

Adult Care - Level 3 Diploma (RQF) Course

Key Information

Course Format:
Paper Based Course Materials

Price:
£500.00

Assessment:
Written Assignments

Payment Options:
Spread the cost over 4 monthly payments

Approximate Study Time:
400 Hours of Self Study

Initial Payment of
£245.00

Approximate Delivery Time:
2-5 Working Days (Courier Service)

Followed by 3 payments
£85.00



The **Adult Care - Level 3 Diploma (RQF) Course** looks to develop the knowledge, skills and competence of those working in a wide range of roles in the health and social care sector. The purpose of the qualification is to support a role in the workplace with the option of learners progressing to a higher level qualification in the same subject area. This qualification is ideal for anyone looking to pursue a career in the health and social care industry in care roles within residential settings, domiciliary services or day care services.

This brand new RQF qualification was launched on 1st January 2018 and replaces the older Health & Social Care - Level 3 Diploma (QCF). These qualifications have replaced the previous NVQ qualifications.

The underpinning knowledge sections of this qualification have been fully updated to include the latest Acts of Parliament, government guidelines and Codes of Practice, including:

- Care Act (2014) and subsequent amendments
- Fundamental Standards 2015
- Duty of Candour
- New principles of independent advocacy
- Revised Audit Processes, following the publication of the Caldicott Report (2015)
- The General Data Protection Regulations (GDPR)
- Skills for Care's updated CPD guide
- Updates to the requirements for Care and Support Plans
- Updates to definitions of the balance between risk assessment, risk-taking and rights and responsibilities

On successful completion on this course students will receive a TQUK Level 3 Diploma (RQF) Qualification with 58 Credits.

Please Note: Work Placement Requirements - Students will require a suitable work placement to complete this course. It is recommended that students have the placement for the duration of their studies. This could be a full time position or a voluntary position of 1 or 2 mornings, afternoons or days per week. The placement needs to be sufficient to enable students to gather the required workplace evidence for each of the course units detailed below, and the work will need to be signed off by an appropriate person (Manager or Supervisor) within the organisation.

Students who don't have a suitable placement should consider one of the new CACHE (RQF) Qualifications we have available.

The course includes the following units:-

• Unit 1 - Promote Communication in Care Settings

Learning Outcomes: Understand why effective communication is important in the work setting; Be able to meet the communication and language needs, wishes and preferences of individuals; Be able to overcome barriers to communication; and Be able to apply principles and practices relating to confidentiality.

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• Unit 2 - Promote Effective Handling of Information in Care Settings

Learning Outcomes: Understand requirements for handling information in care settings; Be able to implement good practice in handling information; and Be able to support others to handle information.

• Unit 3 - Promote Personal Development in Care Settings

Learning Outcomes: Understand what is required for competence in own work role; Be able to reflect on practice; Be able to evaluate own performance; Be able to agree a personal development plan; and Be able to use learning opportunities and reflective practice to contribute to personal development.

• Unit 4 - Promote Person-Centred Approaches in Care Settings

Learning Outcomes: Understand the application of person-centred approaches in care settings; Be able to work in a personcentred way; Be able to establish consent when providing care or support; Be able to implement and promote active participation; Be able to support the individual's right to make choices; Be able to promote individuals' well-being; and Understand the role of riskassessment in enabling a personcentred approach.

• Unit 5 - Promote Equality and Inclusion in Care Settings

Learning Outcomes: Understand the importance of diversity, equality and inclusion; Be able to work in an inclusive way; and Be able to promote diversity, equality and inclusion.

• Unit 6 - Promote Health, Safety and Wellbeing in Care Settings

Learning Outcomes: Understand own responsibilities, and the responsibilities of others, relating to health and safety; Be able to carry out own responsibilities for health and safety; Understand procedures for responding to accidents and sudden illness; Be able to reduce the spread of infection; Be able to move and handle equipment and other objects safely; Be able to handle hazardous substances and materials; Be able to promote fire safety in the work setting; Be able to implement security measures in the work setting; and Know how to manage stress.

• Unit 7 - Responsibilities of a Care Worker

Learning Outcomes: Understand working relationships in care settings; Be able to work in ways that are agreed with the employer; and Be able to work in partnership with others.

• Unit 8 - Duty of Care in Care Settings

Learning Outcomes: Understand how duty of care contributes to safe practice; Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care; and Know how to respond to complaints.

• Unit 9 - Safeguarding and Protection in Care Settings

Learning Outcomes: Understand principles of safeguarding adults; Know how to recognise signs of abuse; Know how to respond to suspected or alleged abuse; Understand the national and local context of safeguarding and protection from abuse; Understand ways to reduce the likelihood of abuse; Know how to recognise and report unsafe practices; and Understand principles for online safety.

• Unit 10 - The Principles of Infection Prevention and Control

Learning Outcomes: Understand own and others roles and responsibilities in the prevention and control of infections; Understand legislation and policies relating to prevention and control of infections; Understand systems and procedures relating to the prevention and control of infections; Understand the importance of risk assessment in relation to the prevention and control of infections; Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections; and Understand the importance of good personal hygiene in the prevention and control of infections.

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- **Unit 11 - Causes and Spread of Infection**

Learning Outcomes: Understand the causes of infection; and Understand the transmission of infection.

- **Unit 12 - Cleaning, Decontamination and Waste Management**

Learning Outcomes: Understand how to maintain a clean environment; Understand the principles and steps of the decontamination process; and Understand the importance of good waste management practice.

- **Unit 13 - Move and Position Individuals in Accordance with their Plan of Care**

Learning Outcomes: Understand anatomy and physiology in relation to moving and positioning individuals; Understand legislation and agreed ways of working when moving and positioning individuals; Be able to minimise risk before moving and positioning individuals; Be able to prepare individuals before moving and positioning; Be able to move and position an individual; and Know when to seek advice from and/or involve others when moving and positioning an individual.

- **Unit 14 - Support Positive Risk-Taking for Individuals**

Learning Outcomes: Understand the importance of risk taking in everyday life; Understand the importance of a positive, person-centred approach to risk assessment; Understand the legal and policy framework underpinning an individual's right to make decisions and take risks; Be able to support individuals to make decisions about risks; Be able to support individuals to take risks; and Understand duty of care in relation to supporting positive risk-taking.

- **Unit 15 - Support Individuals to Maintain Personal Hygiene**

Learning Outcomes: Understand the importance of good personal hygiene; Be able to support individuals to maintain personal hygiene; and Understand when poor hygiene may be an indicator of other underlying personal issues.

- **Unit 16 - Support Individuals to Access and Use Services and Facilities**

Learning Outcomes: Understand factors that influence individuals' access to services and facilities; Be able to support individuals to select services and facilities; Be able to support individuals to access and use services and facilities; and Be able to support individuals' to review their access to and use of services and facilities.

- **Unit 17 - Support Individuals with Specific Communication Needs**

Learning Outcomes: Understand an individual's specific communication needs; Understand how to support the use of communication technology and aids; Be able to contribute to identifying and addressing specific communication needs of individuals; Be able to interact with individuals using their preferred communication method; Be able to promote communication between individuals and others; and Be able to review an individual's communication needs and the support provided.

- **Unit 18 - Support Use of Medication in Social Care Settings**

Learning Outcomes: Understand the legislative framework for the use of medication in social care settings; Know about common types of medication and their use; Understand roles and responsibilities in the use of medication in social care settings; Understand techniques for administering medication; Be able to receive, store and dispose of medication supplies safely; Know how to promote the rights of the individual when managing medication; Be able to support use of medication; and Be able to record and report on use of medication.

Please Note: An alternative unit is available for students who are not involved in the administration of medication:- Promote Nutrition and Hydration in Health and Social Care Settings.

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Prerequisites:

There is no prior learning knowledge or experience required to take this course, however a work placement is required for completion of the coursework. Students need to complete a piece of coursework for each of the units in the course so the placement will need to be suitable for collecting evidence for any associated task covered in the unit.

Course Duration & Support:

Students are provided with comprehensive materials designed to provide everything required to complete the Care course. You will have your own dedicated tutor who will guide you through your course work and answer any questions you may have during your course via email. Additionally a Help Desk is available to provide any practical advice by email or phone.

Assessment:

Students will be required to complete a number of assignments. Your personal tutor will review, mark and provide you with feedback on your work. Your work can be sent back to your course tutor by email or by post.

Qualification:

On successful completion of this course students will be awarded a [TQUK Level 3 Diploma in Adult Care](#). This qualification has been accredited on the Regulated Qualifications Framework ([Qualification No. 603/2553/7](#)). This is a Level 3 Diploma and has 58 credits.



Further information about Ofqual's Qualification & Credit Framework level descriptors can be found on the Ofqual Website and a direct link to this information is displayed on the course pages of our website.

TQUK (Training Qualification UK) are one of the newest, most dynamic awarding organisations in the industry, seeking to bring a fresh approach and excellent service to training providers, colleges and learners. TQUK qualifications are designed by leading professionals and delivered to centres and learners with integrity and compliance in mind.

TQUK have rigorous quality assurance controls and procedures in place and are committed to maintaining the highest standards of customer service, qualification delivery and assessment. The course is assessed by NCC, a licensed TQUK centre. TQUK are fully approved as an awarding organisation by Ofqual and award RQF courses in a number of sectors. RQF courses have various credits values which can be applied to the National Credit Transfer System. TQUK accredit courses which are developed by industry experts and work hand in hand with organisations ensuring the calibre and worth of courses provided.