

Level
3

APPROVAL CRITERIA

Health and Social Care: Practice (Adults)

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This is a **Regulatory Document** under **Condition B7** of the *Standard Conditions of Recognition (March 2017)*¹: *Compliance with Regulatory Documents*.

¹ <https://qualificationswales.org/english/publications/standard-conditions-of-recognition/>

Level 3 Health and Social Care: Practice (Adults)

Introduction

This document sets out the approval criteria for the Level 3 Health and Social Care: Practice (Adults) qualification. These have been developed through stakeholder engagement, which included focus groups and online surveys. These approval criteria include the requirements that an awarding body must meet when developing the specification and assessment materials for the Level 3 Health and Social Care: Practice (Adults) qualification.

This qualification is designed to support progression onto employment and/or further and higher level study.

This qualification should be designed to be delivered by a range of learning providers for learners who are 16 or over.

Where appropriate, this qualification should allow learners to develop transferable skills, including communication, literacy, digital competence and numeracy.

The approval criteria in this document will come into effect from March 2019 and will be reviewed in 2022.

In March 2017, Qualifications Wales published a determination to restrict a new suite of qualifications in Health and Social Care, and Childcare² for teaching on publicly-funded programmes of learning in Wales. This suite includes the Level 3 Health and Social Care: Practice (Adults) qualification.

All of the qualifications in the suite will be restricted to just one form per qualification for a period of five years from 1 September 2019. This means that only one awarding body may award each qualification. Following a fair and transparent procurement process that took place between January 2017 and August 2017, Qualifications Wales has contracted with a consortium of City & Guilds of London Institute and WJEC to jointly develop and deliver all of the qualifications in the suite.

Qualifications Wales will only approve a qualification that meets all of the requirements set out in this document together with those set out in the *Standard Conditions of Recognition*³. In developing qualifications to meet these requirements awarding bodies must have regard to *Fair Access by Design*⁴. The commissioned awarding body must also meet all of the requirements set out in the *concession*

² <http://qualificationswales.org/media/2535/230517-determination-to-restrict-hsc-final-e.pdf>

³ <http://qualifications.wales/english/our-work/regulating-awarding-bodies/monitoring-awarding-bodies/>

⁴ <http://gov.wales/docs/dcells/publications/150727-fair-access-by-design-en.pdf>

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contract awarded during the qualification development, approval, implementation and delivery stages.

The subject content of this qualification must relate to the appropriate National Occupational Standards and the Level 2 Health and Social Care: Core (Adults) qualification.

Where the requirements of the Subject Approval Criteria set out in this document differ from those prescribed in the *Standard Conditions of Recognition*, the requirements in this document will take precedence.

Qualification structure

1. The Level 3 Health and Social Care: Practice (Adults) specification must offer learners the certification of a qualification of 240 Guided Learning Hours (GLH) and will need to be defined in terms of Total Qualification Time (TQT) and credit.
2. The Level 3 Health and Social Care: Practice (Adults) qualification comprises both mandatory and optional content (See Appendix A). The specification must clearly show what content is mandatory and what is optional.
3. The qualification title appearing on certificates must be:

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4. The design of Level 3 Health and Social Care: Practice (Adults) must ensure that:
 - 4.1 the subject aims and objectives are reflected in the assessments to enable learners to demonstrate their knowledge, skills and understanding;
 - 4.2 it supports learners' progression from the Level 2 Health and Social Care: Practice qualification.
5. The Level 3 Health and Social Care: Practice (Adults) specification must specify any rules of combination that apply to the optional units.
6. The Level 3 Health and Social Care: Practice (Adults) specification must include the following statement:

'The knowledge, understanding and skills a learner is required to achieve within this qualification build on the content of the Level 2 Health and Social Care: Core qualification. It is strongly recommended that a learner undertaking this

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qualification has completed or is currently undertaking the Level 2 Health and Social Care: Core (Adults) qualification. Please note that it is a requirement of Social Care Wales that an individual working within the health and social care sector will need both the:

- *Level 2 Health and Social Care: Core (Adults) qualification*

and

- *Level 3 Health and Social Care: Practice (Adults) qualification*

to work within specific job roles. For more information on requirements to work within the health and social care sector, please refer to Social Care Wales' website.'

Subject aims and objectives

7. Level 3 Health and Social Care: Practice (Adults) must enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within a health and social care setting. In particular, learners should be able to demonstrate that they:
 - 7.1 understand, and apply in practice, the principles and values which underpin health and social care;
 - 7.2 understand, and apply in practice, person-centred approaches;
 - 7.3 promote and support effective practice within Health and Social Care;
 - 7.4 are aware of key policies within the sector and understand how these affect service development and delivery;
 - 7.5 work in partnership with individuals, their families, carers and a range of professionals;
 - 7.6 apply a range of problem solving techniques;
 - 7.7 reflect on practice to continuously improve;
 - 7.8 use literacy, numeracy and digital competency skills as appropriate within their role.

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Subject content

8. The content of the Level 3 Health and Social Care: Practice (Adults) specification must reflect the subject aims and objectives.
9. The Level 3 Health and Social Care: Practice (Adults) specification must include the content specified in Appendix A.

Scheme of assessment

10. Level 3 Health and Social Care: Practice (Adults) will be assessed through 100% internal assessment. The assessment will:
 - 10.1 consist of a range of externally set and internally marked practice-based tasks, and a portfolio of evidence;
 - 10.2 be of comparable demand for all learners, irrespective of the assessment undertaken;
 - 10.3 specify the type and amount of evidence to be collected for assessment purposes.
11. All learning outcomes for the mandatory and optional content undertaken must be evidenced through the assessments.
12. The scheme of assessment must ensure that:
 - 12.1 the criteria and requirements for practice undertaken, and the assessment of this practice, are clearly detailed;
 - 12.2 any permitted conditions for assessment through simulation are clearly detailed, including what would constitute a realistic work environment.
13. Marking criteria must indicate how each aspect of the assessment relates to the learning outcomes.

Outcomes

14. Learners who successfully complete all required assessments (meeting any rules of combination) will be certificated.

Submitting qualifications for approval

15. When submitting a qualification to Qualifications Wales for approval, the awarding body must provide:
 - 15.1 a specification document;
 - 15.2 an explanatory document (rationale document) outlining the rationale for the key design features of the proposed qualification and their alignment to findings of *The Sector Review of Qualifications and the Qualification System in Health and Social Care, including childcare and play work*⁵.

Rationale requirements

16. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.
17. The rationale document must include an explanation for:
 - 17.1 the qualification structure, explaining the reasons for the way in which the content has been structured;
 - 17.2 the approach to how tasks are developed and refreshed over time;
 - 17.3 the assessment structure including, where appropriate, the number, mark allocation and duration of assessments;
 - 17.4 the interpretation of the learning outcomes, and how the spread of learning outcomes across and within the assessments was determined;
 - 17.5 the design of sample assessment materials, including the type and range of assessment tasks across the qualification, and their relationship to the learning outcomes;
 - 17.6 the design and application of marking criteria;
 - 17.7 how the qualification reflects a Welsh context;
 - 17.8 the process used to award the qualification.

⁵ <http://qualifications.wales/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

Operational requirements

18. The specification must specify the knowledge and competence requirements (both subject and assessment/quality assurance) for assessors, internal quality assurers and external quality assurers.
19. The qualification specification must include explicit details of operational requirements, including:
 - 19.1 entries;
 - 19.2 quality assurance;
 - 19.3 external assessment processes.

**Further
information**

Enquiries about this document should be directed to:

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Pencarn Lane
Imperial Park
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NP10 8AR

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Appendix A

The Level 3 Health and Social Care: Practice (Adults) specification must include the following content with learning outcomes associated with each. This makes 100% of the total content of the qualification.

1. Promoting core practice in Health and Social Care (Adults)

Topic area	Sub-topic area
1.1 Principles and values of health and social care	<ul style="list-style-type: none"> - Legislation, national policies, guidance and frameworks - Rights based approaches - Person-centred approaches - Equality, diversity and inclusion - Positive risk taking - Positive relationships and professional boundaries - Communication - Welsh language and culture - Positive approaches to reduce restrictive practices in health and social care - Reflection
1.2 Health and Well-being	<ul style="list-style-type: none"> - Well-being - Factors that impact upon health and well-being - Support for personal care and continence - Nutrition and hydration
1.3 Professional Practice as a health and social care worker	<ul style="list-style-type: none"> - Role and responsibilities of the health and social care worker - Partnership working - Team working - Handling information - Personal conduct of health and social care workers - Continuing professional development

Topic area	Sub-topic area
1.4 Safeguarding individuals	<ul style="list-style-type: none">- Legislative frameworks for Safeguarding- Safeguarding individuals from harm, abuse and neglect- Factors, situations and actions that could lead or contribute to harm, abuse or neglect
1.5 Health and safety in health and social care	<ul style="list-style-type: none">- Health and safety in the work setting- Risk assessments for health and safety- Fire safety- Infection prevention and control- Food safety- Hazardous substances- Security in the work setting- Managing stress

2. Using assessments for the development of personal plans

Learning outcomes

1. Assessment and care and support planning
2. Use assessment information and care and support plans to develop personal plans

3. Co-ordinating care and support for individuals living in their own homes

Learning outcomes

1. Support the delivery of services that support individuals to live in their own home
2. Promote good relationships with individuals and their families/carers

4. Promoting care and support for individuals living in their own homes

Learning outcomes

1. Support for individuals to live in their own homes

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2. Promote support for individuals and their families/carers during change and transitions
3. Promote support for rights based approaches and positive outcomes for individuals living in their own homes
4. Promote the development and use of personal plans that support individuals living in their own homes to achieve positive outcomes
5. Maintain security and safe working practice

5. Promoting care and support for individuals living in care home settings

Learning outcomes

1. The role of legislation, national policy, guidance and standards for care home settings
2. Promote support for changes and transitions experienced by individuals
3. Promote rights based approaches
4. Promote support for individuals to achieve positive outcomes
5. Promote support for effective communication
6. Support health and well-being for individuals in care home settings
7. Support personal care and continence management
8. Support pressure area care
9. Support palliative and end of life care

6. Promoting support for individuals living with dementia

Learning outcomes

1. Perceptions and perspectives of dementia
2. Support the health and well-being of individuals living with dementia
3. Support individuals and their families/carers to adapt to diagnosis and living with dementia
4. Promote rights based approaches

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5. Support individuals living with dementia to achieve positive outcomes
6. Support individuals and their families/carers to live well with dementia

7. Supporting individuals with the use of electronic assistive technology

Learning outcomes

1. Confidence in the use of electronic assistive technology
2. Rights, values and electronic assistive technology
3. Supporting assessment for and review of electronic assistive technology
4. Remote or virtual monitoring and response systems

8. Providing support for individuals to achieve their reablement outcomes

Learning outcomes

1. Support individuals and families/carers to understand the benefits of reablement activities
2. Promote person-centred care approaches to support individuals to engage in reablement activities

9. Supporting individuals who misuse substances

Learning outcomes

1. Substance use and misuse
2. Supply and exchange injecting equipment
3. Interventions for supporting individuals experiencing substance misuse to achieve positive outcomes
4. Perceptions and perspectives of individuals who misuse substances
5. Co-occurring mental health and substance misuse issues
6. Managing risky situations

10. Supporting individuals living in an adult placement/shared lives arrangement

Learning outcomes

1. The role of adult placement/shared lives in the health and social care sector
2. Support the introduction of a shared lives arrangement
3. Support health and well-being through person-centred approaches

11. Promoting support for individuals with a learning disability and/or autism

Learning outcomes

1. Perceptions and perspectives of learning disability and autism
2. Support rights based approaches, positive relationships and community participation
3. Support effective communication
4. Support the use of person-centred planning and Active Support
5. Sexuality and sexual health
6. Health conditions and the importance of health checks

12. Promoting positive approaches for behaviour support

Learning outcomes

1. How legislation, national policies, codes of conduct and practice underpin positive approaches to reduce restrictive practices and support positive behaviour
2. Factors that can influence behaviour
3. The importance of individuals having a voice in, and control over, achieving outcomes that support their well-being
4. How prevention and early intervention can reduce the need for restrictive interventions and support positive behaviour
5. Support individuals to develop positive behaviour
6. Promote multi-agency collaboration and partnership working

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7. Support individuals and others following incidents of behaviours that challenge
8. Review positive approaches and the use of restrictive practices and interventions

13. Supporting individuals living with mental ill-health

Learning outcomes

1. Mental ill-health and associated factors
2. Rights based approaches
3. Treatment and support for recovery
4. Support individuals living with mental ill-health to achieve positive outcomes
5. Co-occurring mental health and substance misuse issues
6. Managing crisis situations

14. Supporting individuals with a physical impairment

Learning outcomes

1. The concept of disability and physical impairment
2. Rights based approaches
3. Support individuals with a physical impairment to achieve positive outcomes

15. Supporting individuals with an acquired brain injury

Learning outcomes

1. Rights based approach
2. Acquired brain injury and potential impacts on individuals and their families
3. Support effective communication
4. Support rehabilitation, reablement and ongoing support for individuals

16. Contributing to the support of individuals who misuse substances

Learning outcomes

1. Substance use and misuse
2. Contribute to interventions for supporting individuals experiencing substance misuse to achieve positive outcomes
3. Co-occurring mental health and substance misuse issues
4. Perceptions and perspectives of individuals who misuse substances
5. Managing risky situations

17. Providing support to adults living with epilepsy

Learning outcomes

1. Epilepsy and its effects
2. The treatment of epilepsy
3. Caring for individuals with epilepsy
4. Support and care for individuals with epilepsy

18. Undertaking capillary blood glucose monitoring

Learning outcomes

1. Legislation and policies relevant to supporting capillary blood glucose monitoring
2. Undertaking capillary blood glucose monitoring

19. Taking venous blood samples from adults

Learning outcomes

1. Taking venous blood samples from adults
2. Prepare blood samples taken from adults for processing

20. Providing care for adults living with cancer

Learning outcomes

1. The development and symptoms of cancer in adults
2. Care and support available for individuals experiencing cancer
3. Care and support available for individuals recovering from cancer
4. Provide care and support to individuals surviving cancer

21. Palliative and end of life care for adults

Learning outcomes

1. Policies and processes that underpin the provision of end of life care
2. Person-centred approaches relating to end of life care
3. The importance of effective communication and developing positive relationships during end of life care
4. The meaning of well-being in the context of end of life care
5. Provide end of life care and ongoing support to individuals through the process of dying

22. Undertaking stoma care

Learning outcomes

1. Stoma care
2. How to maintain an individual's dignity when providing stoma care
3. Factors impacting on stoma care provision
4. Provide stoma care to individuals
5. Use person-centred care practices to support individuals/families/carers in caring for their stomas

23. Undertaking non-complex wound care

Learning outcomes

1. Understand legislation and agreed ways of working when undertaking non-complex wound care
2. Wound healing and contamination
3. The procedures and techniques to treat and dress lesions and non-complex wounds
4. Prepare to dress non-complex lesions and wounds
5. Carry out dressing treatments for non-complex wounds

24. Administering adrenaline auto-injections

Learning outcome

Support the safe administration of auto-injection adrenalin devices

25. Facilitate group learning

Learning outcomes

1. Plan and prepare training sessions
2. Facilitate training sessions
3. Review and evaluate training sessions

26. Health promotion

Learning outcomes

1. Public health priorities and health promotion in Wales
2. Support individuals and/or their families/carers to make lifestyle changes that promote their health

27. Working as a personal assistant with individuals

Learning outcomes

1. The role of direct payments
2. The role of personal assistants

28. Supporting individuals to access advocacy

Learning outcomes

1. Legislative frameworks and key principles relating to advocacy
2. The role of independent advocates
3. How advocacy can support individuals
4. Support individuals to access advocacy support

29. Supporting the use of medication in social care settings

Learning outcomes

1. Common types of medication and their use
2. Receive, store and dispose of medication supplies safely
3. Support the use of medication

30. Supporting adults to manage their diabetes mellitus

Learning outcomes

1. Diabetes mellitus and its management
2. Understand well-being in the context of care and support for individuals with diabetes
3. The importance of communication with individuals and other agencies
4. Implement person-centred approaches when supporting individuals with diabetes
5. Understand factors that impact on the health and well-being of individuals with diabetes

31. Undertaking physiological measurements in adults

Learning outcomes

1. Agreed ways of undertaking physiological measurements
2. Undertaking physiological measurements

32. Providing care to adults with indwelling urinary catheters

Learning outcomes

1. Current national and local guidelines in relation to caring for adults with indwelling urinary catheters
2. Urinary catheter care
3. Support individuals with urinary catheter care

33. Providing care and support for adults with Coronary Heart Disease (CHD)

Learning outcomes

1. National guidelines and public health messages relating to the care of adults with coronary heart disease
2. Coronary heart disease
3. Cardio-Pulmonary Resuscitation (CPR)
4. Support individuals experiencing coronary heart conditions

34. Providing recognition, escalation and response to acute physical deterioration

Learning outcomes

1. Acute deterioration, sepsis and acute kidney injury including the importance of early recognition, escalation, and treatment
2. Use assessment skills, physical observations and basic tools to identify acute deterioration

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3. Use basic work stratification methods and communication tools in order to begin the escalation of care process
4. Know how to respond or support the first responder in immediate treatment of the acutely deteriorating individual

35. Supporting nutrition and hydration for individuals with special dietary requirements

Learning outcome

Promote balanced nutrition and hydration

36. Supporting individuals to manage dysphagia

Learning outcomes

1. Dysphagia and its impact on individuals
2. Guidelines relating to the care of individuals experiencing dysphagia
3. How to support individuals to manage dysphagia
4. Support individuals to manage dysphagia

37. Undertaking electrocardiography (ECG)

Learning outcomes

1. Current guidelines relating to electrocardiography (ECG)
2. Undertake ECG procedures on individuals

38. Providing care and support for adults with chronic respiratory conditions

Learning outcomes

1. National guidelines and public health messages relating to the care of adults with chronic respiratory conditions
2. Chronic respiratory conditions

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3. Cardio-Pulmonary Resuscitation (CPR)
4. Support individuals experiencing chronic respiratory conditions

39. Providing support to individuals following a stroke

Learning outcomes

1. Stroke and transient ischaemic attacks (TIAs) and their impacts on individuals
2. Provide support and assistance to an individual, families/carers following a stroke

40. Supporting individuals with enteral feeding

Learning outcome

Current guidelines, policies and protocols related to enteral feeding

1. Undertake enteral tube feeding techniques

41. Responding to anaphylactic reactions

Learning outcome

Respond safely to an anaphylactic reaction

42. Supporting individuals with management of continence

Learning outcomes

1. Support individuals to manage their continence
2. Support individuals with urinary incontinence
3. Support individuals with faecal incontinence

43. Supporting individuals with moving and positioning

Learning outcomes

1. Anatomy and physiology related to manual handling and moving and positioning
2. Preparation for assisting individuals with moving and positioning
3. Assist individuals with moving and positioning

44. Supporting individuals to maintain mobility and minimise the risk of falls

Learning outcomes

1. The importance of an individual maintaining their mobility
2. Reducing the risk of falls
3. Support individuals with mobility activities in line with their personal plan

45. Supporting individuals with sensory loss

Learning outcomes

1. Different types of sensory loss and potential impacts on individuals
2. Support individuals with sight loss, hearing loss or dual sensory loss

46. Supporting food safety practice in health and social care settings

Learning outcome

Maintain food safety requirements when handling food and drinks

47. Supporting individuals to manage pain and discomfort

Learning outcome

Assisting in minimising pain and discomfort

48. Undertaking peak expiratory flow rate (PEFR) readings

Learning outcomes

1. Current guidelines for undertaking Peak Expiratory Flow Rate (PEFR) procedures
2. Undertake PEFR procedures