

Unit Content

NCFE Level 3 Certificate in Preparing to work in Adult Social Care (600/0689/4)

March 2016

Contents

Unit content	3
Unit 01 Principles of communication in adult social care settings (R/602/2906)	4
Unit 02 Principles of personal development in adult social care settings (R/602/3036)	6
Unit 03 Principles of diversity, equality and inclusion in adult social care settings (M/602/3044)	7
Unit 04 Principles of safeguarding and protection in health and social care (A/601/8574)	8
Unit 05 Principles for implementing duty of care in health, social care or children's and young people's settings (R/601/1436)	10
Unit 06 Understand the role of the social care worker (A/602/3113)	11
Unit 07 Understand person-centred approaches in adult social care settings (R/602/3182)	12
Unit 08 Understand health and safety in social care settings (L/602/3178)	14
Unit 09 Understand how to handle information in social care settings (D/602/3119)	18
Contact us	19

Unit content

This document provides details of the structure and content of this qualification.

There's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification contact our Research and Product Development team on 0191 239 8000.

Unit 01 Principles of communication in adult social care settings (R/602/2906)

Guided learning hours	17
Credit value	2
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Understand why effective communication is important in adult social care settings

The learner can:

- 1.1 Identify the different reasons people communicate
 - 1.2 Explain how communication affects relationships in an adult social care setting
-

The learner will:

- 2 Understand how to meet the communication and language needs, wishes and preferences of an individual

The learner can:

- 2.1 Compare ways to establish the communication and language needs, wishes and preferences of an individual
 - 2.2 Describe the factors to consider when promoting effective communication
 - 2.3 Describe a range of communication methods and styles to meet individual needs
 - 2.4 Explain why it is important to respond to an individual's reactions when communicating
-

The learner will:

- 3 Understand how to overcome barriers to communication

The learner can:

- 3.1 Explain how individuals from different backgrounds may use communication methods in different ways
 - 3.2 Identify barriers to effective communication
 - 3.3 Explain how to overcome barriers to communication
 - 3.4 Describe strategies that can be used to clarify misunderstandings
 - 3.5 Explain how to access extra support or services to enable individuals to communicate effectively
-

Unit 01 Principles of communication in adult social care settings (R/602/2906) (cont'd)

The learner will:

- 4 Understand principles and practices relating to confidentiality

The learner can:

- 4.1 Explain the meaning of the term “confidentiality”
 - 4.2 Describe ways to maintain confidentiality in day to day communication
 - 4.3 Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns to agreed others
 - 4.4 Explain how and when to seek advice about confidentiality
-

Unit 02 Principles of personal development in adult social care settings (R/602/3036)

Guided learning hours	19
Credit value	2
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Understand how to reflect on practice in adult social care

The learner can:

- 1.1 Explain what reflective practice is
 - 1.2 Explain the importance of reflective practice in continuously improving the quality of service provided
 - 1.3 Explain how standards inform reflective practice in adult social care
 - 1.4 Describe how own values, belief systems and experiences may affect working practice
-

The learner will:

- 2 Understand the importance of feedback in improving own practice

The learner can:

- 2.1 Explain how people may react and respond to receiving constructive feedback
 - 2.2 Explain the importance of seeking feedback to improve practice and inform development
 - 2.3 Explain the importance of using feedback in improving own practice
-

The learner will:

- 3 Understand how a personal development plan can contribute to own learning and development

The learner can:

- 3.1 Describe the components of a personal development plan
 - 3.2 Identify sources of support for planning and reviewing own development
 - 3.3 Explain the role of others in the development of a personal development plan in identifying:
 - strengths
 - areas for development
 - 3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding
-

Unit 03 Principles of diversity, equality and inclusion in adult social care settings (M/602/3044)

Guided learning hours	19
Credit value	2
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Understand the importance of diversity, equality and inclusion

The learner can:

- 1.1 Explain what is meant by
 - diversity
 - equality
 - inclusion
 - discrimination
 - 1.2 Describe the potential effects of discrimination
 - 1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity
-

The learner will:

- 2 Understand how to work in an inclusive way

The learner can:

- 2.1 Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
 - 2.2 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
 - 2.3 Describe how own beliefs, culture, values and preferences may affect working practice
 - 2.4 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences
 - 2.5 Compare inclusive practice with practice which excludes an individual
-

The learner will:

- 3 Understand how to raise awareness of diversity, equality and inclusion

The learner can:

- 3.1 Describe how to challenge discrimination in a way that promotes change
 - 3.2 Explain how to raise awareness of diversity, equality and inclusion
 - 3.3 Explain how to support others to promote diversity, equality and inclusion
-

Unit 04 Principles of safeguarding and protection in health and social care (A/601/8574)

Guided learning hours	26
Credit value	3
Level	2
Mandatory/optional	Mandatory

The learner will:

- 1 Know how to recognise signs of abuse

The learner can:

- 1.1 Define the following types of abuse:
 - physical abuse
 - sexual abuse
 - emotional/psychological abuse
 - financial abuse
 - institutional abuse
 - self neglect
 - neglect by others
 - 1.2 Identify the signs and/or symptoms associated with each type of abuse
 - 1.3 Describe factors that may contribute to an individual being more vulnerable to abuse
-

The learner will:

- 2 Know how to respond to suspected or alleged abuse

The learner can:

- 2.1 Explain the actions to take if there are suspicions that an individual is being abused
 - 2.2 Explain the actions to take if an individual alleges that they are being abused
 - 2.3 Identify ways to ensure that evidence of abuse is preserved
-

The learner will:

- 3 Understand the national and local context of safeguarding and protection from abuse

The learner can:

- 3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse
 - 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
 - 3.3 Identify reports into serious failures to protect individuals from abuse
 - 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse
-

Unit 04 Principles of safeguarding and protection in health and social care (A/601/8574) (cont'd)

The learner will:

- 4 Understand ways to reduce the likelihood of abuse

The learner can:

- 4.1 Explain how the likelihood of abuse may be reduced by:
- working with person centred values
 - encouraging active participation
 - promoting choice and rights
- 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
-

The learner will:

- 5 Know how to recognise and report unsafe practices

The learner can:

- 5.1 Describe unsafe practices that may affect the well-being of individuals
- 5.2 Explain the actions to take if unsafe practices have been identified
- 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
-

Unit 05 Principles for implementing duty of care in health, social care or children's and young people's settings (R/601/1436)

Guided learning hours	5
Credit value	1
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Understand how duty of care contributes to safe practice

The learner can:

- 1.1 Explain what it means to have a duty of care in own work role
 - 1.2 Explain how duty of care contributes to the safeguarding or protection of individuals
-

The learner will:

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

The learner can:

- 2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
 - 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
 - 2.3 Explain where to get additional support and advice about conflicts and dilemmas
-

The learner will:

- 3 Know how to respond to complaints

The learner can:

- 3.1 Describe how to respond to complaints
 - 3.2 Explain the main points of agreed procedures for handling complaints
-

Unit 06 Understand the role of the social care worker (A/602/3113)

Guided learning hours	9
Credit value	1
Level	2
Mandatory/optional	Mandatory

The learner will:

- 1 Understand working relationships in social care settings

The learner can:

- 1.1 Explain how a working relationship is different from a personal relationship
 - 1.2 Describe different working relationships in social care settings
-

The learner will:

- 2 Understand the importance of working in ways that are agreed with the employer

The learner can:

- 2.1 Describe why it is important to adhere to the agreed scope of the job role
 - 2.2 Outline what is meant by agreed ways of working
 - 2.3 Explain the importance of full and up-to-date details of agreed ways of working
-

The learner will:

- 3 Understand the importance of working in partnership with others

The learner can:

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

Unit 07 Understand person-centred approaches in adult social care settings (R/602/3182)

Guided learning hours	37
Credit value	4
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Understand person-centred approaches in adult social care

The learner can:

- 1.1 Describe person-centred approaches
 - 1.2 Explain why person-centred values must influence all aspects of social care work
 - 1.3 Explain how person-centred values should influence all aspects of social care work
-

The learner will:

- 2 Understand how to implement a person-centred approach in an adult social care setting

The learner can:

- 2.1 Explain how finding out the history, preferences, wishes and needs of an individual contributes to their care plan
 - 2.2 Describe ways to put person-centred values into practice in a complex or sensitive situation
 - 2.3 Evaluate the use of care plans in applying person-centred values
 - 2.4 Explain the importance of monitoring an individual's changing needs or preferences
-

The learner will:

- 3 Understand the importance of establishing consent when providing care or support

The learner can:

- 3.1 Describe factors that influence the capacity of an individual to express consent
 - 3.2 Explain how to establish consent for an activity or action
 - 3.3 Explain what steps to take if consent cannot be readily established
-

- 4.3 Explain how to work with an individual and others to agree how active participation will be implemented
- 4.4 Explain how to promote the understanding and use of active participation

Unit 07 Understand person-centred approaches in adult social care settings (R/602/3182)

The learner will:

- 4 Understand how to implement and promote active participation

The learner can:

- 4.1 Explain the principles of active participation
 - 4.2 Explain how the holistic needs of an individual can be addressed by active participation
-

The learner will:

- 5 Understand how to support an individual's right to make choices

The learner can:

- 5.1 Describe different approaches to support an individual to make informed choices
 - 5.2 Describe how to support an individual to question or challenge decisions concerning them that are made by others
 - 5.3 Explain the consequences of allowing the personal views of others to influence an individual's choices
-

The learner will:

- 6 Understand how to promote individual's well-being.

The learner can:

- 6.1 Explain the links between identity, self image and self esteem
 - 6.2 Explain factors that contribute to the well-being of an individual
 - 6.3 Explain the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem
 - 6.4 Describe ways to contribute to an environment that promotes well-being
-

The learner will:

- 7 Understand the role of risk assessment in enabling a person-centred approach

The learner can:

- 7.1 Compare different uses of risk assessment in adult social care settings
- 7.2 Explain how risk assessment relates to rights and responsibilities
- 7.3 Explain how risk-taking relates to rights and responsibilities
- 7.4 Explain why risk assessments need to be regularly revised
- 7.5 Explain the importance of using agreed risk assessment processes to support choice

Unit 08 Understand health and safety in social care settings (L/602/3178)

Guided learning hours	49
Credit value	5
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Understand the different responsibilities relating to health and safety in social care settings

The learner can:

- 1.1 Identify legislation relating to health and safety in a social care setting
 - 1.2 Explain how health and safety policies and procedures protect those in social care settings.
 - 1.3 Compare the differences in the main health and safety responsibilities of:
 - the social care worker
 - the employer or manager
 - others in the social care setting.
 - 1.4 Identify situations in which the responsibility for health and safety lies with the individual
 - 1.5 Explain why specific tasks should only be carried out with special training
 - 1.6 Explain how to access additional support and information relating to health and safety
-

The learner will:

- 2 Understand risk assessments and their importance in relation to health and safety

The learner can:

- 2.1 Explain why it is important to assess health and safety risks
 - 2.2 Explain the steps to carrying out a risk assessment
 - 2.3 Explain how to address potential health and safety risks identified
 - 2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns
 - 2.5 Explain how to promote health and safety within the social care setting
-

The learner will:

- 3 Understand procedures for responding to accidents and sudden illness

The learner can:

- 3.1 Describe different types of accidents and sudden illness that may occur in a social care setting
- 3.2 Explain procedures to be followed if an accident or sudden illness should occur
- 3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders
- 3.4 Explain the consequences of failing to follow emergency first aid procedures

Unit 08 Understand health and safety in social care settings (L/602/3178) (cont'd)

The learner will:

- 4 Understand how to reduce the spread of infection

The learner can:

- 4.1 Describe the routes by which an infection can get into the body
 - 4.2 Explain the following prevention methods:
 - hand washing
 - own personal hygiene
 - encouraging the individual's personal hygiene
 - 4.3 Evaluate different types of personal protective equipment and how they can prevent the spread of infection
 - 4.4 Explain own role in supporting others to follow practices that reduce the spread of infection
-

The learner will:

- 5 Understand how to move and handle equipment and other objects safely

The learner can:

- 5.1 Describe the main points of legislation that relates to moving and handling
 - 5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm
 - 5.3 Explain situations that may require additional supports necessary for safer moving and handling
 - 5.4 Explain why it is important for moving and handling tasks to be carried out following specialist training
-

The learner will:

- 6 Understand the principles of assisting and moving an individual

The learner can:

- 6.1 Explain why it is important to have specialist training before assisting and moving an individual
 - 6.2 Explain the potential consequences of assisting and moving an individual without specialist training
 - 6.3 Explain the consequences of not following an individual's care plan or fully engaging with them when assisting and moving
-

Unit 08 Understand health and safety in social care settings (L/602/3178) (cont'd)

The learner will:

- 7 Understand how to handle hazardous substances.

The learner can:

- 7.1 Describe types of hazardous substances that may be found in the social care setting.
7.2 Explain safe practices for:
- storing hazardous substances
 - using hazardous substances
 - disposing of hazardous substances.
- 7.3 Explain the dangers associated with not following these safe practices.
-

The learner will:

- 8 Understand how to promote environmental safety procedures in the social care setting

The learner can:

- 8.1 Explain procedures to be followed in the social care setting to prevent:
- fire
 - gas leak
 - floods
 - intruding
 - security breach
- 8.2 Explain procedures to be followed in the social care setting in the event of:
- fire
 - gas leak
 - floods
 - intruding
 - security breach
- 8.3 Explain how you would encourage others to adhere to environmental safety procedures
8.4 Explain the importance of having an emergency plan in place to deal with unforeseen incidents
-

The learner will:

- 9 Understand how to manage stress

The learner can:

- 9.1 Describe common signs and indicators of stress
9.2 Describe factors that tend to trigger own stress
9.3 Evaluate strategies for managing stress

Unit 08 Understand health and safety in social care settings (L/602/3178) (cont'd)

The learner will:

- 10 Understand procedures regarding handling medication.

The learner can:

- 10.1 Describe the main points of agreed procedures about handling medication.
 - 10.2 Explain why medication must only be handled following specialist training.
 - 10.3 Explain the consequences of handling medication without specialist training.
-

The learner will:

- 11 Understand how to handle and store food safely.

The learner can:

- 11.1 Describe the main points of food safety standards in a social care setting.
 - 11.2 Explain how to:
 - store food
 - maximize hygiene when handling food
 - dispose of food.
 - 11.3 Explain the potential consequences of not following food safety standards.
-

Unit 09 Understand how to handle information in social care settings (D/602/3119)

Guided learning hours	9
Credit value	1
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Understand requirements for handling information in social care settings

The learner can:

- 1.1 Identify legislation and codes of practice that relate to handling information in social care settings
 - 1.2 Explain how legal requirements and codes of practice inform practice in handling information
-

The learner will:

- 2 Understand good practice in handling information in social care settings

The learner can:

- 2.1 Explain how to maintain records that are up to date, complete, accurate and legible
 - 2.2 Describe practices that ensure security when storing and accessing information
 - 2.3 Describe features of manual and electronic information storage systems that help ensure security
-

The learner will:

- 3 Understand how to support others to handle information

The learner can:

- 3.1 Explain how to support others to understand the need for secure handling of information
 - 3.2 Explain how to support others to understand and contribute to records
-

Contact us

NCFE
Q6
Quorum Business Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: service@ncfe.org.uk
Website: www.ncfe.org.uk

© NCFE March 2016

Information in this document is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

All the material in this publication is protected by copyright.

**** To continue to improve our levels of customer service, telephone calls may be recorded.***