

## 1. Overview of Qualification

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

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

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

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

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

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

<https://www.instituteforapprenticeships.org/apprenticeship-standards/lead-adult-care-worker>

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

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

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

### 1.1. Entry Requirements

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

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

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

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

### 1.2. Progression Routes

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

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

## 2. Qualification Details

### 2.1 Qualification Structure

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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



## Barred Unit Combinations

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

is barred for use with:

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

and:

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

## 2.2 Total Qualification Time (TQT)

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

TQT is split into two areas:

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

Examples of GLH activities include:

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