

# Level 4 Diploma in Adult Care

## Criteria for qualification

For awarding organisations developing the new regulated  
qualifications framework (RQF) qualifications

September 2016





## Section B: Minimum content requirements for the Qualification

### Supporting information

A short glossary of key terms is included after each unit. Terms included in the glossaries are highlighted in bold within the criteria.



learners and their employers, as well as allowing for potential funding mechanisms based on unit achievement. In this document a code number has been assigned to each area of content designated as a unit.

### Recognition of prior learning

To facilitate continuing professional development it is recommended that units within this qualification be assigned a credit value, so that they can be readily used for recognition of prior learning (RPL). Alternative robust approaches to RPL may be considered.

### Apprenticeships

The Level 4 Diploma in Adult Care must be designed to align with the knowledge, skills and behaviours described in the [Lead Practitioner in Adult Care](#) Apprenticeship Standard.

### Total Qualification Time

It is anticipated that all Level 4 Diploma in Adult Care qualifications will have a minimum total qualification time (TQT) of 700 hours

## Section B: Minimum

The specialist services relating to assistive technology

How to ensure that communication equipment is:

- fit for purpose
- correctly set up and working
- able to be used by the individual

Interact with individuals including:

Work in partnership with the individual and others to identify their preferred methods of communication

Use agreed methods of communication to interact with the individual

Interact with an individual using active and reflective listening

Monitor the individual's responses during and after the interaction to check the effectiveness of communication

Convey information to individuals and others including:

Use formats that enable an individual and others to understand the information conveyed

Assess an individual's understanding of information conveyed

Understand the importance of confidentiality in interactions with individuals including:

Legal and ethical tensions between maintaining confidentiality and sharing information

The implications of assistive technology for maintaining confidentiality for the individual

### Glossary for DAC4A1

An individual is someone who requires care or support

Others may include:

Team members

Other colleagues

Those who use or commission their own health or social care services

Families, carers and advocates

Formats may include

verbal

written

web based

using specific aids

braille

large print

UNIT DAC4A2 Develop, maintain and use records and reports

Understand





Expectations about own work role as expressed in relevant standards

Ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work

Why competence includes using own behaviour to model person centred values and practice

Reflect on practice including:

Understand the cyclical process of reflection

Understand the importance of reflective practice in continuously improving the quality of service provided

Demonstrate ways to reflect on day to day work practice

Evaluate own performance including:

Evaluate own knowledge, understanding and performance against relevant standards

Use feedback to evaluate own performance and inform development

Use reflective practice to contribute to personal development including:

Evaluate how learning activities have affected practice

Demonstrate how reflective practice has contributed to improved ways of working

Record progress in relation to personal development

Agree a personal development plan including:

Use data and information to plan and review own development

Work with others to review and prioritise own learning needs, professional interests and development opportunities

Take steps to develop own leadership and mentoring skills

Use evidence based practice including:

Analyse how evidence based practice can be used to inform your practice

Apply evidence based practice in your practice

Evaluate use of evidence based practice in own setting





How to support others to promote equality, diversity and inclusion

Current systems and processes to identify improvements which support equality, diversity and inclusion

Work in a way that supports equality and diversity including:

Use person centred approaches to support equality and diversity

Work with others to promote equality and diversity

Challenge discrimination to promote change

Access resources to support equality and diversity practice

Disseminate information to others relating to equality and diversity

Reflecting on own practice in relation to equality and diversity

Model behaviour that promotes equality, diversity and inclusion

#### Glossary for DAC4C1

Legislation may include:

Equality Act

Mental Capacity Act

Human Rights Act

Care Act

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Values may include:

Individuality

Rights

Choice

Privacy

Independence

Dignity

Respect

Care  
Compassion  
Courage  
Communication  
Competence  
Partnership

Others may include:

Team members  
Other colleagues  
Those who use or commission their own health or social care services  
Families, carers and advocates

#### DAC4D HEALTH AND WELLBEING

The content of this section links to:

QCF	HSC047 Health and safety in health and social care settings M/506/6353 SHC45 Facilitate person centred assessment to support wellbeing of individuals A/506/7120 SHC46 Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing F/506/7121
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Manage risk including:

Contribute to development of policies, procedures and practices which identify, assess



## UNIT DAC4D2 Facilitate person centred assessment to support wellbeing

Understand theories and principles of assessment including:

- Theoretical models of assessment
- The effectiveness of assessment tools available to support your role
- The effect of legislation and policy on assessment processes
- How assessment practice can impact on individuals' lives

Work in partnership with an individual and others to facilitate person centred assessment including:

- Agree the purpose of the assessment with the individual and others
- Agree the intended outcomes of the assessment with the individual and others
- Agree with the individual and others how the assessment should be carried out and who else should be involved
- Ensure that the individual is supported to carry out self-assessment processes

Carry out person centred assessment that promotes wellbeing including:

- Analyse the interrelationship between factors that support an individual's wellbeing
- Take account of the strengths and aspirations of an individual in the assessment
- Work with an individual and others to assess requirements to support wellbeing
- Record the assessment in an agreed format according to organisational policies and procedures

### Glossary for DAC4D2

Assessment involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention

Assessment tools may include

FACE

Mental health

Learning disability specific

Specialist tools for moving and handling, continence, occupation and activities

Legislation may include:

Equality Act

Mental Capacity Act

Human Rights Act

Care Act

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include:

Team members

Other colleagues

Those who use or commission their own health or social care services

Families, carers and advocates

Wellbeing may include aspects that are:

social

emotional

cultural

spiritual

intellectual

economic

physical

mental

UNIT DAC4D3 Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing



Agree the monitoring process for a support plan taking into account time, people, budget and compliance with regulators' standards

Use systems, procedures and practices that engage an individual and others in the review process according to agreed ways of working

Review a support plan to include feedback from an individual and others and assess risks

Record review processes and outcomes according to organisational systems and procedures to support information sharing

### Glossary for DAC4D3

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Others** may include:

Team members

Other colleagues

Those who use or commission their own health or social care services

Families, carers and advocates

**Assessment** involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention

**Assistive living technology** may include

*Electronic:*

Sensor mats or pads

Pendants/telecare

Echo box/reminding tool

Key pad entries

Keys with lights

Apps for budgeting/direction finding/instructions

Talking books

*Physical:*

Kettle tippers

Jar openers

Special cutlery/utensils

Key safe box

Sticks to pull socks up

Standards may include:

Codes of practice

Regulations

Minimum standards

National occupational standards

Agreed ways of working – will include policies and procedures where these exist; they may be less formally documented with micro-employers

	promotes the well-being of people
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<a href="#">UNIT DAC4E1 Professional practice in adult care settings</a>
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Understand theories, values , principles and statutory frameworks that underpin practice within care including:

- Theories that underpin own practice
- How statutory frameworks underpin service provision
- How and principles underpin service provision

Understand how duty of care contributes to safe practice including:

- What it means to have a 'duty of care' in own work role
- How duty of care contributes to safeguarding or protection of individuals and supports individuals' rights and choices

Understand how to address conflicts or dilemmas that may arise between an individual's rights to choice and control and the duty of care including:

- Why conflicts may arise between the duty of care and an individual's rights
- How to manage risks associated with conflicts between an individual's rights and the duty of care
- Where to get support and advice about managing conflicts

Apply values, principles and statutory frameworks that underpin service provision in own area of work including:

- Comply with statutory frameworks that underpin service provision
- Apply values and principles that underpin service provision
- Contribute to quality assurance processes to promote positive experiences for individuals using care services

<a href="#">Glossary for DAC4E1</a>
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Theories may include:

Human development and growth

Identity and self esteem

Aging

Loss and change

Psychological and sociological perspectives of social issues

Discrimination

Values may include:

Individuality

Rights

Choice

Privacy

Independence

Dignity

Respect

The importance of partnership working with colleagues, other professionals and others

How partnership working delivers better outcomes

How to overcome barriers to partnership working

Establish and maintain working relationships with colleagues including:

Explain own role and responsibilities in working with colleagues

Develop and agree common objectives when working with colleagues

Evaluate own working relationship with colleagues

Deal constructively with any conflict that may arise with colleagues

Establish and maintain working relationships with other professionals including:

Understand own role and responsibilities in working with other professionals



## Independent visitors

Others may include:

Team members

Other colleagues

Those who use or commission their own health or social care services

Families, carers and advocates

Why it is important to know where responsibilities lie for the delivery and quality of self-directed support

What responsibilities are held for the delivery and quality of self-directed support by direct payments recipients, commissioners, social workers/care managers

Understand how to promote personalisation including:

The attitudes, approaches and skills needed in own role to implement personalisation

The impact of personalisation on own role

Ways to enhance own contribution to promoting personalisation

Understand how to develop systems and structures for personalisation including:

How far systems and structures in own organisation have adapted to personalisation

Ways to improve systems and structures to enhance personalisation

#### [Glossary for DAC4E3](#)

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the health authority.

UNIT DAC4F1 Understand safeguarding and protection in adult care settings

Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect including:

The current legislative framework that underpins safeguarding of vulnerable adults

How current national guidelines and local policies and procedures for safeguarding

Domestic violence  
Sexual abuse  
Psychological abuse  
Financial/material abuse  
Modern slavery  
Discriminatory abuse  
Organisational abuse  
Neglect/acts of omission  
Self-neglect

In this unit, individual will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care

Others may include:

Team members  
Other colleagues  
Those who use or commission their own health or social care services  
Families, carers and advocates

[UNIT DAC4F2 Safeguard children and young people who are present in the adult care sector](#)

Understand the respon.63 T39 0.4 0 0 1Qq66s dCl..41 6s dCl..4148001 ref293.33 re941 461.71 0.48004 re

Access information, advice and support to inform knowledge and practice about safeguarding children and young people

Provide information to others on indicators of harm, abuse or neglect and actions that need to be taken where there are safeguarding concerns

Understand how to address conflicts and dilemmas associated with safeguarding children and young people including:

Conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting

Actions to take when conflicts and dilemmas about safeguarding arise

ADDITIONAL REQUIREMENTS

Partnership working

Quality assurance

Resource management

Service development