



# TQUK Level 3 Diploma in Adult Care (RQF)

603/2553/7

# Qualification Summary

## Key Information

---

**Level**

Level 3

**Sector**

Health &amp; Social Care

**Internal/External**

Internal

**Qualification Type**

Occupational Qualification

**Operational Start Date**

01/01/2018

**Recommended Minimum Age**

16

**Total Credits**

58

**Qualification Status**

Available To Learners

**Assessment Methods**

Portfolio of Evidence

**SSA**

01.3 Health and social care

**Overall Grading Type**

Pass/Fail

**Permitted Delivery Types**Blended  
Classroom  
Distance  
Online**Guided Learning Hours**

407



## Introduction

---

**Welcome to TQUK**

**Brand Guidelines**

**Qualification Specifications**

## Qualification Details

---

**The Qualification**

Initial Assessment

**Progression**

Learner Registration

**Structure**

Resources

Mandatory Units

**Requirements**

Optional Units

Trainer/Assessor

**Duration**

Internal Quality Assurer

Guided Learning Hours

External Quality Assurer

Directed Study

**Centre Devised Assessment (CDA)**

Total Qualification Time

**Useful Resources**

**Grading and Assessment**

Websites

**Centre Recognition**

Reading

**Support from TQUK**

**Units in Detail**

**Qualification Delivery**

Pre-Qualification Information

**Visit [www.tquk.org](http://www.tquk.org)  
in order to stay up to  
date with the latest  
qualification news.**





## Welcome to TQUK

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation, sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](https://www.tquk.org/register-of-regulated-qualifications) website.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](https://www.tquk.org) for news of our latest developments.

## Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification. Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on [www.tquk.org](https://www.tquk.org). Qualification specifications can be found also be found on [www.tquk.org](https://www.tquk.org). Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact [TQUK](https://www.tquk.org).

## Brand Guidelines

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there **must** be no changes or amendments made to it, in terms of colour, size, border and shading. The logo **must** only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo **must** be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK **should** be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK **should** be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it **must** immediately discontinue the use of TQUK's logo, name and qualifications.



# Qualification Details

## The Qualification

The qualification can be undertaken alone but links with the knowledge and skills required for the Apprenticeship Standard Lead Adult Care Worker. It is applicable to a variety of job roles including below lead adult care worker and lead personal assistant.

## Qualification Purpose

The qualification develops the knowledge, skills and competence of learners working in a wide range of roles in a health and social care setting. Learners must be in paid or voluntary work to enable assessment to take place. The purpose of the qualification is to support a role in the workplace and to enable learners to progress to a higher level qualification in the same subject area.

## Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years and above.

## Progression

Successful learners can progress to other qualifications such as:

- Level 4 Diploma in Adult Care
- Level 5 Diploma in Leadership and Management for Adult Care
- Level 5 Certificate in Leading and Managing Services to Support End of Life and Significant Life Events

## Structure

Learners must achieve all the mandatory units and optional units to a minimum of 58 credits (580 hours Total Qualification Time) in total. More than 50% of the credit must be at level 3 or above (i.e. 30 credits).

## Mandatory Units

Unit ref.	Title	Level	GLH	Credit Value
L/616/4056	Duty of care in care settings	3	8	1
T/616/4049	Promote communication in care settings	3	25	3
K/616/4050	Promote effective handling of information in care settings	3	16	2
A/616/4053	Promote equality and inclusion in care settings	3	18	2
F/616/4054	Promote health, safety and wellbeing in care settings	3	45	6
T/616/4052	Promote person-centred approaches in care settings	3	39	6
M/616/4051	Promote personal development in care settings	3	10	3
J/616/4055	Responsibilities of a care worker	2	16	2
R/616/4057	Safeguarding and protection in care settings	2	26	3

## Optional Units

Unit ref.	Title	Level	GLH	Credit Value
<b>A. Optional Units</b>				
F/616/4152	Administer medication to individuals and monitor the effects	3	30	5
R/616/4219	Assess the needs of carers and families	3	28	4
F/616/4085	Awareness of the Mental Capacity Act 2005	3	28	3
M/616/4079	Care for the elderly	2	10	2
A/616/4151	Carry out initial assessments to identify and prioritise the needs of substance misusers	3	30	5
Y/616/4061	Causes and spread of infection	2	20	2
D/616/4059	Cleaning, decontamination and waste management	2	20	2
D/616/8628	Co-ordination of assistive living technology use	4	31	4
Y/616/8711	Collaborate in the assessment of environmental and social support in the community	3	23	4
T/616/4214	Contribute to effective team working in health and social care or children and young people's settings	3	25	4
L/616/8639	Contribute to maintaining quality in adult care	3	25	3
Y/616/8627	Coordination of activity provision in adult care	3	25	4
R/616/4642	Dementia Awareness	2	7	2
H/616/8503	Develop implement and review reablement services	4	30	4
Y/616/4352	Develop professional supervision practice in health and social care or children and young people's work settings	5	39	5
M/616/4146	Diabetes awareness	3	46	6
M/616/4213	Enable individuals to negotiate environments	3	34	4
F/616/4197	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	3	41	8
L/616/4154	Enable rights and choices of individuals with dementia whilst minimising risks	3	26	4
Y/616/4142	End of life and dementia care	3	20	2
Y/616/4156	Equality, diversity and inclusion in dementia care practice	3	31	4
A/616/4165	Facilitate learning and development activities to meet individual needs and preferences	3	35	5
H/616/4175	Facilitate person centred assessment, planning, implementation and review	3	45	6
D/616/4353	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	42	6
F/616/4149	Identify and act upon immediate risk of danger to substance misusers	3	24	4
T/616/4195	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	35	5
M/616/8634	Implement positive behaviour support	3	41	6
L/616/4199	Implement the positive behavioural support model	4	61	8
F/616/4166	Implement therapeutic group activities	3	25	4
T/616/4133	Introduction to personalisation in social care	3	22	3
F/616/8640	Lead a team	3	25	3
F/616/8508	Lead learning and development in adult care services	4	26	4
T/616/4245	Manage induction in health and social care or children and young people's settings	4	21	3
D/616/8631	Management of pain and discomfort	3	24	3
A/616/4232	Managing symptoms in end of life care	3	30	4

J/616/8509	Mentoring in adult care services	4	30	4
K/616/4159	Move and position individuals in accordance with their care plan	2	26	4
J/616/4072	Obtain and test capillary blood samples	3	30	4
L/616/4073	Obtain venous blood samples	3	24	3
K/616/4193	Prepare environments and resources for use during healthcare activities	2	20	3
L/616/4350	Prepare for and carry out extended feeding techniques	3	27	4
Y/616/8496	Principles and practice of advocacy in adult care	4	35	5
A/616/4134	Principles of supporting an individual to maintain personal hygiene	2	10	1
H/616/4497	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	21	3
H/616/4354	Principles of supporting young people with a disability to make the transition into adulthood	3	30	3
D/616/4210	Promote active support	3	36	5
H/616/4211	Promote effective communication with individuals with sensory loss	3	30	4
R/616/4236	Promote nutrition and hydration in health and social care settings	3	32	4
D/616/4191	Promote positive behaviour	3	44	6
H/616/8629	Promote the management of continence	3	30	4
F/616/8637	Promotion of mental well-being and mental health	3	20	3
H/616/8632	Provide agreed support for foot care	2	23	3
R/616/4687	Provide support for mobility	2	14	2
L/616/4655	Provide support for sleep	2	13	2
J/616/4217	Provide support to adults who have experienced harm or abuse	4	39	5
K/616/8633	Provide support to individuals to continue recommended therapies	3	20	3
T/616/8635	Provide support to individuals with dementia	3	35	4
K/616/4162	Provide support to maintain and develop skills for everyday life	3	28	4
D/616/4157	Provide support to manage pain and discomfort	2	15	2
T/616/4147	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
D/616/4479	Resource management in adult care	4	25	3
D/616/4143	Stroke awareness	2	28	3
Y/616/9177	Stroke care management	3	36	4
Y/616/8451	Support carers to meet the care needs of individuals	3	30	4
H/616/4502	Support families who are affected by Acquired Brain Injury	3	28	3
J/616/4086	Support independence in the tasks of daily living	3	37	5
D/616/8547	Support individuals affected by Parkinson's	3	25	3
M/616/4082	Support individuals at the end of life	3	50	6
K/616/4081	Support individuals during a period of change	3	29	4
L/616/4235	Support individuals during the last days of life	4	33	5
D/616/8449	Support individuals to access and manage direct payments	4	20	4
Y/616/4173	Support individuals to access and use services and facilities	3	25	4
R/616/8450	Support individuals to access housing and accommodation services	3	31	4
Y/616/4223	Support individuals to be part of a community	3	20	3
M/616/4177	Support individuals to live at home	3	29	4
L/616/4204	Support individuals to maintain personal hygiene	2	17	2
L/616/4641	Support individuals to meet personal care needs	2	16	2
L/616/4185	Support individuals to prepare for and settle in to new home environments	3	23	3
F/616/4216	Support individuals to stay safe from harm and abuse	3	27	4

T/616/4083	Support individuals who are bereaved	3	30	4
M/616/4244	Support individuals who are distressed	2	21	3
A/616/4148	Support individuals who are substance users	3	42	7
A/616/4215	Support individuals with autistic spectrum conditions	3	33	4
Y/616/8529	Support individuals with multiple conditions and/or disabilities	3	31	4
A/616/4179	Support individuals with specific communication needs	3	35	5
J/616/4220	Support people who are providing homes to individuals	4	40	6
H/616/4208	Support person-centred thinking and planning	3	41	5
M/616/4096	Support positive risk taking for individuals	3	32	4
J/616/8557	Support the assessment of individuals with sensory loss	3	22	3
K/616/4212	Support the promotion of awareness of sensory loss	3	23	3
F/616/4233	Support the spiritual wellbeing of individuals	3	26	3
H/616/4192	Support use of medication in social care settings	3	40	5
J/616/4234	Supporting individuals with loss and grief before death	3	15	2
L/616/4218	Supporting infection prevention and control in social care	3	18	2
T/616/4150	Test for substance use	3	30	5
Y/616/4058	The principles of infection prevention and control	2	30	3
L/616/4140	Understand advance care planning	3	25	3
R/616/4155	Understand and enable interaction and communication with individuals who have dementia	3	30	4
J/616/4153	Understand and meet the nutritional requirements of individuals with dementia	3	26	3
A/616/8636	Understand end of life care	3	53	7
M/616/4230	Understand how to provide support when working in end of life care	3	33	4
R/616/4141	Understand how to support individuals during the last days of life	3	28	3
K/616/8552	Understand how to support individuals to care for their feet	2	25	3
Y/616/8630	Understand how to support individuals to engage in education, training and employment	3	25	3
J/616/4136	Understand how to support individuals with autistic spectrum conditions	3	28	3
D/616/4062	Understand mental health problems	3	16	3
R/616/4060	Understand mental well-being and mental health promotion	3	20	3
Y/616/4139	Understand models of disability	3	26	3
L/616/4137	Understand physical disability	3	22	3
F/616/4135	Understand positive risk taking for individuals with disabilities	3	25	3
R/616/4138	Understand sensory loss	3	21	3
J/616/8638	Understand the administration of medication	3	24	3
A/616/4246	Understand the administration of medication to individuals with dementia using a person centred approach	3	15	2
A/616/4084	Understand the context of supporting individuals with learning disabilities	3	35	4
M/616/4132	Understand the diversity of individuals with dementia and the importance of inclusion	3	23	3
H/616/4144	Understand the effects of ageing in activity provision	3	17	2
M/616/4227	Understand the factors affecting older people	3	17	2
D/616/4496	Understand the impact of Acquired Brain Injury on individuals	3	28	3
H/616/4080	Understand the process and experience of dementia	3	22	3
F/616/4247	Understand the role of communication and interactions with individuals who have dementia	3	26	3
K/616/4145	Understanding and enabling assisting and moving individuals	2	28	4



H/616/4158	Undertake agreed pressure area care	2	30	4
F/616/4068	Undertake personal hygiene activities with individuals	2	24	3
K/616/4064	Undertake physiological measurements	3	23	3
M/616/8505	Undertake research within services for adult care	4	50	8
M/616/4065	Undertake tissue viability risk assessments	3	16	3
Y/616/4089	Work in partnership with families to support individuals	3	27	3
A/616/4196	Work with families, carers and individuals during times of crisis	4	35	5

## Barred Units

There are no barred units.

## Duration

### Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training. Guided Learning Hours for this qualification is 407.

### Directed Study

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 173 hours over the cycle of the programme.

### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning. Total Qualification Time for this qualification is 580 hours.

## Grading and Assessment

All units must be assessed in accordance with the Assessment Principles developed by Skills for Care & Development.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a Pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUKs qualifications. The policies and procedures will also support a recognised centres quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

## Support from TQUK

---

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Qualification Delivery

---

### Pre-Qualification Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learners current knowledge and/or skills. Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centres responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUKs procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

## Requirements

---

### Trainer/Assessor

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a

relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## Centre Devised Assessment

---

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

## Useful Resources

---

### Websites

Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Skills for Health <http://www.skillsforhealth.org.uk/>

Skills for Care <http://www.skillsforcare.org.uk>

For further details regarding approval and funding eligibility please refer to the following websites:

Education & Skills Funding Agency for public funding information for 14+ learners in England  
<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualisedlearner-record-ilr-sources-of-data>

DAQW Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education

[www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

