



Our Apprenticeship Programme

Adult Care

Associated qualifications	Pearson L3 Diploma in Adult Care
Duration	24 months

Off-the-job training and apprentice reviews:

This details what training the apprentice will receive, principally through qualification unit delivery with the learner outcomes attached. It also includes estimated assessment dates and built-in ongoing reviews.

On-the-job learning, competency and behaviour:

This summarises the broad timetable of tasks that are to take place in the workplace alongside off-the-job training. It should focus on duties that include:

- Competencies - activities and practical tasks gained through on-the-job exercises with opportunities to practice
- Behaviours - actions, attitudes and beliefs embedded through the employer's organisational code of conduct

Overview of units

Unit number	Mandatory Unit title and description
1	Ways of Working in Adult Care 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.
2	Safeguarding in Adult Care 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.
3	Mental Capacity and Restrictive Practice for Adult Care 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roles, it is vital to understand how to manage challenging behaviour, especially when individuals may be confused, withdrawn or aggressive.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.
4	Duty of Care in ADult Care 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.
5	Effective Communication in Adult Care In this unit you will learn about 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.
6	Handling Information in Adult Care 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 understanding of how they inform good practice.
7	Person-centered Practice for Adult Care In this unit, you will learn about person-centered 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-centered approach. This includes promoting the individual's rights, sharing decision making, supporting self-management, encouraging active participation, and providing access to integrated care.
8	Choice and Independence, Health and Wellbeing for Adult Care In this unit, you will learn about person-centered 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-centered approach. This includes promoting the individual's rights, sharing decision making, supporting self-management, encouraging active participation, and providing access to integrated care.
9	Equality, Diversity, Inclusion and Human Rights in Adult Care 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.
10	Health and Safety (General and Topics) for Adult Care 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.
11	Infection Prevention and Control in Adult Care In this unit, you will 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 and how your own health and hygiene may have on others.
12	Continuous Development when Working in Adult Care 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.

13	Personal Wellbeing when Working in Adult Care 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 behavior.
Unit Number	Optional Units that have been selected - Title and Description
20	Understanding the Role of Communication and Interactions with Individuals who have Dementia The unit will give you an understanding of how individuals' behaviors may contribute to the difficulties in communication with people with dementia.
45	Promoting Nutrition and Hydration in Care Settings In this unit, you will develop knowledge and skills in promoting health and wellbeing through nutrition and hydration, and by following a plan of care in care settings.
47	Contribute to Effective Team Working in Care Settings In this unit, You will explore the ways that you can support and motivate colleagues to work cohesively towards meeting objectives in your own organisations.
50	Administering Medication to Individuals In this unit, you will learn about the key aspects of the administration of medicines, including the preparation needed before administering medication, the importance of consent, checks and hygiene precautions, and how you should administer medication safely, and in a way that meets individual needs.
51	Prepare for and take Physiological Measurements In this unit, you will learn why we may need to monitor and record basic physiological measurements.

Programme schedule

Year	Unit number	Classroom Based Learning	Workplace Based Learning
Year 1	Pearson Level 3 Diploma in Adult Care		
1	Induction Unit 1: Ways of working in Adult care	LO1: Understand agreed ways of working 1.1 Explain why it is important to work within the scope of your own role, responsibility and training. 1.2 Describe what is meant by the term 'delegated health care task', 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.	
1	Unit 1	LO2: 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.
1	Unit 1	LO3: Understand working relationships in care settings LO4: Be able to work in partnership with others 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 3.5 Describe how and when to access support and advice about: <ul style="list-style-type: none"> Partnership working Resolving conflicts in relationship and partnerships 	4.1 Demonstrate ways of working that can help improve partnership working.
1	Unit 2: Safeguarding in Adult Care	LO1: Understand the national and local context of safeguarding and protection from abuse and neglect 1.1 Identify the relevant legislation, principles, national policies and frameworks and local systems that relate to safeguarding and protection	

		<p>from abuse and neglect.</p> <p>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.</p> <p>1.3 Describe how reports into serious failures in upholding individuals' rights to live free from abuse and neglect influence current practice.</p> <p>1.4 Identify sources on information and advice about own role in safeguarding, including whistle blowing and accountability for decision making and information sharing.</p>	
1	Unit 2	<p>LO2: Know how to recognise signs of abuse and neglect</p> <p>2.1 Explain what is meant by the terms:</p> <ul style="list-style-type: none"> • Safeguarding • Abuse • Harm <p>2.2 Identify the factors that contribute to an individual being more at risk of abuse or neglect.</p> <p>2.3 Outline what is meant by abuse and neglect, including:</p> <ul style="list-style-type: none"> • physical abuse • domestic abuse • sexual abuse • psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • organisational abuse • neglect/acts of omission • self-neglect. <p>2.4 Describe the indicators that an individual may be being abused</p> <p>2.5 Describe the indicators of perpetrator behaviour</p>	
1	Unit 2	<p>LO3: Understand ways to reduce the likelihood of abuse or neglect occurring</p> <p>3.1 Outline how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> • working with person-centred values • enabling active participation • promoting choice and rights • working in partnership with others <p>3.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</p>	

1	Unit 2	LO4: 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	

Year	Unit number	Classroom Based Learning	Workplace Based Learning
1	Unit 2	LO5: 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.	
1	Unit 2	LO6: 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: <ul style="list-style-type: none"> • use of electronic communication devices 	

		<ul style="list-style-type: none"> • use of the internet • use of social networking sites • carrying out financial transactions online <p>6.3 Describe ways of working inclusively with individuals to reduce the risks presented by each of these types of activities</p>	
1	Unit 50: Administering medications to individuals	<p>LO1: Understand legislation, policies and procedures relevant to the administration of medication</p> <p>1.1 Identify key legislation, policies and guidelines relevant to the administration of medication.</p> <p>LO2: Understand the responsibilities and accountability of self and others involved in the administration of medication</p> <p>2.1 Compare the responsibilities and level of accountability assigned to those involved in the administration of medication.</p>	
1	Unit 50	<p>LO3: Know about common types of medication and their use</p> <p>3.1 Describe the common types of medication and their uses.</p> <p>3.2 Explain the different routes of medicine administration.</p> <p>3.3 Describe the common adverse reactions to medication and the appropriate action(s) required in line with agreed ways of working.</p>	
1	Unit 50	<p>LO4: Be able to prepare for the administration of medication</p> <p>4.1 Explain the importance of the appropriate timing of medication.</p> <p>LO5: Be able to administer and monitor individuals' medication</p> <p>5.2 Explain when and how to report any immediate problems with the administration of medication.</p> <p>5.5 Explain how to confirm that the individual takes the medication and does not pass the medication to others</p>	<p>LO4: Be able to prepare for the administration of medication</p> <p>4.2 Apply standard precautions for infection control in line with agreed ways of working.</p> <p>4.3 Obtain the individual's consent in line with agreed ways of working.</p> <p>4.4 Provide support and reassurance to support cooperation from the individual.</p> <p>4.5 Select, check and correctly prepare the medication according to the medication administration record or medication information leaflet.</p> <p>LO5: Be able to administer and monitor individuals' medication</p> <p>5.1 safely administer the medication</p> <ul style="list-style-type: none"> • In line with legislation and local policies • According to the patient's care plan and the drug to be administered. • In a way that minimises pain, discomfort and trauma to the individual

			<ul style="list-style-type: none"> • In a way that maintains dignity and meets personal and cultural preferences <p>5.3 Assist the individual to be as self-managing as possible</p> <p>5.4 Monitor the individual's condition throughout, taking appropriate action if necessary in line with agreed ways of working.</p> <p>5.6 Dispose of waste medication in line with agreed procedures</p> <p>LO6: Be able to maintain medication administration records</p> <p>6.1 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage.</p> <p>6.2 Check the stock level of medications and record necessary actions.</p> <p>6.3 Complete and safely store medication and related records in line with agreed ways of working.</p>
1	<p>Unit 51:</p> <p>Prepare for and take physiological measurement</p>	<p>LO1: Understand relevant legislation, policy and good practice for undertaking physiological measurements</p> <p>1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice.</p> <p>LO2: Understand the physiological states that can be measured</p> <p>2.1 Explain the principles of blood pressure to include:</p> <ul style="list-style-type: none"> • Blood pressure measurement • Differentiation between systolic and diastolic blood pressure. • Normal limits of blood pressure • Conditions of high or low blood pressure <p>2.2 Explain the principles of body temperature to include:</p> <ul style="list-style-type: none"> • Body temperature maintenance • Normal body temperature • Pyrexia, hyper-pyrexia and hypothermia <p>2.3 Explain the principles of respiratory rates to include:</p> <ul style="list-style-type: none"> • Normal respiratory rate • Factors affecting pulse rates respiratory rates in ill and well individuals <p>2.4 Explain principles of pulse rates to include:</p> <ul style="list-style-type: none"> • Normal pulse rates limit 	<p>LO3: Be able to prepare to take physiological measurements</p> <p>3.1 Explain to the individual the measurements that will be taken and why they are required.</p> <p>3.2 Reassure the individual during the physiological measurements process in line with agreed ways of working.</p> <p>3.3 Answer questions and deal with concerns during the physiological measurements process in line with agreed ways of working.</p> <p>3.4 Explain the help the individual may need before taking their physiological measurements.</p> <p>3.5 Explain why it may be necessary to adjust an individual's clothing before taking physiological measurements</p> <p>3.6 Ensure all materials and equipment to be used are appropriately prepared in line with agreed ways of working</p> <p>3.7 Confirm the individual's identity and obtain valid consent in line with agreed ways of working.</p> <p>LO4: Be able to undertake physiological measurements</p> <p>4.1 Apply standard precautions for infection prevention and control in line with agreed ways of working</p> <p>4.2 Apply health and safety measures relevant to the procedure and environment</p>

		<ul style="list-style-type: none"> • Factors affecting pulse rates - raising or lowering • Pulse sites on the body • The requirement for pulse oximetry measurements • Analysis and implication of pulse oximetry findings <p>2.5 Explain the principles of body mass index (BMI) in relation to weight/dietary control</p> <p>2.6 Explain the major factors that influence changes in physiological measurements</p> <p>2.7 Explain the importance of undertaking physiological measurements</p> <p>2.8 Explain how physiological measurements may need to be adapted for the individual</p>	<p>4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement</p> <p>4.4 Monitor the condition of the individual throughout the measurement in line with agreed ways of working</p> <p>4.5 Respond to any significant changes in the individual's condition in line with agreed ways of working</p> <p>4.6 follow the agreed process when unable to obtain or read a physiological measurement</p> <p>4.7 Identify any issues outside own responsibility and refer these to other colleagues</p>
1	Unit 51	<p>LO5: Be able to record and report results of physiological measurements</p> <p>5.1 Explain the necessity for recording physiological measurements</p> <p>5.2 Explain common conditions that require recording of physiological measurements</p> <p>5.4 Record accurately using correct documentation physiological measurements taken in line with agreed ways of working</p>	<p>5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels in line with agreed ways of working</p> <p>5.4 Record accurately using correct documentation physiological measurements taken in line with agreed ways of working</p>
1	Unit 8: Choice, Independence, health and wellbeing for Adult care	<p>LO1: Be able to promote individuals' rights to make choices</p> <p>1.1 Support individuals to make informed choices and decisions</p> <p>1.2 Establish informed consent when providing care and support</p> <p>1.3 Use support mechanisms and guidance to support the individual's right to make choices</p> <p>1.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices</p> <p>LO2: Be able to promote individuals' independence</p> <p>2.3 Identify a range of technologies that can support or maintain individuals' independence</p>	<p>LO1: Be able to promote individuals' rights to make choices</p> <p>1.1 Support individuals to make informed choices and decisions</p> <p>1.2 Establish informed consent when providing care and support</p> <p>1.3 Use support mechanisms and guidance to support the individual's right to make choices</p> <p>1.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices</p> <p>LO2: Be able to promote individuals' independence</p> <p>2.1 Demonstrate the involvement of individuals in their care and support</p> <p>2.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care</p> <p>2.3 Identify a range of technologies that can support or maintain individuals' independence</p>
1	Unit 8	<p>LO3: Understand the role of risk assessments in promoting person-centred approaches, choice and independence.</p>	<p>LO6: Be able to assess and respond to changes in an individual's health and wellbeing</p>

		<p>3.1 Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks</p> <p>3.2 Identify different risk assessment methods that can be used in different situations and own role within these</p> <p>3.3 Explain the importance of risk assessment reviews, including:</p> <ul style="list-style-type: none"> • 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 	<p>6.1 Engage and involve individuals in understanding and monitoring their health and wellbeing</p> <p>6.2 Use appropriate tools to monitor and report changes in health and wellbeing</p> <p>6.3 Record observations of health and wellbeing and take appropriate action</p>
1	Unit 8	<p>LO4: Understand the importance of individuals' wellbeing</p> <p>4.1 Explain the relationship between identity, self-image and self-esteem and the impact this can have on an individual's wellbeing</p> <p>4.2 Analyse factors that positively and negatively influence the individuals' wellbeing</p> <p>4.3 Identify the range of services and resources available to support individuals' wellbeing and how to access this</p> <p>4.4 Explain how an individuals' wellbeing may affect their behaviours and relationships</p> <p>LO5: Know how to monitor individuals' health</p> <p>5.1 Describe how to engage and involve individuals in monitoring their own health and wellbeing</p> <p>5.2 Identify the early indicators of physical and mental health deterioration</p> <p>5.3 Explain how to escalate concerns about an individual's health deterioration, and to whom</p>	<p>LO7: Be able to promote individuals' health and wellbeing</p> <p>7.1 Support an individual in a way that promotes their sense of identity, self-image, and self-esteem</p> <p>7.2 Demonstrate ways to contribute to an environment that promotes wellbeing</p> <p>7.3 Demonstrate a person-centred approach to working with individuals and others to improve individuals' health and wellbeing</p>
Year	Unit Number	Classroom Based Learning	Workplace Based Learning
1	Unit 9: Equality, diversity, inclusion and	<p>LO1: Understand influences on working practices to promote equality, diversity, inclusion and human rights.</p> <p>1.1 Explain how legislation, policies and codes of practice apply to and</p>	

	human rights in Adult care	<p>influence own work role</p> <p>1.2 Explain how external factors influence own work role</p> <p>LO2: Understand the importance of equality, diversity, inclusion and human rights within your work setting</p> <p>2.1 Explain the definition and relevance to own practice of:</p> <ul style="list-style-type: none"> • Diversity • Equality • Inclusion • Discrimination • Unconscious bias • Protected Characteristics • Human Rights <p>2.2 Explain how inclusive practice and cultures promote equality, diversity, inclusion and human rights</p> <p>2.3 Describe how the promotion of equality, diversity, inclusion and human rights can lead to improved outcomes for individuals</p> <p>2.4 Explain how your organisation promotes equality, diversity, inclusion and human rights</p> <p>2.5 Explain own role in promoting equality, diversity, inclusion and human rights</p>	
1	Unit 9	<p>LO3: Know how to promote equality, diversity, inclusion and human rights</p> <p>3.1 Describe the potential effects of discrimination</p> <p>3.2 Describe how unconscious biases may affect own and others' behaviours</p> <p>3.3 Describe how to respond to and challenge discrimination in a way that promotes positive change</p> <p>3.4 Explain how to report any discriminatory or exclusive behaviours, and to whom</p>	<p>LO4: Be able to work in an inclusive way</p> <p>4.1 Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values and preferences</p> <p>4.2 Promote a culture that supports inclusive practices</p> <p>4.3 Reflect on and make improvements to own practice in promoting equality, diversity, inclusion and human rights</p>
1	Unit 5: Effective communication in Adult Care	<p>LO1: Understand why effective communication is important in the work setting</p> <p>1.1 Identify the different reasons people communicate</p> <p>1.2 Explain how communication affects relationships in the work setting</p> <p>1.3 Explain how communication skills can be used to manage complex, sensitive, abusive, and difficult situations</p> <p>1.4 Explain the importance of maintaining open and honest communication</p>	

1	Unit 5	<p>LO2: Understand the variety in people’s communication needs and preferences</p> <p>2.1 Identify the range of communication styles, methods, and skills available</p> <p>2.2 Describe how people may use and/or interpret communication methods and styles in different ways</p> <p>2.3 Describe the factors to consider when promoting effective communication</p> <p>2.4 Explain how digital and other technologies can be used to promote and enhance communication between self and others</p> <p>2.5 Identify the barriers that may be present when communicating with others</p> <p>2.6 Explain how to access extra support or services to enable effective communication with and between individuals</p> <p>2.7 Describe the impact of poor or inappropriate communication practices</p>	<p>LO3: Be able to communicate effectively with others</p> <p>3.1 Demonstrate a range of effective communication methods and skills</p> <p>3.2 Apply communication skills appropriately in relation to message and audience for maximum impact</p> <p>3.3 Demonstrate how to use communication skills to build relationships</p> <p>3.4 Identify and overcome barriers to communication with a range of people</p>
1	Unit 5	<p>LO5: Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences</p> <p>5.1 Explain the purpose and principles of independent advocacy</p> <p>5.2 Explain when to offer support to individuals to access an advocate</p> <p>5.3 Explain how to support individuals to access advocacy services</p> <p>LO6: Understand confidentiality in care settings</p> <p>6.1 Explain the meaning of the term ‘confidentiality’</p> <p>6.2 Explain the importance of maintaining confidentiality when communicating with others</p> <p>6.3 Explain when and why confidentiality may need to be breached</p> <p>6.4 Describe the potential tensions between maintaining an individual’s confidentiality and disclosing concerns</p>	<p>LO4: Be able to meet the communication and language needs, wishes and preferences of individuals</p> <p>4.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of interaction</p> <p>4.2 Demonstrate a range of communication styles, methods and skills to meet individuals’ needs</p> <p>4.3 Demonstrate how to respond to an individual's reactions when communicating</p> <p>4.4 Demonstrate professionalism when using a variety of communication methods</p>
1	Unit 7: Person-centred Practice for Adult Care	<p>LO1: Be able to work in a person-centred way</p> <p>1.1 Work with an individual and others to establish and understand the individual’s history, preferences, wishes, strengths and needs</p> <p>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</p>	<p>LO1: Be able to work in a person-centred way</p> <p>1.1 Work with an individual and others to establish and understand the individual’s history, preferences, wishes, strengths and needs</p> <p>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</p>

		1.3 Be responsive to individuals changing needs or preferences and adapt actions and approaches accordingly 1.4 Demonstrate respect for individuals lifestyle, choices and relationships 1.5 Promote understanding and application of active participation amongst others	1.3 Be responsive to individuals changing needs or preferences and adapt actions and approaches accordingly 1.4 Demonstrate respect for individuals lifestyle, choices and relationships 1.5 Promote understanding and application of active participation amongst others
1	Unit 7	LO2: 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	
1	Unit 7	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 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	
1	Unit 7	LO3: Understand the importance of individuals' relationship 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 relationship	

Year	Unit number	Classroom Based Learning	Workplace Based Learning
1	Unit 4: Duty of Care in Adult Care	LO1: 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	
1	Unit 4	LO2: 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	
1	Unit 4	LO3: Know how to respond to concerns and complaints 3.1 Explain 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	
1	Unit 4	LO4: 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	
1		Recap on units covered so far, portfolio building 1:1 Tutorials	
1		Recap on units covered so far, portfolio building 1:1 Tutorials Plan and homework setting for college holidays	

Year	Unit number	Classroom Based Learning	Workplace Based Learning
2	Unit 6: Handling information in adult care	LO1: 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	LO2: Be able to implement good practice in handling information 2.1 Demonstrate how you ensure data security when storing and accessing 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
2	Unit 10: Health and safety	LO1: 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	

	(General and Topics) for adult care	<p>1.2 Explain the main points of health and safety policies and procedures agreed with the employer</p> <p>1.3 Analyse the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting <p>1.4 Identify specific tasks in the work setting that should not be carried out without special training</p>	
2	Unit 10	<p>LO2: Understand procedures for responding to accidents and sudden illness</p> <p>2.1 Describe different types of accidents and sudden illness that may occur in own work setting</p> <p>2.2 Explain procedures to be followed if an accident or sudden illness should occur</p> <p>LO3: Be able to carry out own responsibilities for health and safety</p> <p>3.1 Use policies and procedures or other agreed ways of working that relate to health and safety</p> <p>3.4 Use risk assessment in relation to health and safety</p> <p>3.5 Minimise and manage potential risks and hazards</p> <p>3.6 Access additional support or information relating to health and safety</p>	<p>LO3: Be able to carry out own responsibilities for health and safety</p> <p>3.2 Support others' understanding and follow safe practices</p> <p>3.3 Monitor potential health and safety risk</p>
2	Unit 10	<p>LO4: Be able to move and handle equipment and other objects safely</p> <p>4.1 Explain the main points of legislation that relate to moving and handling</p> <p>4.2 Explain principles for safe moving and handling</p> <p>Go to the college flat and practice moving and handling (wear appropriate clothing)</p>	<p>LO4: Be able to move and handle equipment and other objects safely</p> <p>4.3 Move and handle equipment and other objects safely</p>
2	Unit 10	<p>LO5: Be able to handle hazardous substances and materials</p> <p>5.1 Describe types of hazardous substances that may be found in the work setting</p> <p>LO6: Be able to promote fire safety in the work setting</p> <p>6.1 Describe practices that prevent fires from:</p> <ul style="list-style-type: none"> • starting • spreading <p>6.2 Explain emergency procedures to be followed in the event of a fire in the work setting</p> <p>LO7: Be able to implement security measures in the work setting</p>	<p>LO5: Be able to handle hazardous substances and materials</p> <p>5.2 Demonstrate safe practices for:</p> <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials <p>LO6: Be able to promote fire safety in the work setting</p> <p>6.3 Demonstrate measures that prevent fires from starting</p> <p>6.4 Ensure clear evacuation routes are maintained at all times</p> <p>LO7: Be able to implement security measures in the work setting</p> <p>7.3 Use measures to protect own security and the security of others in</p>

		<p>7.1 Explain the importance of ensuring that others are aware of own whereabouts</p> <p>7.2 Use agreed procedures for checking the identity of anyone requesting access to:</p> <ul style="list-style-type: none"> • premises • information 	the work setting
2	Unit 11: Infection prevention and control in adult care	<p>LO1: Understand how to prevent and control the spread of infection</p> <p>1.1 Describe different types of infection and how they are spread (chain of infection)</p> <p>1.2 Explain how to identify individuals who have, or are at risk of developing and infection and the actions to take to reduce the risks to them and others</p> <p>1.3 Explain own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection</p> <p>1.4 Explain own role in supporting others to follow practices that reduce the spread of infection</p> <p>1.5 Explain own responsibilities for ensuring the appropriate cleaning and decontamination of environments and equipment</p>	
2	Unit 11	<p>LO2: Be able to prevent and control the spread of infection</p> <p>2.1 Risk assess a range of situations and select and use appropriate Personal Protective Equipment (PPE) correctly</p> <p>2.2 Identify when it is necessary to perform hand hygiene</p> <p>2.3 Select appropriate products and perform hand hygiene using recommended techniques</p> <p>2.4 Ensure that own health and hygiene does not pose a risk to individuals and other</p>	<p>LO2: Be able to prevent and control the spread of infection</p> <p>2.1 Risk assess a range of situations and select and use appropriate Personal Protective Equipment (PPE) correctly</p> <p>2.2 Identify when it is necessary to perform hand hygiene</p> <p>2.3 Select appropriate products and perform hand hygiene using recommended techniques</p> <p>2.4 Ensure that own health and hygiene does not pose a risk to individuals and other</p>

Year	Unit number	Classroom Based Learning	Workplace Based Learning
2	Unit 12: Continuous development when working in adult care	LO1: 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	LO1: Know what is required to be competent in own role 1.4 Identify sources of support for planning and reviewing own development
2	Unit 12	LO2: 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	LO2: Be able to demonstrate commitment to own development 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
2	Unit 12	LO3: 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	LO5: Be able to develop leadership behaviours 5.1 Model high standards of practice to encourage others to make a positive difference

		<p>continuous improvements to own practice and provision of quality care</p> <p>LO4: Be able to use reflective practice to improve ways of working</p> <p>4.1 Reflect on how learning activities have affected practice</p> <p>4.2 Reflect on how own values, beliefs and experiences may affect working practices</p> <p>4.3 Reflect on own ability to use initiative, make decisions and take responsibility for own actions</p> <p>4.4 Use reflections and feedback from others to evaluate own performance and inform development</p>	<p>5.2 Share ideas to improve services with others</p> <p>5.3 Promote partnership approaches to supporting individuals</p>
2	Unit 13: Personal wellbeing when working in adult care	<p>LO1: Understand own wellbeing</p> <p>1.1 Explain what is meant by 'personal wellbeing,' 'selfcare' and 'resilience'</p> <p>1.2 Describe the factors that positively and negatively influence own wellbeing</p> <p>1.3 Identify indicators of own wellbeing and wellbeing deterioration</p> <p>LO2: Understand the importance of maintaining and improving own wellbeing</p> <p>2.1 Explain how own wellbeing impacts role and behaviour</p> <p>2.2 Explain how own wellbeing impacts others</p>	
2	Unit 13	<p>LO3: Know how to maintain and improve own wellbeing</p> <p>3.1 Identify strategies to maintain and improve own wellbeing</p> <p>3.2 Identify a range of wellbeing support offers available and how to access them</p> <p>3.3 Explain how to access professional help if needed</p>	
2	Unit 13	<p>LO4: Know how to manage own stress and anxiety</p> <p>4.1 Explain what is meant by 'stress' and 'anxiety'</p> <p>4.2 Describe indicators of stress and anxiety in oneself</p> <p>4.3 Analyse factors that can trigger stress and anxiety in oneself</p> <p>4.4 Explain how stress and anxiety may affect own reactions and behaviours towards others</p> <p>4.5 Compare strategies for managing own stress and anxiety</p> <p>4.6 Explain how to access a range of support offers</p>	
2	Unit 13 & Unit 39: Supporting individuals at	<p>LO9: Be able to manage own feelings in relation to an individual's dying or death</p> <p>9.1 Explain ways to manage own feelings in relation to an individual's</p>	

	the end of life	death 9.2 Use support systems to manage own feelings in relation to an individual's death	
2	Unit 20: Understanding the role of communication and interactions with individuals who have dementia	LO1: Understand that individuals with dementia may communicate in different ways 1.1 Explain how individuals with dementia may communicate through their behaviour 1.2 Explain the importance of effective communication to an individual with dementia 1.3 Describe how different forms and stages of dementia can affect communication behaviours 1.4 Explain, with examples how carers and others may misinterpret communication with individuals affected with dementia	
2	Unit 20	LO2: Understand the importance of positive interactions with individuals with dementia 2.1 Explain how individuals with dementia can be engaged in positive interactions 2.2 Explain the importance of positive interactions and how they can contribute to the wellbeing of individuals with dementia 2.3 Compare a reality orientation approach to interaction with a validation approach	
2	Unit 20	LO3: Understand the factors that can affect the interactions and communication of individuals with dementia 3.1 Identify the physical and mental health needs that should be considered when communicating with individuals with dementia 3.2 Explain how the sensory impairment of an individual affects their communication skills 3.3 Describe how the environment might affect an individual with dementia 3.4 Explain how behaviour of carers and others can affect people with dementia 3.5 Explain how the use of language can hinder positive interaction and communication	

2	Unit 3: Mental Capacity and restrictive practice for adult care	LO1: 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 ability to express consent 1.3 Describe the relationship between an individuals' mental capacity, consent, choice and safety 1.4 Explain what is meant by 'valid consent'	
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Year	Unit number	Classroom Based Learning	Workplace Based Learning
2	Unit 3	LO2: Understand the application of the principles of mental capacity and consent 2.1 Explain own role and responsibilities in relation to relevant principles, legislation and codes of practice and upholding 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 individuals' capacity	
2	Unit 3	LO2: Understand the application of the principles of mental capacity and consent 2.4 Describe the strategies and skills that could be used to maximise individuals' capacity to make their own decisions 2.5 Explain 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	
2	Unit 3	LO3: Understand restrictive practices 3.1 Explain what is meant by restrictive practice 3.2 Explain the importance and impact of seeking the least restrictive	

		<p>option for individuals</p> <p>3.3 Explain how to raise concerns when restrictions appear out of proportion with evident risk</p> <p>3.4 Identify organisational policies and procedures in relation to restrictive practices and own role in implementing these</p>	
2	Unit 45: Promoting nutrition and hydration in care settings	<p>LO1: Understand what makes up a balanced diet</p> <p>1.1 Define the main food groups</p> <p>1.2 Explain sources and role of essential nutrients for health</p> <p>1.3 Evaluate the benefits of a balanced diet on health and wellbeing</p> <p>1.4 Evaluate the impact of poor diet on health and wellbeing</p> <p>1.5 Explain what adaptations to a balanced diet may be required for different groups</p>	
2	Unit 45	<p>LO2: Understand nutritional guidelines</p> <p>2.1 Summarise current national nutritional guidelines for a balanced diet</p> <p>2.2 Explain how to access additional support and information relating to nutrition and hydration</p> <p>Guest Speaker: Dietician</p>	
2		<p>LO3: Be able to promote nutrition in care settings</p> <p>3.1 Explain the importance of a balanced diet</p> <p>3.3 Evaluate the effectiveness of different ways of promoting healthy eating</p> <p>LO4: Be able to promote hydration in care settings</p> <p>4.1 Explain the importance of hydration</p> <p>4.2 Describe signs of dehydration</p> <p>4.3 Explain ways to support and promote hydration with individuals</p> <p>4.5 Evaluate the effectiveness of different ways of supporting and promoting hydration</p> <p>LO5: Understand how to prevent malnutrition in care settings</p> <p>5.1 Explain the factors that may affect nutritional intake</p> <p>5.2 Explain the risk factors that may lead to malnutrition</p> <p>5.3 Describe the signs of malnutrition</p> <p>5.4 Explain ways of ensuring foods and drinks have increased nutritional density through fortification</p> <p>5.5 Discuss the appropriate use of nutritional supplements</p>	<p>LO3: Be able to promote nutrition in care settings</p> <p>3.2 Demonstrate how to plan and promote an appropriate balanced diet with an individual that meets their dietary needs</p> <p>LO4: Be able to promote hydration in care settings</p> <p>4.4 Demonstrate how to promote hydration with an individual that meets their needs</p>

2	Unit 45	LO6: Be able to carry out nutritional screenings in care settings 6.1 Explain the purpose of nutritional screening LO7: Be able to monitor and record nutrition and hydration needs with individuals in care settings 7.1 Describe the roles and responsibilities of self and others in assessing and managing the nutritional and hydration needs with individuals 7.2 Explain ways in which nutrition and hydration can be monitored	LO6: Be able to carry out nutritional screenings in care settings 6.2 Carry out nutritional screening in line with agreed ways of working 6.3 Implement the actions identified by nutritional screening in line with agreed ways of working 6.4 Monitor, record and review the actions taken following nutritional screening in line with agreed ways of working LO7: Be able to monitor and record nutrition and hydration needs with individuals in care settings 7.3 Monitor, record and review nutrition and hydration of an individual in accordance with their care plan
2	Unit 45	LO8: Understand factors that affect special dietary requirements in care settings 8.1 Explain factors that may promote healthy eating in different groups 8.2 Explain factors that may create barriers to healthy eating for different groups 8.3 Explain why individuals may have special dietary requirements 8.4 Explain why it is important for individuals with special dietary requirements to follow special diets	

Year	Unit number	Classroom Based Learning	Workplace Based Learning
2	Unit 47: Contribute to effective team working in care settings	LO1: Understand theories of teams and team working 1.1 Outline models of team working 1.2 Explain the process of team development 1.3 Analyse how shared goals can lead to team cohesion	

2	Unit 47	LO2: Understand the principles that underpin effective Teamwork 2.1 Explain principle objectives underpinning team working 2.2 Explain why mutual respect and support promotes effective teamwork 2.3 Explain how the values of own organisation influences the working of your team 2.4 Explain how teams manage change 2.5 Explain the benefits of effective team performance	3.1 Identify own role and responsibility in the team 3.2 Fulfil own responsibilities within the team LO3: Be able to work as part of a team 3.3 Communicate effectively with team members 3.4 Involve other team members in decision making 3.5 Seek support and advice from others 3.6 Offer support to other team members 3.7 Explain lines of reporting and responsibility in the team 3.8 Analyse the strengths and contributions of other team members to the work of the team
2	Unit 47		LO4: Be able to support individual team members 4.1 Provide encouragement and support to individual team members within their roles 4.2 Provide constructive feedback on performance to individual team members LO5: Be able to review the work of the team 5.1 Reflect on own performance in working as part of a team 5.2 Review team performance in achieving or working towards goals 5.3 Contribute to the development of continuous improvement within the work of the team