



TQUK Level 3 Diploma in Adult Care (RQF)

Qualification Specification

Qualification Number: 603/2553/7





Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version. If you have any further questions, please contact TQUK

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's web site relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo,

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The qualification can be undertaken alone but links with the knowledge and skills required for the Apprenticeship Standard Lead Adult Care Worker. It is applicable to a variety of job roles including below lead adult care worker and lead personal assistant.

Qualification Purpose

The qualification develops the knowledge, skills and competence of learners working in a wide range of roles in a health and social care setting. Learners must be in paid or voluntary work to enable assessment to take place.

The purpose of the qualification is to support a role in the workplace and to enable learners to progress to a higher level qualification in the same subject area.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

Level 4 Diploma in Adult Care

TQK Level 5 Diploma in Leadership and Management for Adult Care (RQF)

TQK Level 5 Certificate in Leading and Managing Services to Support End of Life and Significant Life Events (RQF)

Structure

Learners must achieve all the mandatory units and optional units to a minimum of 58 credits (580 hours Total Qualification Time) in total

More than 50% of the credit must be at level 3 or above (i.e. 30 credits)

Mandatory units

	Title	Unit ref	Level	Guided Learning Hours	Credit value
1	Promote communication in care settings	T/616/4049	3	25	3
2	Promote effective handling of information in care settings	K/616/4050	3	16	2
3	Promote personal development in care settings	M/616/4051	3	10	3
4	Promote person-centred approaches in care settings	T/616/4052	3	39	6
5	Promote equality and inclusion in care settings	A/616/4053	3	18	2
6	Promote health, safety and wellbeing in care settings	F/616/4054	3	45	6
7	Responsibilities of a care worker	J/616/4055	2	16	2

8	Duty of care in care settings	L/616/4056	3	8	1
9	Safeguarding and protection in care settings	R/616/4057	2	26	3
				203	28

Optional Units

Unit Number	Units	Unit ref.	Level	Guided Learning Hours	Credit value
10	Understand mental well-being and mental health promotion	R/616/4060	3	20	3
11	Causes and spread of infection	Y/616/4061	2	20	2
12	The principles of infection prevention and control	Y/616/4058	2	30	3
13	Cleaning, decontamination and waste management	D/616/4059	2	20	2
14	Understand mental health problems	D/616/4062	3	16	3
15	Understand the process and experience of dementia	H/616/4080	3	22	3
16	Understand the administration of medication to individuals with dementia using a person centred approach	A/616/4246	3	15	2
17	Understand the role of communication and interactions with individuals who have dementia	F/616/4247	3	26	3
18	Understand the diversity of individuals with dementia and the importance of inclusion	M/616/4132	3	23	3
19	Introduction to personalisation in social care	T/616/4133	3	22	3
20	Understand the context of supporting individuals with learning disabilities	A/616/4084	3	35	4
21	Principles of supporting an individual to maintain personal hygiene	A/616/4134	2	10	1

22	Understand positive risk taking for individuals with disabilities	F/616/4135	3	25	3
23	Understand how to support individuals with autistic spectrum conditions	J/616/4136	3	28	3
24	Principles of supporting young people with a disability to make the transition into adulthood	H/616/4354	3	30	3
25	Understand physical disability	L/616/4137	3	22	3
26	Understand sensory loss	R/616/4138	3	21	3
27	Understand models of disability	Y/616/4139	3	26	3
28	Understand advance care planning	L/616/4140	3	25	3
29	Understand how to support individuals during the last days of life	R/616/4141	3	28	3
30	End of life and dementia care	Y/616/4142	3	20	2
31	Stroke awareness	D/616/4143	2	28	3
32	Understand the effects of ageing in activity provision	H/616/4144	3	17	2
33	Understanding and enabling assisting and moving individuals	K/616/4145	2	28	4
34	Diabetes awareness	M/616/4146	3	46	6
35	Recognise indications of substance misuse and refer individuals to specialists	T/616/4147	3	24	4
36	Support individuals who are substance users	A/616/4148	3	42	7
37	Identify and act upon immediate risk of danger to substance misusers	F/616/4149	3	24	4
38	Test for substance use	T/616/4150	3	30	5
39	Carry out initial assessments to identify and prioritise the needs of substance misusers	A/616/4151	3	30	5
40	Administer medication to individuals, and monitor the effects	F/616/4152	3	30	5
41	Understand and meet the nutritional requirements of individuals with dementia	J/616/4153	3	26	3

42	Enable rights and choices of individuals with dementia whilst minimising risks	L/616/4154	3	26	4
43	Understand and enable interaction and communication with individuals who have dementia	R/616/4155	3	30	4
44	Equality, diversity and inclusion in dementia care practice	Y/616/4156	3	31	4
45	Provide support to manage pain and discomfort	D/616/4157	2	15	2
46	Undertake agreed pressure area care	H/616/4158	2	30	4
47	Move and position individuals in accordance with their plan of care	K/616/4159	2	26	4
48	Provide support to maintain and develop skills for everyday life	K/161/4162	3	28	4
49	Facilitate learning and development activities to meet individual needs and preferences	A/616/4165	3	35	5
50	Implement therapeutic group activities	F/616/4166	3	25	4
51	Support individuals to access and use services and facilities	Y/616/4173	3	25	4
52	Facilitate person centred assessment, planning, implementation and review	H/616/4175	3	45	6
53	Support individuals to live at home	M/616/4177	3	29	4
54	Support individuals with specific communication needs	A/616/4179	3	35	5
55	Support individuals during a period of change	K/616/4081	3	29	4
56	Support individuals to prepare for and settle in to new home environments	L/616/4185	3	23	3
57	Support individuals who are bereaved	T/616/4083	3	30	4
58	Work in partnership with families to support individuals	Y/616/4089	3	27	3
59	Promote positive behaviour	D/616/4191	3	44	6

60	Support use of medication in social care settings	H/616/4192	3	40	5
61	Support individuals at the end of life	M/616/4082	3	50	6
62	Prepare environments and resources for use during healthcare activities	K/616/4193	2	20	3
63	Prepare for and carry out extended feeding techniques	L/616/4350	3	27	4
64	Undertake tissue viability risk assessments	M/616/4065	3	16	3
65	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	T/616/4195	4	35	5
66	Work with families, carers and individuals during times of crisis	A/616/4196	4	35	5
67	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	F/616/4197	3	41	8
68	Implement the positive behavioural support model	L/616/4199	4	61	8
69	Support positive risk taking for individuals	M/616/4096	3	32	4
70	Support individuals to maintain personal hygiene	L/616/4204	2	17	2
71	Support person-centred thinking and planning	H/616/4208	3	41	5
72	Promote active support	D/616/4210	3	36	5
73	Promote effective communication with individuals with sensory loss	H/616/4211	3	30	4
74	Support individuals with multiple conditions and/or disabilities	Y/616/8529	3	31	4
75	Support the assessment of individuals with Sensory loss	J/616/8557	3	37	5
76	Support the promotion of awareness of sensory loss	K/616/4212	3	23	3
77	Enable individuals to negotiate environments	M/616/4213	3	34	4

78	Contribute to effective team working in health and social care or children and young people's settings	T/616/4214	3	25	4
79	Support individuals with autistic spectrum conditions	A/616/4215	3	33	4
80	Support individuals to stay safe from harm or abuse	F/616/4216	3	27	4
81	Provide support to adults who have experienced harm or abuse	J/616/4217	4	39	5
82	Supporting infection prevention and control in social care	L/616/4218	3	18	2
83	Assess the needs of carers and families	R/616/4219	3	28	4
84	Support people who are providing homes to individuals	J/616/4220	4	40	6
85	Support individuals to be part of a community	Y/616/4223	3	20	3
86	Understand the factors affecting older people	M/616/4227	3	17	2
87	Understand how to provide support when working in end of life care	M/616/4230	3	33	4
88	Managing symptoms in end of life care	A/616/4232	3	30	4
89	Support the spiritual wellbeing of individuals	F/616/4233	3	26	3
90	Supporting individuals with loss and grief before death	J/616/4234	3	15	2
91	Support individuals during the last days of life	L/616/4235	4	33	5
92	Promote nutrition and hydration in health and social care settings	R/616/4236	3	32	4
93	Coordination of activity provision in adult care	Y/616/8627	3	25	5
94	Support individuals who are distressed	M/616/4244	2	21	3
95	Facilitate the development of effective group practice in health and social care or children and young people's settings	D/616/4353	5	42	6

96	Manage induction in health and social care or children and young people's settings	T/616/4245	4	21	3
97	Develop professional supervision practice in health and social care or children and young people's work settings	Y/616/4352	5	39	5
98	Support individuals affected by Parkinson's	D/616/8547	3	25	3
99	Provide support for sleep	L/616/4655	2	13	2
100	Support independence in the tasks of daily living	J/616/4086	3	37	5
101	Principles and practice of advocacy in adult care	Y/616/8496	4	35	5
102	Coordination of assistive living technology use	D/616/8628	4	31	4
103	Promote the management of continence	H/616/8629	3	30	4
104	Understand how to support individuals to engage in education, training and employment	Y/616/8630	3	25	3
105	Management of pain and discomfort	D/616/8631	3	24	3
106	Awareness of the Mental Capacity Act 2005	F/616/4085	3	28	3
107	Implement positive behaviour support	M/616/8634	3	41	6
108	Develop, implement and review reablement services	H/616/8503	4	30	4
109	Understand how to support individuals to care for their feet	K/616/8552	2	25	3
110	Provide agreed support for foot care	H/616/8632	2	23	3
111	Provide support to individuals to continue recommended therapies	K/616/8633	3	20	3
112	Support individuals to access and manage direct payments	D/616/8449	4	20	4
113	Support individuals to access housing and accommodation services	R/616/8450	3	31	4
114	Support individuals to meet personal care needs	L/616/4641	2	16	2
115	Support carers to meet the care needs of individuals	Y/616/8451	3	30	4

116	Collaborate in the assessment of environmental and social support in the community	Y/616/8711	3	23	4
117	Provide support for mobility	R/616/4687	2	14	2
118	Support families who are affected by Acquired Brain Injury	H/616/4502	3	28	3
119	Understand the impact of acquired brain injury on individuals	D/616/4496	3	28	3
120	Dementia Awareness	R/616/4642	2	7	2
121	Provide support to individuals with dementia	T/616/8635	3	35	4
122	Understand end of life care	A/616/8636	3	53	7
123	Care for the elderly	M/616/4079	2	10	2
124	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	H/616/4497	3	21	3
125	Promote mental well-being and mental health	F/616/8637	3	20	3
126	Stroke care management	Y/616/9177	3	36	4
127	Undertake research within services for adult care	M/616/8505	4	50	8
128	Undertaken physiological measurements	K/616/4064	3	23	3
129	Undertake personal hygiene activities with individuals	F/616/4068	2	24	3
130	Obtain venous blood samples	L/616/4073	3	24	3
131	Obtain and test capillary blood samples	J/616/4072	3	30	4
132	Understand the administration of medication	J/616/8638	3	24	3
133	Lead learning and development in adult care services	F/616/8508	4	26	4
134	Mentoring in adult care services	J/616/8509	4	30	4
135	Contribute to maintaining quality in adult care	L/616/8639	3	25	3
136	Resource management in adult care	D/616/4479	4	25	3

137	Lead a team	F/616/8640	3	25	3
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Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 580 hours

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

Assessment

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

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a Pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification Approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offer recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added

once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment

- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be 'occupationally competent in the subject area being delivered'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive	www.hse.gov.uk
Office of Qualifications and Examinations Regulation	www.ofqual.gov.uk
Register of Regulated Qualifications	http://register.ofqual.gov.uk
Skills for Health	http://www.skillsforhealth.org.uk/
Skills for Care	http://www.skillsforcare.org.uk

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.