



Level 3 Diploma in Health & Social Care (Adults) for England

Target Group of Learners

This programme is aimed at senior support/care workers, healthcare workers, homecare organisers and domiciliary care assistants.

Qualification

Level 3 Diploma in Health & Social Care (Adults) for England

Duration and Visits

The target time for completion is **10 months** but learners with more experience may complete the qualification earlier. Learners are provided with an induction visit and up to 3 further support visits

Accreditation/Awarding Body

Regis Training Company is an accredited assessment centre for City & Guilds Awards.

Entry Requirements

There are no formal entry requirements for this award. Learners must be employed on either a full-time, part-time or voluntary basis in Adult care.

Features and Delivery

Induction - Learners are inducted into the programme on either a one-to-one or group basis by a vocationally competent QCF assessor. This will include devising an Individual Learning Plan (ILP) that recognises prior learning and achievement and identifies naturally occurring evidence through everyday work activities. The induction concludes with an agreed assessment plan of activities for the learner to complete.

Assessment - Regis offers an adaptable and flexible schedule of assessment which promotes "learner led" assessment based on naturally occurring evidence and how quickly the learner can meet their action plan. This allows for fast-tracking if the learner has access to readily available evidence and in-house support from colleagues acting as expert witnesses.

An important part of the evidence gathering process is observation of learners undertaking everyday work activities.

Each assessment visit will include:

- Review and update of the assessment plan
- Review of progress and feedback from the assessor
- Assessment of performance (as appropriate) together with feedback
- Liaison with other key personnel involved in the learners' programme (e.g. employer, supervisor, expert witness)
- Setting new learning objectives

Ongoing Support

Learners will have access to email and telephone support throughout their QCF programme together with resources as required. Learners also have access to our e-portfolio system where they can log-in to their portfolio, view progress and submit evidence online. Learners can contact the Assessment Centre for support should the assessor or internal verifier be unavailable.



Additional training

Additional regis:ctv courses and training resources are available to complement QCF training including Online learning. This list is not exhaustive and for further information on other courses please call 0800 0680978.

- Expert Witness (L20)
- Additional Level 3 units (See occupational standards)
- Progression to Level 5 Diploma in Leadership for Health & Social Care
- Assessor Training (A1)

Further Information

Recruitment is on an open basis and subject to availability. Should you wish to find out more about the above course, including prices, please contact regis:ctv, on 0800 0680978.

Award components

As well as the general Level 3 Diploma, learners are optionally able to undertake their Diploma following one of two specific pathways, Learning Difficulties or Dementia

Group A Mandatory units - All these units must be undertaken on all pathways

- SHC 31 Promote communication in health, social care or children's and young people's settings
- SHC 32 Engage in personal development in health, social care or children's and young people's settings
- SHC 33 Promote equality and inclusion in health, social care or children's and young people's settings
- SHC 34 Principles for implementing duty of care
- HSC 024 Principles of safeguarding and protection in health and social care
- HSC 025 The role of the health and social care worker
- HSC 036 Promote person centred approaches in health and social care
- HSC 037 Promote and implement health and safety in health and social care 51
- HSC 038 Promote good practice in handling information in health and social care settings

Group B Units

Learners must meet a minimum of 2 credits and not exceed 7 credits from group B units (credit value in brackets)

- * **Generic Pathway** - free choice with a min 2 credits, max 7 credits
- * **Learning Difficulties Pathway - LD 201** then free choice to max 7 credits
- * **Dementia Pathway - DEM 301** then free choice to max 7 credits
- ADVO 301 Purpose and principles of Independent Advocacy (4)
- CMH 301 Understand mental well-being and mental health promotion (3)
- CMH 302 Understand mental health problems (3)
- DEM 301 Understand the process and experience of dementia (3) - *Mandatory for Dementia Pathway*
- DEM 305 Understand the administration of medication to individuals with dementia using a person centred approach (2)
- DEM 308 Understand the role of communication and interactions with individuals who have dementia (3)
- DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion (3)
- HSC 3021 Understand theories of relationships and social networks (3)
- HSC 3046 Introduction to personalisation in social care (3)
- ICO1 The principles of infection prevention and control (3)
- ICO2 Causes and spread of infection (2)
- ICO3 Cleaning, decontamination and waste management(2)
- LD 201 Understand the context of supporting individuals with learning disabilities (4) - *Mandatory for LD Pathway*
- LD 206 Principles of supporting an individual to maintain personal hygiene (1)
- LD 305 Understand positive risk taking for individuals with disabilities (3)
- LD 307 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (3)
- LD 310 Understand how to support individuals with autistic spectrum conditions (3)
- LD 311K Principles of supporting young people with a disability to make the transition into adulthood (3)



Award components

Group B units (continued from page 2)

- LD 314K Principles of self-directed support (3)
- PD OP 3.1 Understand physical disability (3)
- PD OP 3.3 Understand the impact of Acquired Brain Injury on individuals (3)
- SS MU 3.1 Understand sensory loss (3)
- SS OP 3.1 Understand models of disability3

Group C units

Learners on either the LD or Dementia Pathways must choose a mandatory unit then have free choice from all remaining units.

- * **Generic Pathway** - free choice of all units in group c
- * **Learning Difficulties Pathway** - choice of **LD 302** or **LD 303**, then free choice
- * **Dementia Pathway** - choice of **DEM 304** or **DEM 312** or **DEM 313** then free choice

- ADVO 302 Providing Independent Advocacy support (6)
- ADVO 303 Maintaining the Independent Advocacy relationship(6)
- ADVO 304 Responding to the advocacy needs of different groups of people (6)
- ASM 1 Recognise indications of substance misuse and refer individuals to specialists(4)
- ASM 3 Support individuals who are substance misusers (7)
- ASM 4 Identify and act upon immediate risk of danger to substance misusers (4)
- ASM 5 Provide services to those affected by someone else's substance use (4)
- ASM 8 Increase awareness about substances with individuals and groups (7)
- ASM 9 Test for substance misuse (5)
- ASM 11 Carry out initial assessments to identify and prioritise the needs of substance misusers (5)
- ASM 12 Carry out comprehensive substance misuse assessment (5)
- ASM 15 Assist with the transfer of individuals, who misuse substances between agencies and services (1)
- ASM 18 Support individuals through detoxification Programmes (3)
- ASM 24 Develop and sustain effective working relationships with staff in other agencies (4)
- ASM 34 Administer medication to individuals, and monitor the effects (5)
- ASM 35 Supply and exchange injecting equipment for individuals (3)
- DEM 302 Understand and meet the nutritional requirements of individuals with dementia (3)
- DEM 304 Enable rights and choices of individuals with dementia whilst minimising risks (4)
- DEM 312 Understand and enable positive interaction and communication with individuals who have dementia (4)
- DEM 313 Equality, diversity and inclusion in dementia care practice (4)
- HSC 2003 Provide support to manage pain and discomfort (2)
- HSC 2019 Gain access to the homes of individuals, deal with emergencies and ensure security on departure (2)
- HSC 2024 Undertake agreed pressure area care (4)
- HSC 2028 Move and position individuals according to their plan of care (4)
- HSC 3001 Contribute to raising awareness of health issues (4)
- HSC 3002 Provide support to continue recommended therapies (3)
- HSC 3003 Provide support to maintain and develop skills for everyday life (4)
- HSC 3004 Facilitate learning and development activities to meet individual needs and preferences (5)
- HSC 3007 Support the development of community partnerships (5)
- HSC 3008 Implement therapeutic group activities (4)
- HSC 3010 Support individuals to develop and run support groups (3)
- HSC 3012 Prepare to support individuals within a shared lives arrangement (4)
- HSC 3013 Support individuals to access and use services and facilities (4)

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Award components

Group C Units (continued from page 3)

- HSC 3014 Provide support for individuals within a shared lives arrangement (4)
- HSC 3019 Support individuals in their relationships (4)
- HSC 3020 Facilitate person centred assessment, planning, implementation and review (6)
- HSC 3022 Support individuals to live at home (4)
- HSC 3023 Support individuals to manage their finances (3)
- HSC 3024 Support individuals to access and manage direct payments (6)
- HSC 3027 Support individuals to access housing and accommodation services (4)
- HSC 3028 Support individuals to deal with personal relationship problems (4)
- HSC 3029 Support individuals with specific communication needs (5)
- HSC 3033 Support individuals during a period of change (4)
- HSC 3034 Support individuals to prepare for and settle in to new home environments (3)
- HSC 3035 Support individuals who are bereaved (4)
- HSC 3038 Work in partnership with families to support individuals (4)
- HSC 3045 Promote positive behaviour (6)
- HSC 3047 Support use of medication in social care settings (5)
- HSC 3048 Support individuals at the end of life (7)
- HSC 3049 Prepare environments and resources for use during healthcare activities (3)
- HSC 3050 Prepare for and carry out extended feeding techniques (4)
- HSC 3051 Undertake tissue viability risk assessments (3)
- HSC 3052 Undertake physiological measurements (3)
- HSC 3053 Obtain venous blood samples (3)
- HSC 3054 Undertake urethral catheterisation processes (3)
- HSC 3055 Identify the physical health needs of individuals with mental health needs & plan appropriate actions (5)
- HSC 3056 Support families in maintaining relationships in their wider social structures (4)
- HSC 3057 Work with families, carers and individuals during times of crisis (5)
- HSC 3058 Enable individuals with behavioural difficulties to develop strategies to change their behaviour (8)
- HSC 3061 Help individuals address their substance use through an action plan (4)
- HSC 3062 Interact with and support individuals using telecommunications (5)
- HSC 3065 Implement the Positive Behavioural Support model (8)
- HSC 3066 Support positive risk taking for individuals (4)
- L2EFAW Emergency first aid skills (1)
- LD 206C Support individuals to maintain personal hygiene (2)
- LD 302 Support person-centred thinking and planning (5)
- LD 303 Promote active support (5)
- LD 308 Support individuals with a learning disability to access healthcare (3)
- LD 311C Support young people with a disability to make the transition into adulthood (5)
- LD 312 Support parents with disabilities (6)
- LD 314C Support individuals with self-directed support (5)
- PD OP 3.2 Work with other professionals and agencies to support individuals with physical disability (3)
- PD OP 3.4 Support families who are affected by Acquired Brain Injury (3)
- PD OP 3.5 Support families who have a child with a disability (3)
- SS OP 3.2 Promote effective communication with individuals with sensory loss (4)
- SS OP 3.3 Support individuals with multiple conditions and/or disabilities (4)
- SS OP 3.4 Support individuals in the use of assistive technology (4)
- SS OP 3.5 Support the assessment of individuals with sensory loss (3)
- SS OP 3.6 Support the promotion of awareness of sensory loss (3)
- SS OP 3.7 Support individuals to access education, training or employment (4)
- SS OP 3.8 Enable individuals to negotiate environments (5)