/symptoms associated with each of the following types of abuse: • physical abuse • domestic abuse • sexual abuse • emotional/psychological abuse financial/material abuse • modern slavery • discriminatory abuse • institutional/organisational abuse • self neglect • neglect by others. 2.2. Describe **factors** that may contribute to an **individual** being more vulnerable to abuse.
3. Know how to respond to suspected or alleged abuse.	3.1. Explain the **actions to take** if there are suspicions that an individual is being abused. 3.2. Explain the actions to take if an individual alleges that they are being abused. 3.3. Identify ways to ensure that evidence of abuse is preserved.

4. Understand the national and local context of safeguarding and protection from abuse.	4.1. Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse.
	4.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
	4.3. Identify factors which have featured in reports into serious cases of abuse and neglect.
	4.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistle blowing**.
	4.5. Identify when to seek support in situations beyond your experience and expertise.
5. Understand ways to reduce the likelihood of abuse.	5.1. Explain how the likelihood of abuse may be reduced by: • working with **person centred values** • encouraging **active participation** • promoting choice and rights • supporting individuals with awareness of personal safety.
	5.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
	5.3. Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention.
6. Know how to recognise and report unsafe practices.	6.1. Describe **unsafe practices** that may affect the **well-being** of individuals.
	6.2. Explain the actions to take if unsafe practices have been identified.
	6.3. Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.
7. Understand principles for online safety.	7.1. Describe the potential risks presented by: • the use of electronic communication devices • the use of the internet • the use of social networking sites • carrying out financial transactions online.
	7.2. Explain ways of reducing the risks presented by each of these types of activity.
	7.3. Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices.

NOCN

Acero Building
1 Concourse Way
Sheaf Street
Sheffield
South Yorkshire
England
S1 2BJ

Tel: 0300 999 1177
Email: nocn@nocn.org.uk

www.nocn.org.uk