

Pearson BTEC Level 3 Diploma in Adult Care (England)

Specification

Competence-based qualification

First registration 1st April 2026

Issue 2

Approved by



About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Publication code: VQ000550

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Summary of Pearson BTEC Level 3 Diploma in Adult Care specification Issue 2 changes

Summary of changes made between previous issue and this issue	Page number
Adding bold emphasis to key words and phrases, to mirror the use of bold for key words used in the <i>Skills for Care Qualification Criteria</i>	Throughout
Unit 1 – LO 1.2 Phrasing correction: 'delegated healthcare task' → 'delegated healthcare activity'	21
Removed 'Unit content' – for all unit content tables. Replaced ' <i>What needs to be learned</i> ' with ' <i>Unit guidance</i> ' – all unit content tables.	pp22-89
Unit 2 – LO 3.3 Spelling error corrected – 'complains' to 'complaints'	26
Unit 5 – LO 2.3 Typographic correction: Removed the words 'sexual abuse' from the sentence 'Describe the factors to consider when promoting effective communication sexual abuse', now reads 'Describe the factors to consider when promoting effective communication.'	39
Unit 5 – LO 2.4 Typographic Correction: Amending the phrase 'digital and other technologies' to 'digital tools and other technologies' to reflect the Skills for Care Qualification criteria.	39
Unit 5: Effective Communication in Adult Care Unit Rectifying omission of Section 6.5: 'How own duty of care contributes to safe practice with communication, confidentiality and inclusion of digital recording and systems in the workplace'	40
Unit 6 – LO 2.1 Grammar correction: 'storing and assessing' corrected to 'sharing, storing and assessing'	46
Unit 6 – LO 1	47

Summary of changes made between previous issue and this issue	Page number
Punctuation correction: A comma added to 'alteration unauthorised disclosure', it now reads 'alteration, unauthorised disclosure'.	
Unit 7 – LO 2.5 Grammar correction: 'Strength-based approaches ' → 'Strengths-based approaches'	50
Unit 7 – LO 1 Insert guidance definitions of 'Individual' and 'Other ' – for Learning Outcome 1.	52
Unit 9 – LO 3 Spelling correction: 'Ways to monitor wellbeing my include' changed to 'Ways to monitor wellbeing may include'.	61
Unit 11 – LO 3 Grammar correction: The outcome 'Monitor potential health and safety risk' has been changed from singular to plural, 'Monitor potential health and safety risks'.	70
Unit 13 – LO 1.2 Spelling correction: 'developing and infection' to 'developing an infection' Capitalisation and emboldening of: 'appropriate Personal Protective Equipment (PPE)' Adding of 'and guidance' into 1.4 → 'Identify sources of support and guidance for planning and reviewing own development.'	78
Unit 14 – LO 4.2 Spelling correction: Replaced 'valves' with 'values'.	83

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Introducing the qualification

What are Pearson competence-based qualifications?

Pearson competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

Learners will develop the knowledge, skills and behaviours to become competent in the area of work or job role.

Qualification purpose

The Pearson BTEC Level 3 Diploma in Adult Care (England) is for learners who are working in adult social care and have responsibility for providing person-centred, values-driven care and support for those accessing the service. They will work under the direction of their manager or supervisor but will have a degree of autonomy. Learners would be expected to have completed employer specific induction and mandatory training. As well as demonstrating best practice, they will be working towards promoting and modelling it.

Learners may or may not have supervisory responsibility for others.

The Pearson BTEC Level 3 Diploma in Adult Care (England) is suitable for learners to:

- develop the fundamental technical skills and underpinning knowledge and understanding required to become competent in the job role. These cover the following areas: ways of working, safeguarding, mental capacity and restrictive practice, duty of care, effective communication, handling information, person-centred practice, choice and independence, health and wellbeing, equality, diversity, inclusion and human rights, health and safety, infection prevention and control, continuous development and personal wellbeing
- develop appropriate professional attitudes and behaviours that will support personal success in their job role and the long-term success of their organisation
- develop a range of interpersonal and intrapersonal skills to support progression to, and success in, further study and career advancement
- achieve a nationally recognised Level 3 qualification.

Industry support and recognition

The Pearson BTEC Level 3 Diploma in Adult Care (England) was developed through close collaboration with the Skills for Care, part of the Sector Skills Council, Skills for Care and Development.

This qualification is supported by Skills for Care as an appropriate qualification to support the Lead Adult Care Worker Apprenticeship Standard.

Funding

For further information on the requirements for delivery and assessment of the Apprenticeship Standards, please refer to the apprenticeship funding rules for employers at: <https://www.gov.uk/guidance/apprenticeship-funding-rules-for-employers>.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson BTEC Level 3 Diploma in Adult Care (England) 610/1185/X which has expired.

Core Digital Skills in Adult Care

Core digital skills are important for:

Organisations – so they can offer an efficient service that makes best use of resources.

Employees – so they can utilise all that the ‘online’ world has to offer, work more efficiently, move upwards or onwards from their role and use all the learning opportunities available, including those online.

People who use care and support services – so they can engage with ALT’s, utilise the benefits of being able to use technology and so can choose to self-care via the use of information and peer networks.

How to use the core digital skills model (Skills for Care)

Skills for Care has undertaken research and worked with social care employers to explore policy implications and employers’ views about core digital skills in social care. They have drawn on the work of Go-ON and its basic digital skills framework to develop the following model. The model explains the core digital skills that a social care worker should have or aim to develop.

There are four key digital skills areas or domains that a social care worker will need to have skills and knowledge in. These are:

- managing information
- sharing data
- using digital skills in direct care
- learning and development.

You can use this model in many ways. You may wish to:

- look at one domain at a time, either with individuals or with groups
- share the wheel with your board or directors to stimulate discussion about the skills of the organisation
- highlight domains or skills within them where you need to concentrate development
- appoint a ‘digital champion’ who can help others improve on their areas of weakness
- use the wheel to stimulate discussion about what else could be done using digital skills and ways of working.

For further information please refer to *Skills for Care: Core Digital Skills in Social Care*

For learners who require further development of their digital skills, Pearson has created Essential Digital Skills qualifications, which are modern qualifications that enable adults to develop their knowledge and skills to use in their personal lives, or to support them in their careers. Please refer to

<https://qualifications.pearson.com/en/qualifications/edsq.html> for further information.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Diploma in Adult Care (England)
Qualification Number (QN)	610/7262/X
Regulation start date	27/03/2026
Operational start date	01/04/2026
Approved age ranges	16-18 19+
Total Qualification Time (TQT)	600 hours.
Guided Learning Hours (GLH)	384
Assessment	Internal assessment (portfolio of evidence).
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	In order to register for this qualification, it is expected that learners will have qualifications and/or experience in the health and social care sector equivalent to Level 2. Centres must follow the information in our document, <i>A guide to recruiting learners onto Pearson qualifications</i> and <i>Section 6 Access to qualifications</i>.
Apprenticeship	This qualification forms the mandatory component for the apprenticeship.
Progression	Learners who achieve the Pearson BTEC Level 3 Diploma in Adult Care (England) can, having achieved all other specified requirements of the Apprenticeship Standard, progress to achieving the full Apprenticeship certification, which confirms competency in the job role stated on the previous page. Learners can then choose to progress to the Level 4 Lead Practitioner in Adult Care Apprenticeship, higher level qualifications in care or specialist qualifications reflecting the context in which they work.

Qualification title	Pearson BTEC Level 3 Diploma in Adult Care (England)
	Achievement of the Level 3 qualification, together with additional training, can also support progression to job roles that require a more complex set of skills and responsibility, e.g. lead practitioners, lead personal assistants.

3 Qualification structure

Pearson BTEC Level 3 Diploma in Adult Care (England)

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of credits that must be achieved	60
Number of mandatory credits that must be achieved	41
Minimum number of optional credits that must be achieved Please note that <i>Unit 44: Administering Medication to Individuals</i> and <i>Unit 57: Administer Medication to Individuals and Monitor the Effects</i> are a barred combination of delivery.	19

Unit number	Mandatory unit	Level	Credit	Guided learning hours
1	Ways of Working in Adult Care	3	4	30
2	Safeguarding in Adult Care	3	4	30
3	Mental Capacity and Restrictive Practice for Adult Care	3	3	20
4	Duty of Care in Adult Care	3	3	20
5	Effective Communication in Adult Care	3	3	20
6	Handling Information in Adult Care	3	2	10
7	Person-centred Practice for Adult Care	3	3	20
8	Choice and Independence	3	2	15
9	Health and Wellbeing for Adult Care	3	2	15
10	Equality, Diversity, Inclusion and Human Rights in Adult Care	3	3	20
11	Health and Safety (General) for Adult Care	3	2	15
12	Health and Safety (Topics) for Adult Care	3	2	15

Unit number	Mandatory unit	Level	Credit	Guided learning hours
13	Infection Prevention and Control in Adult Care	3	2	10
14	Continuous Development when Working in Adult Care	3	3	20
15	Personal Wellbeing when Working in Adult Care	3	3	20

Optional units

All optional units can be found on the Pearson website for the qualification under the course materials tab as separate PDF documents.

Unit number	Optional unit	Level	Credit	Guided learning hours
16	Understand Mental Wellbeing and Mental Health Promotion	3	3	20
17	Understand Mental Ill Health	3	3	16
18	Principles of the Mental Capacity Act 2005	3	3	20
19	Understanding the Process and Experience of Dementia	3	3	22
20	Understanding and Meeting the Nutritional Requirements of Individuals Living with Dementia	3	3	26
21	Understanding the Role of Communication and Interactions with Individuals Living with Dementia	3	3	26
22	Understanding the Impact of Dementia on End of Life Care	3	2	20
23	Understand Physical Disability	3	3	22
24	Understanding the Impact of Acquired Brain Injury on Individuals	3	3	28
25	Understanding Sensory Loss	3	3	21
26	Understand Supporting Neurodivergent Individuals	3	3	28
27	Understand Parkinson's for Care Staff	3	2	14
28	Principles of Management and Leadership	3	7	42
29	Principles of Team Leading in Care Settings	2	5	37
30	Understanding Professional Supervision	4	3	22
31	Awareness of Diabetes	3	6	46
32	The Principles of Infection Prevention and Control	2	3	30
33	Support Individuals with Issues of Substance Misuse	3	4	24

Unit number	Optional unit	Level	Credit	Guided learning hours
34	Provide Support to Manage Pain And Discomfort	2	2	15
35	Undertake Agreed Pressure Area Care	2	4	30
36	Safe Movement and Handling of Individuals in Accordance with Own Care Plan	2	4	26
37	Promoting Positive Behaviour	3	6	44
38	Supporting Individuals at the End of Life	3	6	48
39	Supporting Individuals with Multiple Conditions and/or Disabilities	3	4	31
40	Supporting Infection Prevention and Control in Care Settings	3	3	20
41	Promoting Nutrition and Hydration in Care Settings	3	4	32
42	Contribute to Effective Team Working in Care Settings	3	4	25
43	Buddy A Colleague to Develop Their Skills	2	3	19
44	Administering Medication to Individuals	3	5	25
45	Prepare For and Take Physiological Measurements	3	3	23
46	Enabling Rights and Choices of Individuals Living with Dementia while Minimising Risk	3	4	30
47	Support Independence in the Tasks of Daily Living	2	5	33
48	Equality, Diversity and Inclusion in Dementia Care Practice	3	4	31
49	Provide Active Support	2	3	27
50	Support Individuals Access and Use Services and Facilities	3	4	25
51	Support Individuals to Maintain Personal Hygiene	2	2	17
52	Supporting Infection Prevention and Control in Social Care	3	2	18
53	Support Individuals to Live at Home	3	4	25

Unit number	Optional unit	Level	Credit	Guided learning hours
54	Meet Food Safety Requirements when Providing Food and Drink for Individuals	2	2	15
55	Support Individuals with Specific Communication Needs	3	5	35
56	Support Care Plan Activities	2	2	13
57	Administer Medication to Individuals and Monitor the Effects	3	5	30
58	Supporting People with Learning Disabilities	3	3	19
59	Supporting Effective Communication with People with Learning Disabilities	3	4	28
60	Working in a Trauma-informed Way	3	5	30

4 Assessment requirements

The units in this qualification are all internally assessed.

Assessment strategy

The qualification must be assessed in line with the Skills for Care Assessment Principles, which can be accessed through the following link to the Skills for Care Website: [Skills for Care and Development Assessment Principles](#)

Language of assessment

Learners must use English only during the assessment of this qualification.

A learner taking the qualification may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website.

Internal assessment

The units in this qualification are assessed through an internally- and externally quality-assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit, learners must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

Learners must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

Presenting evidence

In line with the Skills for Care Assessment Principles, evidence for internally-assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- professional discussion (PD)
- authentic statements/witness testimony (WT) (*witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to assessment decisions*)
- expert witness testimony (EWT) (*where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, who remains responsible for the final assessment decision*)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learners' knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the Skills for Care Assessment Principles. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 9 Units*.

Assessor requirements

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. The requirements for assessor qualifications and experience are stated in the Skills for Care Assessment Principles
- for the occupational area this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. There must be evidence of continuing professional development (CPD) that maintains occupational competence
- assessment expertise can be evidenced by a qualification or current (within three years) experience of assessing or internal verification
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment. The requirements of internal verifiers (IVs) are stated in the Skills for Care Assessment Principles.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered Pearson competence-based qualifications need to apply for, and be granted, centre recognition and approval to offer individual qualifications.

Existing Pearson centres seeking approval to offer Pearson competence-based qualifications, will be required to submit supplementary evidence for approval, aligned with the associated Standards and/or assessment requirements.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example a workplace in line with industry standards or a Realistic Working Environment (RWE), where permitted)
- centres must meet any specific human resource requirements to support effective delivery
- staff assessing learners and internally verifying programmes must meet the occupational competence requirements in Skills for Care Assessment Principles
- systems to ensure continuing professional development (CPD) for staff delivering, assessing and internally verifying the qualification
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a Pearson competence-based qualification alongside other qualifications related to a similar Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for both qualifications.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson Centre Guide BTEC Quality Assurance*
- *Pearson Work Based Learning Delivery Guidance & Quality Assurance Requirements.*

9 Units

This section of the specification contains the mandatory unit(s) that form the assessment for the qualification.

All optional units can be found on the Pearson website for the qualification under the course materials tab as separate PDF documents.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. The unit assessment requirements must also be met by the evidence that is provided by the learner.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Ways of Working in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is for those working in a wide range of adult care settings. It is important to understand the differences between working relationships and professional relationships in care settings and understand professional boundaries to ensure that behaviour and communication are appropriate for each kind of relationship. Working within the scope of your own role and agreed ways of working ensures safety and security, not only for individuals receiving care in the setting, but for those delivering care too. Partnerships are an important part of care, and it is important for you to know and understand those partnerships in order to provide the best outcomes for the individual.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand agreed ways of working	1.1 Explain why it is important to work within the scope of own role, responsibility and training 1.2 Describe what is meant by the term 'delegated healthcare activity', who might delegate a healthcare task and why 1.3 Explain own role in quality assurance processes and promoting positive experiences for individuals accessing care
2 Be able to work in ways that are agreed with the employer	2.1 Access full and up-to-date details of agreed ways of working 2.2 Implement agreed ways of working
3 Understand working relationships in care settings	3.1 Explain how a working relationship is different from a personal relationship 3.2 Describe the different working relationships in the care setting 3.3 Explain why it is important to work in partnership with others 3.4 Describe the different skills and approaches used when working in partnership with others 3.5 Describe how and when to access support and advice about: • partnership working • resolving conflicts in relationships and partnerships
4 Be able to work in partnership with others	4.1 Demonstrate ways of working that can help improve partnership working

Unit guidance

Learning outcome 1: Understand agreed ways of working

- **Delegated healthcare activities:** a delegated healthcare activity is a health intervention or activity, usually of a clinical nature, that a registered healthcare professional delegates to a paid care worker. It is recognised that not all care and support workers will have healthcare tasks delegated to them. However, it is important learners develop an understanding of what these are and the requirements around them. This is to help prepare learners for potential delegated responsibility in the future. There is no defined list of a delegated healthcare activities, but may include/are not limited to:
 - administering medication via non-oral routes: eye drops, insulin injections or applying topical creams
 - wound care/skin integrity: carrying out a basic wound dressing or changing a wound dressing
 - supporting a person's nutrition using a PEG (percutaneous endoscopic gastrostomy)
- **Quality assurance processes:** this will include own role and understanding of accountability with internal governance and processes used such as assurance and auditing procedures. Learners should be encouraged to relate how practice supports these processes in the workplace.

Learning outcome 2: Be able to work in ways that are agreed with the employer

- **Agreed ways of working:** these will include formal policies and procedures and job descriptions. And may also involve fewer formal agreements and shared understanding within teams, including expectations around behaviours, communication and teamwork.

Learning outcome 3: Understand working relationships in care settings

- **Working relationships:** learners must consider the following groups of people they have working relationships with, (unless their role means they do not have a relationship with a particular group of people):
 - individuals accessing care and support services
 - the friends, family, loved ones and unpaid workers of those accessing care and support services
 - peers and team members
 - regulated professionals/practice supervisors/assessors supervising the delegated activities
 - other colleagues (paid and volunteers) within the organisation

Unit guidance
- o managers and senior management - o paid workers and volunteers from other organisations and teams.
Learning outcome 4: Be able to work in partnership with others
• Others: in this context, others may include: - o individuals accessing care and support services - o the friends, family, loved ones and unpaid workers of those accessing care and support services - o peers and team members - o managers and senior management - o paid workers and volunteers from other organisations and teams.

Unit assessment requirements

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

This is a knowledge and skill-based unit.

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

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

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

Unit 2: Safeguarding in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is aimed at those working in a wide range of care settings and covers the importance of safeguarding individuals from abuse. It identifies different types of abuse and neglect that might indicate abuse is occurring. In this unit, you will consider when individuals might be particularly vulnerable to abuse or neglect and what you must do if abuse is suspected or disclosed. In this unit, you will be involved in caring for individuals who may be at risk of different kinds of abuse, both within and outside of the care setting. It is important that you are aware of the signs of abuse and that you can report them appropriately. Others associated with individuals in the care setting may also be at risk of abuse and it is important that you can recognise and report this.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand the national and local context of safeguarding and protection from abuse and neglect	1.1 Identify relevant legislation, principles, national policies and frameworks and local systems that relate to safeguarding and protection from abuse and neglect 1.2 Explain the roles of different agencies in safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect 1.3 Describe reports into serious failures in upholding individuals' rights to live free from abuse and neglect and how they influence current practice 1.4 Identify sources of information and advice about own role in safeguarding, including whistle blowing and accountability for decision making and information sharing
2 Know how to recognise signs of abuse and neglect	2.1 Explain what is meant by the terms: • safeguarding • abuse • harm 2.2 Identify the factors that contribute to an individual being more at risk of abuse or neglect 2.3 Outline what is meant by abuse and neglect, including: • physical abuse • domestic abuse • sexual abuse • psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • organisational abuse • neglect/acts of omission • self-neglect

Learning outcomes	Assessment criteria
	2.4 Describe the indicators that an individual may be being abused 2.5 Describe the indicators of perpetrator behaviour
3 Understand ways to reduce the likelihood of abuse or neglect occurring	3.1 Outline how the likelihood of abuse may be reduced by: • working with person-centred values • enabling active participation • promoting choice and rights • working in partnership with others 3.2 Explain the relationship between the person's wellbeing and positive risk taking 3.3 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
4 Know how to respond to suspected or disclosed abuse and neglect	4.1 Explain the actions to take if there are suspicions an individual is being abused or neglected 4.2 Describe how to respond if an individual discloses that they are being abused 4.3 Explain issues relating to consent to share information and how to share information about suspicions or disclosures of abuse or neglect 4.4 Explain how to keep the individual and others appropriately informed and involved about their Safeguarding concern in line with policies and procedures 4.5 Identify ways to ensure evidence is preserved 4.6 Explain how and when to seek support in relation to responding to safeguarding concerns 4.7 Explain how to respond to suspicion or disclosure that a child or young person is being abused or neglected

Learning outcomes	Assessment criteria
5 Know how to recognise and report unsafe practices	5.1 Describe unsafe practices that may affect individuals' wellbeing 5.2 Explain the actions to take if unsafe practices have been identified 5.3 Explain the action to take if suspected abuse or unsafe practices have been reported but no action taken in response
6 Understand the principles of online safety	6.1 Explain the importance of balancing online safety measures with the benefits individuals can gain from accessing online systems, and the individual's right to make informed decisions 6.2 Describe the potential risks to individuals presented by: • use of electronic communication devices • use of the internet • use of social networking sites • carrying out financial transactions online • ways of working inclusively with individuals to reduce the risks presented by each of these types of activities

Unit guidance

Learning outcome 1: Understand the national and local context of safeguarding and protection from abuse and neglect

- **Relevant legislation:** learners should consider how different legislation relates to and influences safeguarding practices. This may include, but is not limited to:
 - Mental Capacity Act 2005 (including Deprivation of Liberty safeguards 2009)
 - Human Rights Act 1998
 - Equality Act 2010
 - Mental Health Act 1983
 - Health and Social Care Act 2012
 - Care Act 2014.
- **Principles:** including, but not limited to, the six principles of safeguarding embedded within the Care Act 2014: Empowerment, Prevention, Proportionality, Protection, Partnership, Accountability.
- **National policies and frameworks:** including but not limited to: Making Safeguarding Personal.
- **Local systems** may include:
 - employer/organisational policies and procedures
 - multi-agency adult protection arrangements for a locality.
- **Whistle blowing** where a person (the whistle blower) exposes any kind of information or activity that is deemed illegal, unethical, or incorrect.

Learning outcome 2: Know how to recognise signs of abuse and neglect

- **Factors** may include:
 - a setting or situation
 - the individual and their care and support needs.
- **Domestic abuse:** learners should consider acts of control and coercion.
- **Indicators:** learners should consider various kinds of abuse/neglect and the physical, emotional, behavioural, and social indicators that suggest they may be occurring or have occurred.
- **Individual/s:** in this context, 'individual' will usually mean the person supported by the learner, but it may include those for whom there is no formal duty of care.

Unit guidance
Learning outcome 3: Understand ways to reduce the likelihood of abuse or neglect occurring
• Person centred values: values include individuality, rights, choice, privacy, independence, dignity, respect, care, compassion, courage, communication, competence, partnership. • Active participation: an approach that empowers individuals to take the lead in their own care and support, recognising their right to be fully involved in the decisions, activities and relationships that shape their daily lives, rather than being passive recipients.
Learning outcome 4: Know how to respond to suspected or disclosed abuse and neglect
• Actions: these actions constitute the learner's responsibilities in responding to disclosures or suspicions of abuse in line with internal policies and procedures. • They include actions to take if the disclosure or suspicion implicates: ○ a colleague ○ someone in the individual's personal network ○ the learner ○ the learner's line manager ○ others.
Learning outcome 5 Know how to recognise and report unsafe practices
• Unsafe practices may include: ○ poor working practices ○ resource difficulties ○ operational difficulties. • Wellbeing: wellbeing is a broad concept referring to a person's quality of life considering health, happiness, and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental wellbeing
Learning outcome 6: Understand the principles of online safety
• No additional guidance

Unit assessment requirements

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

This is a knowledge-based unit.

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

Unit 3: Mental Capacity and Restrictive Practice for Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

For those who work in person-centred support roles, it is vital to understand how to manage challenging behaviour, especially when individuals may be confused, withdrawn or aggressive. Knowing what can be done to protect people who may not be able to make their own decisions, how it can be legally managed, and the guidance available, gives confidence and ensures safe practice.

In this unit, you will learn how decisions are made about whether someone has capacity, the processes that must be followed, when restraint is appropriate and when it is lawful for people to be deprived of their basic human right to liberty. Restraint and deprivation of liberty are serious matters. It is essential that anyone involved in supporting vulnerable adults is aware of the Mental Capacity Act 2005, so that they work within the law that protects both the worker and those they support.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand the principles of mental capacity	1.1 Explain the main purpose and principles of relevant legislation and codes of practice relating to mental capacity, and how these principles interact 1.2 Describe the factors that influence an individual's mental capacity and their ability to express consent 1.3 Describe the relationship between an individual's mental capacity, consent, choice and safety 1.4 Explain what is meant by 'valid consent'
2 Understand the application of the principles of mental capacity and consent	2.1 Explain your own role and responsibilities in relation to relevant principles, legislation and codes of practice and upholding an individual's rights 2.2 Explain why it is important to establish an individual's consent when providing care and support 2.3 Explain how personal values and attitudes can influence perceptions of situations and of an individuals' capacity 2.4 Describe the strategies and skills that could be used to maximise an individuals' capacity to make their own decisions 2.5 Explain your own role in identifying when an assessment of capacity may be required 2.6 Identify the steps to take if consent cannot be readily established and own role in this
3 Understand restrictive practices	3.1 Explain what is meant by restrictive practice 3.2 Explain the importance and impact of seeking the least restrictive option for individuals 3.3 Explain how to raise concerns when restrictions appear out of proportion with evident risk 3.4 Identify organisational policies and procedures in relation to restrictive practices and your own role in implementing these

Unit guidance

Learning outcome 1: Understand the principles of mental capacity

- **Principles:** this must include the 'best interest' principle.
- **Legislation and codes of practice:** including, but not limited to:
 - Mental Capacity Act 2005
 - Human Rights Act 1998
 - Equality Act 2010
 - Mental Health Act 1983
 - Health and Social Care Act 2012
 - Care Act 2014
 - Data Protection Act 2018.
- **Factors:** these may include, but not limited to – fluctuating capacity, decisions and time specificity, environmental influence, influences of others and early indicators of change.

Learning outcome 2: Understand the application of the principles of mental capacity and consent

- **Strategies and skills:** these will include effective communication and engagement skills to provide practical support. These may include, providing information in a range of accessible formats to support understanding, using appropriate communication aids, adapting the environment to reduce distractions or barriers, active listening, awareness of signs of coercion or control from others and responding appropriately to protect the individuals' rights.
- **Steps to take:** these will include adhering to the principles of the Mental Capacity Act 2005, as well as adhering to organisations' policies and procedures and include best interest decisions.

Learning outcome 3: Understand restrictive practices

- **Restrictive practice:** learners should consider restrictions and restraint. They should consider practices intended to restrict and restrain individuals as well as practices that do so inadvertently. Learners should demonstrate awareness of physical, mechanical, chemical, seclusion, segregation, psychological restraint, and the threat of restraint.
- Supporting resources for centres and learners: Restraint Reduction Network (RRN) training standards.

Unit assessment requirements

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

This is a knowledge-based unit.

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

Unit 4: Duty of Care in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

When working in care settings, it is essential to treat individuals with a duty of care, ensuring that they are in a safe environment and that their needs are being addressed. In this unit, you will consider how duty of care contributes to the safeguarding and protection of individuals, how their individual rights may conflict with their safety, and how to approach any complaints that might arise. The unit will also look at duty of candour and the impact on your work practice. It will also enable you to respond to any conflicts, dilemmas, complaints and adverse events that arise when you are working with individuals in a care setting. You will consider how to manage risks that are associated with possible conflicts, dilemmas or adverse events concerning an individual's rights and the duty of care that you give. You will learn how to respond effectively to a complaint, following the policies and procedures of the care setting.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand how duty of care contributes to safe practices	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 safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect
2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain how to work effectively with individuals and others to manage conflicts and dilemmas related to duty of care to achieve positive outcomes for individuals 2.3 Explain where to get additional support and advice about conflicts and dilemmas
3 Know how to respond to concerns and complaints	3.1 Explain your own role in listening and responding to comments and complaints 3.2 Identify the main points of agreed procedures for handling comments and complaints 3.3 Explain the importance of empowering individuals and others to express their comments and complaints
4 Know how to recognise and respond to adverse events, incidents, errors and near misses	4.1 Explain what are considered to be adverse events, incidents, errors and near misses 4.2 Describe how to recognise, report and respond to adverse events, incidents, errors and near misses 4.3 Explain how own role in recognising and responding to adverse events, incidents, errors and near misses can prevent further occurrences and improve quality of care

Unit guidance
Learning outcome 1: Understand how duty of care contributes to safe practices
• Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
Learning outcome 2: Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
• No additional guidance
Learning outcome 3: Know how to respond to concerns and complaints
• Others: in this context, this refers to everyone a worker is likely to come in to contact with, including: ○ individuals accessing care and support services ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ managers and supervisors ○ professionals from other services ○ visitors to the work setting ○ members of the community ○ volunteers
Learning outcome 4: Know how to recognise and respond to adverse events, incidents, errors and near misses
• No additional guidance

Unit assessment requirements

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

This is a knowledge-based unit.

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

Unit 5: Effective Communication in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

The ability to communicate in different care setting situations is important in ensuring that the needs, wishes and preferences of individuals are met. Whether in formal or informal situations, effective communication skills and different methods of communication are important in promoting high-quality professional practice; they are an essential part of supporting individuals in your care.

In this unit, you will learn about the types of contact and communication that care workers use in practice, and how to identify the best way to communicate with individuals to ensure that their needs, wishes, and preferences are met. You will explore the types of barriers that can exist in communicating messages and information and how these barriers may be overcome in a positive, fair way.

You will explore the role of independent advocacy services and when to access them to support the individuals in your care. Finally, you will learn about the different forms of support available to help professionals in supporting communications, and the importance of following procedures for handling and sharing confidential information. At the end of this unit, you will be able to demonstrate the communication skills needed to support individuals in meeting their communication and language needs, wishes and preferences and, at the same time, promote quality, inclusion, and equal opportunities.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
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 how communication skills can be used to manage complex, sensitive, abusive, and difficult situations 1.4 Explain the importance of maintaining open and honest communication
2 Understand the variety in people's communication needs and preferences	2.1 Identify the range of communication styles, methods, and skills available 2.2 Describe how people may use and/or interpret communication methods and styles in different ways 2.3 Describe the factors to consider when promoting effective communication 2.4 Explain how digital tools and other technologies can be used to promote and enhance communication between self and others 2.5 Identify the barriers that may be present when communicating with others 2.6 Explain how to access extra support or services to enable effective communication with and between individuals 2.7 Describe the impact of poor or inappropriate communication practices

Learning outcomes	Assessment criteria
3 Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication methods and skills 3.2 Apply communication skills appropriately in relation to message and audience for maximum impact 3.3 Demonstrate how to use communication skills to build relationships 3.4 Identify and overcome barriers to communication with a range of people
4 Be able to meet the communication and language needs, wishes and preferences of individuals	4.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of interaction 4.2 Demonstrate a range of communication styles, methods and skills to meet individuals' needs 4.3 Demonstrate how to respond to an individual's reactions when communicating 4.4 Demonstrate professionalism when using a variety of communication methods
5 Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences	5.1 Explain the purpose and principles of independent advocacy 5.2 Explain when to offer support to individuals to access an advocate 5.3 Explain how to support individuals to access advocacy services
6 Understand confidentiality in care settings	6.1 Explain the meaning of the term 'confidentiality' 6.2 Explain the importance of maintaining confidentiality when communicating with others 6.3 Explain when and why confidentiality may need to be breached 6.4 Describe the potential tensions between maintaining an individual's confidentiality and disclosing concerns 6.5 How own duty of care contributes to safe practice with communication, confidentiality and inclusion of digital recording and systems in the workplace

Unit guidance
Learning outcome 1: Understand why effective communication is important in the work setting
• Work setting: this must include own work setting and a range of locations in the context of the learner's role.
Learning outcome 2: Understand the variety in people's communication needs and preferences
• Communication styles, methods, and skills: • Learners must also include the use of digital technology within their own setting and other settings in the context of the learner's role and should consider additional communication styles, methods, and skills: ○ digital technology: e.g. digital social care records (DSCRs) integrated care systems (ICSs) and shared records, artificial intelligence (AI) and smart technologies, AI-Assisted Administrative Support (Magic Note) ○ verbal: words, voice, tone, pitch, spoken and written ○ non-verbal: body language, proximity, eye contact, touch, gestures, behaviour ○ additional methods to support communication: signs, symbols and pictures, objects of reference ○ face to face communication (physically together or online) ○ active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement ○ interpretation of non-verbal communication ○ ability to use silence to provide space and support. • Skills: learners should consider digital skills e-learning, digital skills communities of practice, learning through digital change programmes. • Digital and other technologies: learners should consider: ○ video calling platforms – Zoom, Microsoft Teams, WhatsApp video ○ Electronic Care Planning Systems ○ mobile phones and tablets ○ speech-to-text or text-to-speech apps ○ Augmentative and Alternative Communication Tools (AAC) ○ NHS-mail and care-specific messaging platforms ○ other (non-digital) technologies.

Unit guidance

- **Barriers:** may include, but are not limited to:
 - environment
 - time
 - own physical, emotional or psychological state
 - physical, emotional or psychological state of others
 - own skills, abilities or confidence
 - own or others' prejudices
 - conflict
 - access to technology
 - device charging and operation.
 - wi-fi access.
- **Others:** in this context, this refers to everyone a worker is likely to come into contact with, including:
 - individuals accessing care and support services
 - carers, loved ones, family, friends of those accessing care and support services
 - colleagues and peers
 - managers and supervisors
 - professionals from other services
 - visitors to the work setting
 - members of the community
 - volunteers.
- **Services:** may include:
 - translation services
 - interpretation services
 - speech and language services
 - advocacy services
 - communication and support teams
 - occupational therapy (OT)
 - assistive technology services
 - specialist teams which support individuals.

Unit guidance

- **Poor or inappropriate:** this may include, but is not limited to:
 - patronising individuals
 - not listening to individuals
 - not being available to communicate effectively
 - not respecting individuals' communication preferences, needs or strengths
 - using communication skills to control or take ownership of an interaction
 - interrupting or talking over someone
 - offering inappropriate or unsolicited advice
 - placating an individual.
- **Digital recording and digital systems:** in this context, learners must show understanding of how digital systems and digital technologies are used to support safe practices – this may include but is not limited to – electronic care plans, incident logs, audit trails and safeguarding alerts.

Learning outcome 3: Be able to communicate effectively with others

- **Others:** in this context, this refers to everyone a worker is likely to come into contact with, including:
 - individuals accessing care and support services
 - carers, loved ones, family, friends of those accessing care and support services
 - colleagues and peers
 - managers and supervisors
 - professionals from other services
 - visitors to the work setting
 - members of the community
 - volunteers.
- **Communication styles, methods, and skills:** Learners must also include the use of digital technology within their own setting and other settings in the context of the learner's role and should consider additional **communication styles, methods, and skills:**
 - **digital technology:** e.g. digital social care records (DSCRs) integrated care systems (ICSs) and shared records, artificial intelligence (AI) and smart technologies, AI-Assisted Administrative Support (Magic Note)
 - verbal: words, voice, tone, pitch, spoken and written
 - non-verbal: body language, proximity, eye contact, touch, gestures, behaviour

Unit guidance
- o additional methods to support communication: signs, symbols and pictures, objects of reference - o face-to-face communication (physically together or online) - o active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement - o interpretation of non-verbal communication - o ability to use silence to provide space and support.
Learning outcome 4: Be able to meet the communication and language needs, wishes and preferences of individuals
• Needs, wishes and preferences: these may be based on experiences, desires, values, beliefs or culture and may change over time. • Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
Learning outcome 5 Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences
• No additional guidance
Learning outcome 6: Understand confidentiality in care settings
• No additional guidance

Unit assessment requirements

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

This is a knowledge and skill-based unit.

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

Learning outcomes 3 and 4 are skill based, and primary evidence should include observation of direct practice in the workplace. Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.

Unit 6: Handling Information in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	10

Unit summary

In order for services to function efficiently and effectively, handling information is an essential part of daily practice when working in care settings. It is important that any information, especially personal information, is recorded, stored and shared accurately according to the policies and procedures of the care setting. Everyone in an organisation has a responsibility to ensure that they follow these policies and procedures. However, some people have the additional responsibility of ensuring that good practice is supported and maintained.

In this unit, you will gain the knowledge and understanding required to implement and promote good practice in recording, sharing, storing and accessing information in care settings. You will examine the key legislation and codes of practice that relate to handling information in care settings, and you will gain an understanding of how they inform good practice. You will understand the correct procedures for manual and electronic storage systems, along with data and cyber security and their place in a modern care setting. You will explore what you consider to be a data breach and how to respond. The unit will enable you to support others in managing and handling information and promoting good practice.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand requirements for handling information in care settings	1.1 Identify the main points of legal requirements, policies and codes of practice for handling information in care settings 1.2 Describe the features of manual and electronic information storage systems that help ensure data and cyber security 1.3 Describe how to support others to keep information secure 1.4 Explain what would be considered a 'data breach' in the handling of information, and how to respond
2 Be able to implement good practice in handling information	2.1 Demonstrate how you ensure data security when sharing, storing and assessing information 2.2 Demonstrate how you maintain and promote confidentiality in day-to-day communication 2.3 Demonstrate how you maintain records that are up to date, complete, accurate and legible 2.4 Support audit processes in line with own role and responsibilities

Unit content

Unit guidance
Learning outcome 1: Understand requirements for handling information in care settings
• Manual: refers to use of paper e.g. written records. • Electronic: refers to use of digital tools, technology, and devices. • Policies and codes of practice: Learners must refer to their own work setting's policies and codes of practices and should consider: ○ Confidentiality ○ General Data Protection Regulation (GDPR) ○ Data Protection Act 2018 ○ Freedom of Information Act 2000 ○ Data (Use and Access) Act 2025 ○ individuals' rights ○ workplace use of AI policy ○ workplace digital and use of technology policy. • Data and cyber security: learners should consider features that ensure the confidentiality, availability and integrity of information. This should include reducing data breaches, securing devices, and safe use of email wherever relevant. • Others: in this context, this refers to everyone a worker is likely to come in to contact with, including: ○ individuals accessing care and support services ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ managers and supervisors ○ professionals from other services ○ visitors to the work setting ○ members of the community ○ volunteers. • Data breach: this is the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal or secure data.

Unit guidance

Learning outcome 2: Be able to implement good practice in handling information

- **Sharing, storing and accessing:** assessment must include manual (paper-based) and electronic (digital) within assessment. Learners must consider in their practice their own workplace procedures and arrangements for sharing, storing, accessing, and sharing information across both formats. Learners should also consider how information is securely transferred or shared between digital systems and paper records online within data protection and confidentiality requirements.
- **Records:** where learners are required to use both manual and electronic recording systems, assessment must include both ways of record keeping.
- **Audit:** in this context, learners must refer to own responsibilities, within their own workplace.

Unit assessment requirements

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

This is a knowledge and skill-based unit.

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

Learning outcome 2 is skill based, and primary evidence should include observation of direct practice in the workplace. Due to the nature of this unit, e.g. dealing with confidential information in support of individuals, this observation should be in actual person and not carried out remotely.

Unit 7: Person-centred Practice for Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

The person-centred approach is one way in which care, treatment and support is given to an individual, focusing on what is important to them. Adult care workers deliver personalised care tailored to individual needs, and work in an equal partnership with the individuals who are placed at the centre of their care. They embed values in their daily practice to ensure that individuals are treated with dignity, respect, and compassion, and are empowered by taking a lead in expressing their preferred choices. By building knowledge, skills and confidence, individuals are better able to make informed decisions and manage their own health and care.

In this unit, you will learn about person-centred care values and how they work together to influence all aspects of adult care work. You will have the opportunity to gain experience of, and demonstrate, the skills used to facilitate the person-centred approach. This includes promoting the individual's rights, sharing decision making, supporting self-management, encouraging active participation, and providing access to integrated care. You will understand the importance of individual relationships including intimate or sexual relationships. You will learn to work in agreed ways, taking assessed risks to benefit the individual and promote their wellbeing.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Be able to work in a person-centred way	1.1 Work with an individual and others to establish and understand the individual's history, preferences, wishes, strengths and needs 1.2 Work with individuals to identify how they want to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs 1.3 Be responsive to individuals changing needs or preferences and adapt actions and approaches accordingly 1.4 Demonstrate respect for individual's lifestyle, choices and relationships 1.5 Promote understanding and application of active participation amongst others
2 Understand the application of person-centred practices in care settings	2.1 Explain how person-centred values can be applied in a range of situations 2.2 Describe how to effectively build relationships with individuals 2.3 Explain how and why person-centred values and strength-based approaches must influence all aspects of care work 2.4 Explain how to use care plans and other resources to apply person-centred values and strength-based approaches 2.5 Explain how the active participation of individuals and others in care planning promotes person-centred values and strength-based approaches to meet the holistic needs of an individual, now and in planning for their futures

Learning outcomes	Assessment criteria
	2.6 Explain how to seek feedback to support the delivery of person-centred care in line with roles and responsibilities 2.7 Describe how to support an individual to question or challenge decisions concerning them that are made by others
3 Understand the importance of individuals' relationships	3.1 Describe the different people and relationships that may be important to individuals, including intimate or sexual relationships 3.2 Describe the impact maintaining and building relationships can have for individuals 3.3 Explain own role in supporting individuals to maintain and build relationships

Unit content

Unit guidance
Learning outcome 1: Be able to work in a person-centred way
• History, preferences, wishes, strengths, and needs: these may be based on experiences, desires, values, beliefs, or culture and may change over time. • Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. • Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. • Others: others may include team members, other colleagues, those who use or commission their own health or social care services, families, carers and advocates.
Learning outcome 2: Understand the application of person-centred practices in care settings
• Person-centred values: including individuality, rights, choice, privacy, independence, dignity, respect, partnership. • Strengths-based approaches: also referred to as 'asset-based approaches'. This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence • Care plans, digital social care records (DSCRs) and other resources: A care plan may be known by other names such as a support plan or individual plan and are central to providing person-centred care. Digital care plans are used in place of, or alongside paper-based records. These are often part of the digital social care record (DSCR) which help ensure that information is up to date, securely stored and easily accessible to the appropriate persons. • In addition to care plans and digital care plans, other resources that support person-centred care may include: ○ one-page profiles ○ advanced care plans ○ assessments from other organisations ○ information from family, carers and others. • These resources, paper based and/or digital contribute to a full picture of the individual's needs and support safe, coordinated and high-quality care.

Unit guidance

- **Planning for their futures:** this might include, but is not limited to:
 - living arrangements
 - health and wellbeing
 - relationships
 - education or employment
 - end of life care.

Learning outcome 3: Understand the importance of individuals' relationships

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

Unit assessment requirements

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

This is a knowledge and skill-based unit.

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

Learning outcome 1 is skill based, and primary evidence should include observation of direct practice in the workplace. Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.

Unit 8: Choice and Independence

Level:	3
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	15

Unit summary

In this unit, you will have the opportunity to demonstrate the skills used to promote and support individuals' rights to make choices and their independence. This includes establishing informed consent, supporting individuals to recognise their strengths and identifying technologies that can support or maintain individuals' independence.

You will also learn about how risk assessments are used in promoting person-centred approaches, choice and independence.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Be able to promote individuals' rights to make choices	1.1 Support individuals to make informed choices and decisions 1.2 Establish informed consent when providing care and support 1.3 Use support mechanisms and guidance to support the individual's right to make choices 1.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices
2 Be able to promote individuals' independence	2.1 Demonstrate the involvement of individuals in their care and support 2.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care 2.3 Identify a range of technologies that can support or maintain individuals' independence
3 Understand the role of risk assessments in promoting person-centred approaches, choice and independence	3.1 Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks 3.2 Identify different risk assessment methods that can be used in different situations and own role within these 3.3 Explain the importance of risk assessment reviews, including: • why it is important to review and update individuals' risk assessments • when individuals' risk assessment should be reviewed and updated • who should be involved in the review and update of individuals' risk assessments

Unit content

Unit guidance
Learning outcome 1: Be able to promote individuals' rights to make choices
• Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. • Informed consent: where an individual, with capacity to consent, voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits, and alternatives.
Learning outcome 2: Be able to promote individuals' independence
• Technologies: learners should consider smart home and assistive technologies, robotics and AI integration, digital tools and applications, remote health monitoring and cognitive support technologies.
Learning outcome 3: Understand the role of risk assessments in promoting person-centred approaches, choice and independence
• Risk assessment methods: in line with organisational policies, procedures, and practices.

Unit assessment requirements

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

This is a knowledge and skill-based unit.

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

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

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

Unit 9: Health and Wellbeing for Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	15

Unit summary

In this unit, you will learn about the importance of individuals' wellbeing, the factors that positively and negatively influence an individual's wellbeing and services and resources available to support wellbeing. You will have the opportunity to demonstrate the skills used to monitor and promote individuals' health and wellbeing, responding to any changes in the individual.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand the importance of individuals' wellbeing	1.1 Explain the relationship between identity, self-image and self-esteem and the impact this can have on an individual's wellbeing 1.2 Analyse factors that positively and negatively influence the individual's wellbeing 1.3 Identify the range of services and resources available to support individuals' wellbeing and how to access this 1.4 Explain how an individual's wellbeing may affect their behaviours and relationships
2 Know how to monitor individuals' health and wellbeing	2.1 Explain role of prevention in supporting individuals to stay healthy, happy and independent for as long as possible 2.2 Explain how to engage, support and involve individuals in monitoring their own health and wellbeing. 2.3 Describe the early indicators of physical and mental health deterioration 2.4 Explain how to escalate concerns about an individual's health deterioration and to whom.
3 Be able to assess and respond to changes in an individual's health and wellbeing	3.1 Engage and involve individuals in understanding and monitoring their health and wellbeing 3.2 Use appropriate tools to monitor and report changes in health and wellbeing 3.3 Record observations of health and wellbeing and take appropriate action

Learning outcomes	Assessment criteria
4 Be able to promote individuals' health and wellbeing	4.1 Support an individual in a way that promotes their sense of identity, self-image, and self-esteem 4.2 Demonstrate ways to contribute to an environment that promotes wellbeing 4.3 Demonstrate a person-centred approach to working with individuals and others to improve individuals' health and wellbeing

Unit content

Unit guidance
Learning outcome 1: Understand the importance of individuals' wellbeing
• Individuals' wellbeing: in this context, wellbeing refers to the overall quality of life of people receiving care and support. It includes health, happiness, and comfort. Learners must include aspects of social, emotional, cultural, spiritual, intellectual, physical, mental wellbeing, economic and personal identity. • Factors: factors affecting wellbeing will be different for different people. Learners must show consideration for environmental, physical, social (loneliness and social isolation for example), psychological factors, technological, economic, cultural and societal factors. • Range of services and resources: learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals' different wellbeing strengths and needs. May include clinical and non-clinical approaches.
Learning outcome 2 Know how to monitor individuals' health
• Early indicators: these may also be referred to as 'soft signs' of deterioration and include: restlessness, confusion, temperature changes, changes in mobility, pain, discoloured skin, changes in appetite, breathing difficulties, changes to urine or bowel habits, sickness, changes in mood or temperament. • Prevention: prevention involves recognising and responding to individuals' needs as early as possible with the aim of reducing risk of health and wellbeing deterioration. • Learners must show consideration for: Early intervention, community engagement, environmental adaptations, technology integration, cultural competence, mental health support and economic assistance.
Learning outcome 3: Be able to assess and respond to changes in an individual's health and wellbeing
• Monitoring: monitoring helps to put in place early support to protect an individual's wellbeing and should look at a whole individual's physical, emotional, and social wellbeing. Ways to monitor wellbeing may include but are not limited to monitoring plans, self-monitoring, technologies, emotional support, social networks, access to healthcare and screening. May include clinical and non-clinical approaches.

Unit guidance

- **Appropriate tools:** tools will vary depending on a learner's role and organisational practices. They may include but are not limited to: AI-driven monitoring systems, lifestyle monitoring technologies, digital social care records (DSCRs), 'Stop and Watch', RESTORE2, SBARD (Situation, Background, Assessment, Recommendation, Decision), UCLA (loneliness and social isolation scale).
- **Appropriate action:** actions will vary depending on learners' role and organisational practices, as well as the specific change in an individual's wellbeing. Action may include referring to a colleague or another organisation.

Learning outcome 4: Be able to promote individuals' health and wellbeing

- No additional guidance

Unit assessment requirements

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

This is a knowledge and skill-based unit.

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

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

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

Unit 10: Equality, Diversity, Inclusion and Human Rights in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

Recognition, accommodation and understanding of the immense diversity of individuals in contemporary British society lie at the heart of effective care practice. It is important for those who work in a wide range of care settings to understand the importance of equality, diversity, inclusion and human rights, and how to promote them in the work setting.

In this unit, you will investigate how equality and inclusion are central to the effective operation of care settings. You will explore discriminatory practice and its potential effects on individuals. You will also explore the promotion of anti-discriminatory practice through legislation and codes of practice. You will look at the national initiatives that promote anti-discriminatory practice and how they are applied in the workplace. The knowledge and understanding you gain from this unit will underpin many of the other units in the qualification.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand influences on working practices to promote equality, diversity, inclusion and human rights	1.1 Explain how legislation, policies and codes of practice apply to and influence own work role 1.2 Explain how external factors influence own work role
2 Understand the importance of equality, diversity, inclusion and human rights within your work setting	2.1 Explain the definition and relevance to own practice of: • diversity • equality • inclusion • discrimination • unconscious bias • protected characteristics • neurodiversity • human rights 2.2 Explain how equity and inclusive practice and cultures can support and promote equality, diversity, inclusion and human rights 2.3 Describe how the promotion of equality, diversity, inclusion and human rights can lead to improved outcomes for individuals 2.4 Explain how your organisation promotes equality, diversity, inclusion and human rights 2.5 Explain own role in promoting equality, diversity, inclusion and human rights

Learning outcomes	Assessment criteria
3 Know how to promote equality, diversity, inclusion, and human rights	3.1 Describe the potential effects of discrimination 3.2 Describe how unconscious biases may affect own and others' behaviours 3.3 Describe how to respond to and challenge discrimination in a way that promotes positive change 3.4 Explain how to report any discriminatory or exclusive behaviours, and to whom
4 Be able to work in an inclusive way	4.1 Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values and preferences 4.2 Promote a culture that supports inclusive practices 4.3 Reflect on and make improvements to own practice in promoting equality, diversity, inclusion and human rights

Unit content

Unit guidance
Learning outcome 1: Understand influences on working practices to promote equality, diversity, inclusion and human rights
• Legislation: these must relate to equality, diversity, inclusion, discrimination and human rights and might include Equality Act 2010, Human Rights Act 1998, Health and Social Care Act 2012. • External factors: these may include, but are not limited to, societal movements and campaigns or periods in modern history.
Learning outcome 2: Understand the importance of equality, diversity, inclusion and human rights within your work setting
• Equity: is recognising that individuals have different needs by providing the right support to achieve fair outcomes for the individuals. Learners must show how to recognise when an individual may be treated unfairly due to factors such as disability, culture, language or socio-economic background and show how to value each individual to ensure equal access to care or opportunities. This may include: ○ reasonable adjustments to care and support ○ communication methods that meet language or sensory needs ○ celebrating diverse cultures or religions ○ challenging discrimination or unfair treatment in the workplace. • Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. • Own role in promoting: this may include the learner's role: ○ within their team, workplace or organisation ○ within networks of practice ○ within the community ○ supporting or advising other professionals with regards to reasonable adjustments for individuals.

Unit guidance
Learning outcome 3: Know how to promote equality, diversity, inclusion, and human rights
• Effects: these may include effects on the individual, their loved ones, those who inflict discrimination and the wider community and society. • Others: in this context, this refers to everyone a worker is likely to come in to contact with, including: ○ individuals accessing care and support services ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ managers and supervisors ○ professionals from other services ○ visitors to the work setting ○ members of the community ○ volunteers.
Learning outcome 4: Be able to work in an inclusive way
• No additional guidance

Unit assessment requirements

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

This is a knowledge and skill-based unit.

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

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

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

Unit 11: Health and Safety (General) for Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	2
Guided learning hours	15

Unit summary

Health and safety are a priority in care practice, and this unit will give you an understanding of the key principles that underpin work in the sector. The unit requires a clear understanding of the language used in the context of health and safety.

Care workplaces are complex environments, and services may be delivered in health, residential and day care settings, as well as increasingly in individuals' own homes.

In this unit learners will learn about their own responsibilities, and the responsibilities of others, relating to health and safety and procedures for responding to accidents and sudden illness. They will also have the opportunity to demonstrate carrying out their own responsibilities for health and safety.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
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 work 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 Understand procedures for responding to accidents and sudden illness	2.1 Describe different types of accidents and sudden illness that may occur in own work setting 2.2 Explain procedures to be followed if an accident or sudden illness should occur
3 Be able to carry out own responsibilities for health and safety	3.1 Use policies and procedures or other agreed ways of working that relate to health and safety 3.2 Support others' understanding and follow safe practices 3.3 Monitor potential health and safety risks 3.4 Use risk assessment in relation to health and safety 3.5 Minimise and manage potential risks and hazards 3.6 Access additional support or information relating to health and safety

Unit content

Unit guidance
Learning outcome 1: Understand own responsibilities, and the responsibilities of others, relating to health and safety
• Others: may include: ○ team members ○ other colleagues ○ those who use or commission their own health or social care services. ○ families, carers and advocates. • Work setting: this may include one specific location or a range of locations, depending on the context of a particular work role. • Policies and procedures: may include other agreed ways of working as well as formal policies and procedures. • Tasks: may include: ○ use of equipment ○ first aid ○ medication ○ healthcare procedures ○ food handling and preparation.
Learning outcome 2: Understand procedures for responding to accidents and sudden illness
• No additional guidance
Learning outcome 3: Be able to carry out own responsibilities for health and safety
• No additional guidance

Unit assessment requirements

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

This is a knowledge and skill-based unit.

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

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

Due to the nature of this unit and scenarios where this evidence is likely to be gained, e.g. in direct practice whilst providing care and support to individuals, this observation should be in actual person and not carried out remotely.

Unit 12: Health and Safety (Topics) for Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	15

Unit summary

In this unit you will investigate potential hazards for individuals in care settings and demonstrate the use of risk assessments. You will look at fire safety and handling hazardous materials. You will also demonstrate skills in supporting others' understanding of health and safety and moving and handling. The unit concludes with the implementation of security measures in a care setting.

On completing this unit, you will understand how to minimise risks to all individuals in care settings, whether they are the individuals being supported or cared for, their friends and family, or employees in the setting. You should be able to foresee potential hazards and know how to make appropriate responses to minimise risks in the context of relevant legal and local policy requirements.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Be able to move and handle equipment and other objects safely	1.1 Explain the main points of legislation that relate to moving and handling 1.2 Explain principles for safe moving and handling 1.3 Move and handle equipment and other objects safely
2 Be able to handle hazardous substances and materials	2.1 Describe types of hazardous substances that may be found in the work setting 2.2 Demonstrate safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials
3 Be able to promote fire safety in the work setting	3.1 Describe practices that prevent fires from: • starting • spreading 3.2 Explain emergency procedures to be followed in the event of a fire in the work setting 3.3 Demonstrate measures that prevent fires from starting 3.4 Ensure clear evacuation routes are maintained at all times
4 Be able to implement security measures in the work setting	4.1 Explain the importance of ensuring that others are aware of own whereabouts 4.2 Use agreed procedures for checking the identity of anyone requesting access to: • premises • information 4.3 Use measures to protect own security and the security of others in the work setting

Unit content

Unit guidance
Learning outcome 1: Be able to move and handle equipment and other objects safely
• Objects: relates to those in the learner's working environment and does not mean individuals.
Learning outcome 2: Be able to handle hazardous substances and materials
• Hazardous substances: are materials that could pose a risk to health if not handled correctly. These may include but are not limited to: cleaning agents, clinical waste, bodily fluids, and medications.
Learning outcome 3: Be able to promote fire safety in the work setting
• No additional guidance
Learning outcome 4: Be able to implement security measures in the work setting
• Security measures in the work setting: maintaining a safe and secure environment is essential for protecting individuals, staff and sensitive information. • Security measures may include but are not limited to: ○ controlled access to buildings ○ visitor signing in procedures. ○ alarm systems ○ safe storage of records and medications. • If lone working additional measures must be followed to reduce risks these may include but not limited to: ○ carrying a mobile phone ○ logging in house calls ○ checking in with supervisors or managers ○ following lone working policies and procedures and risk assessments. • Premises: referring to care home, individuals' own home and other care services.

Unit assessment requirements

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

This is a skill-based unit.

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

Due to the nature of this unit and scenarios where this evidence is likely to be gained, e.g. in direct practice whilst providing care and support to individuals, this observation should be in actual person and not carried out remotely.

Unit 13: Infection Prevention and Control in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	10

Unit summary

Infection control has become an increasingly important factor in the provision of care for vulnerable individuals in adult care. The national media has highlighted the effects of substandard provision in some areas of the health and care services, and the need for more efficient control and prevention of infection. In addition, it will help you understand how procedures and risk assessment can help minimise the risk of an outbreak of infection.

You will also gain an understanding of how to use personal protective equipment (PPE) correctly and the importance of personal hygiene. You will understand the importance of hand washing and decontamination process and the impact their own health and hygiene may have on others. One of the roles of an adult care worker is to contribute to infection prevention and control in the workplace. You will investigate how to minimise the risks of the spread of infection by following risk assessment. On completion of this unit, you will be better equipped to deal with potential hazards and risks to health presented by infections in a variety of workplace settings.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand how to prevent and control the spread of infection	1.1 Describe different types of infection and how they are spread (chain of infection) 1.2 Explain how to identify individuals who have, or are at risk of developing an infection and the actions to take to reduce the risks to them and others 1.3 Explain own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection 1.4 Explain own role in supporting others to follow practices that reduce the spread of infection 1.5 Explain own responsibilities for ensuring the appropriate cleaning and decontamination of environments and equipment
2 Be able to prevent and control the spread of infection	2.1 Risk assess a range of situations and select and use appropriate personal protective equipment (PPE) correctly 2.2 Identify when it is necessary to perform hand hygiene 2.3 Select appropriate products and perform hand hygiene using recommended techniques 2.4 Ensure that own health and hygiene does not pose a risk to individuals and others

Unit content

Unit guidance
Learning outcome 1: Understand how to prevent and control the spread of infection
• Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. • Others: in this context, this refers to everyone a worker is likely to come in to contact with, including: ○ individuals accessing care and support services ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ managers and supervisors ○ professionals from other services ○ visitors to the work setting ○ members of the community ○ volunteers. • Decontamination: after cleaning, environments and equipment may require disinfection and sterilisation. Learners must refer to own workplace and agreed policies and procedures.
Learning outcome 2: Be able to prevent and control the spread of infection
• Appropriate use of Personal Protective Equipment (PPE): this should include learners workplace policies and current guidelines on the proper use of PPE and different equipment available. This includes but is not limited to, gloves, masks face shields, aprons and gowns. And donning (putting on), doffing (removal) and disposal. • Hand hygiene: refers to following recommended hand-washing techniques and the use of appropriate sanitiser. Learners should refer to own company policies and procedures including following recommend hand washing techniques using soap and water as well as appropriate use of hand sanitisers appropriate to the situation.

Unit assessment requirements

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

This is a knowledge and skill-based unit.

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

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

Unit 14: Continuous Development when Working in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

Personal development is a process that continues throughout life. When working in care, it starts with agreeing aims and objectives, and assessing strengths and development needs. Targets and goals are then set in order to meet objectives.

This unit covers promoting continuous personal development in care settings. It will give you the skills you need to plan for, monitor and reflect on your professional development. You will investigate, and gain an understanding of, personal development in care settings. Beginning with a skills audit to consider your knowledge, skills, practice, values and beliefs in relation to working in care, you will then draw up a personal development plan over the duration of your programme.

You will review your progress against this plan at intervals throughout the programme, adjusting the plan as circumstances change. A personal development plan is a plan of action that helps you to get organised and identifies your learning and development needs. It will help you to better carry out your job and will also help with your career development. You will consider your personal and professional development holistically, linking your learning and your personal experiences. You will draw on a range of sources of information to assess your personal and professional development. This will include your vocational experience and other relevant experiences, for example formal study, employment and voluntary activities.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Know what is required to be competent in own role	1.1 Describe the duties and responsibilities of own work role 1.2 Explain expectations of own work role as expressed in relevant standards 1.3 Explain the relationship between continuing professional development and the provision of quality care 1.4 Identify sources of support for planning and reviewing own development
2 Be able to demonstrate commitment to own development	2.1 Assess own knowledge, performance and understanding against relevant standards 2.2 Work with others to identify and prioritise own learning needs, professional interests and development aspirations 2.3 Work with others to agree own personal and professional development plan 2.4 Work with others to achieve and review personal and professional development plan 2.5 Record progress in relation to personal and professional development
3 Understand the value of reflective practice	3.1 Describe the benefits and scope of reflective practice 3.2 Explain the importance of reflective practice in supporting continuous improvements to own practice and provision of quality care

Learning outcomes		Assessment criteria	
4	Be able to use reflective practice to improve ways of working	4.1	Reflect on how learning activities have affected practice
		4.2	Reflect on how own values, beliefs and experiences may affect working practices
		4.3	Reflect on own ability to use initiative, make decisions and take responsibility for own actions
		4.4	Use reflections and feedback from others to evaluate own performance and inform development
5	Be able to develop leadership behaviours	5.1	Model high standards of practice to encourage others to make a positive difference
		5.2	Share ideas to improve services with others
		5.3	Promote partnership approaches to supporting individuals

Unit content

Unit guidance
Learning outcome 1: Know what is required to be competent in own role
• Duties and responsibilities: learners should discuss their duties and responsibilities in the context of providing person-centred care and support. • Standards: may include Codes of Practice, regulations, minimum standards, national occupational standards. • Continuing professional development: refers to the ongoing process of learning, monitoring, recording and reflecting on the skills, knowledge, and experience throughout a care worker's career – both formally and informally. As part of continuing professional development (CPD) the Care Workforce Pathway can support the learner to progress, reflect on up-to-date practices and can support the learner to develop. • Sources of support and guidance: may include: ○ formal and informal support ○ supervision and appraisal ○ mentoring and peer support. ○ within and outside the organisation ○ the Care Workforce Pathway.
Learning outcome 2: Be able to demonstrate commitment to own development
• Others: in this context, this will refer to line-manager, assessor, and/or supervisor. It could also include: ○ individuals accessing care and support services ○ carers, loved ones, family, friends of those accessing care and support services ○ colleagues and peers ○ professionals from other services. • Personal and professional development plan: may be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives, timescales for review.

Unit guidance
Learning outcome 3: Understand the value of reflective practice • Scope: learners should recognise that it is also important to reflect on the practice or behaviours of others as well as reflecting on events, activities, and situations to gain insight and understanding. • Reflective practice: supports continuous improvement in own skills and contributes to better outcomes for the individuals that are being supported. It is also an essential part of the Care Workforce Pathway, which encourages ongoing learning and development to help progress in own role and maintaining professional standards.
Learning outcome 4: Be able to use reflective practice to improve ways of working • Learning activities: evaluation must cover a range of learning activities and must include reference to online learning, e.g. e-learning, virtual classrooms, online tutorials, webinars, internet research as well as face-to-face methods (where learner has access).
Learning outcome 5: Be able to develop leadership behaviours • No additional guidance

Unit assessment requirements

This is a knowledge and skill-based unit.

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

Learning outcomes 2, 4 and 5 are skill based, and primary evidence should include observation of direct practice in the workplace. For learning outcomes 2 and 4, it is acknowledged observation could be carried out remotely, e.g. a learner discussing their development and reflecting on practices with a line manager.

Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording and storage protocols. For learning outcome 5 likely holistic scenarios where this evidence is likely to be gained, e.g. in direct and holistic practices in the working environment, this observation should be in actual person and not carried out remotely.

Unit 15: Personal Wellbeing when Working in Adult Care

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	20

Unit summary

In this unit you will explore your own personal wellbeing, self-care, and resilience and what this means and how these impact on your role and behaviour. You will explore the indicators of own wellbeing and wellbeing deterioration and the impact. You will identify strategies to maintain and improve own wellbeing and the support available.

Care workplaces can also be stressful places to work, so understanding the common signs and triggers of stress and anxiety, different ways of coping with stress and anxiety, and where to go for support is important for care workers to enable them to maintain their own wellbeing.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes	Assessment criteria
1 Understand own wellbeing	1.1 Explain what is meant by 'personal wellbeing,' 'self-care' and 'resilience' 1.2 Describe the factors that positively and negatively influence own wellbeing 1.3 Identify indicators of own wellbeing and wellbeing deterioration
2 Understand the importance of maintaining and improving own wellbeing	2.1 Explain how your own wellbeing impacts the role and your behaviour 2.2 Explain how your own wellbeing impacts others
3 Know how to maintain and improve own wellbeing	3.1 Identify strategies to maintain and improve own wellbeing 3.2 Identify a range of wellbeing support offers available and how to access them 3.3 Explain how to access professional help if needed
4 Know how to manage own stress and anxiety	4.1 Explain what is meant by 'stress' and 'anxiety' 4.2 Describe indicators of stress and anxiety in oneself 4.3 Analyse factors that can trigger stress and anxiety in oneself 4.4 Explain how stress and anxiety may affect own reactions and behaviours towards others 4.5 Compare strategies for managing own stress and anxiety 4.6 Explain how to access a range of support offers

Unit content

Unit guidance
Learning outcome 1: Understand own wellbeing
• Own wellbeing: in this context, wellbeing refers to that of the learner. Wellbeing is a broad concept referring to a person's quality of life considering health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing. • Personal wellbeing: refers to overall physical, mental, emotional and social health and covers area such as: ○ physical health (rest, nutrition, exercise, diet) ○ mental health (managing anxiety and coping with demands) ○ social connections (relationships, support networks) ○ work life balance and job satisfaction. • Self-care: means taking active steps to prevent, protect and improve one's own wellbeing to ensure focus needed to deliver quality care: ○ this could include setting health boundaries at work and in own personal life ○ getting enough sleep and eating a balanced diet ○ asking for help when needed ○ taking regular breaks and utilising annual leave ○ reflecting on own emotional needs. • Resilience: is the ability to cope with pressure, recover from setbacks and adapt to change and covers area such as: ○ positive thinking and self-reflection ○ using support networks ○ taking part in training and personal development ○ practicing self-care routinely. • Factors: these should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace.
Learning outcome 2: Understand the importance of maintaining and improving own wellbeing
• Others: may include team members, other colleagues, individuals accessing care and support services, families, carers, and other professionals. Learners may also wish to consider their personal relationships.

Unit guidance

Learning outcome 3: Know how to maintain and improve own wellbeing

- **Strategies:** these should be specific to the learner. Strategies should include those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.
- **Support offers:** accessing support offers reduces stress, prevents burnout and maintains a healthy work life balance. It also supports a learner's personal and professional development – one of the key goals within the Care Workforce Pathway. Learners should consider offers they use as well as those they currently choose not to:
 - workplace support: supervision and appraisal, employer assistance programmes (EAPs), occupational health services
 - professional support: unions and professional bodies
 - external wellbeing services
 - peer support and networks: team meetings, buddy systems, reflective practice groups.

Learning outcome 4: Know how to manage own stress and anxiety

- **Stress:** is a natural response to pressure or challenging situations and can have positive as well as negative effects on a person. In this context we refer to the negative impacts of stress. Examples of impact could include:
 - physical impact – headaches, fatigue, sleep problems weakened immune system
 - emotional and mental health impact – anxiety, low mood, feeling overwhelmed, loss of motivation
 - behavioural impact – withdrawing from others and work situations, poor time management and risk of full burnout
 - impact on work performance – poor communications, making mistakes and missing key details
 - impact on professional standards – increased risk of breaching policies and procedures.
- **Anxiety:** is a feeling of worry or fear that can become overwhelming and can affect your thoughts, emotions and ability to focus. In this context, we refer to the negative impacts.

Unit assessment requirements

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

This is a knowledge-based unit.

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

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

‘Malpractice’ refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson’s *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre’s malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally).

Further information on appeals can be found in the *JCQ Appeals booklet* (<https://www.jcq.org.uk/exams-office/appeals>).

12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) or *Entries and information manual* (available online) (Pearson)
- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their resources on our website.

13 Glossary

Section A – General terminology used in specification

Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Credit value	All unit(s) in this qualification have a credit value – the unit in this qualification has a credit value. The minimum credit value is 1, and credits can be awarded in whole numbers only.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Competence	The minimum knowledge, skills and behaviours required to perform a job role effectively.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.
Workplace simulation	Realistic tasks carried out in the workplace that are additional to the normal work duties for the day to produce evidence for criteria that are very challenging to meet in the natural course of work.

Section B – Terms used in knowledge and understanding criteria

Term	Description
Analyse	Examine methodically and in detail, typically in order to interpret.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.

April 2026

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