Level 3 Diploma in Adult Care Support   
(3095-31/92)

Candidate logbook

April 2018  
Version 2.2

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| --- | --- |
| **Candidate name** |  |
| **Candidate enrolment no** |  |
| **Date of registration with City & Guilds** |  |
| **Date enrolled with centre** |  |
| **Centre name** |  |
| **Centre number** |  |
| **Centre address** |  |
| **Programme start date** |  |
| **Centre contact** |  |
| **IQA name** |  |
| **EQA name** |  |

About City & Guilds

As the UK’s leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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**City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**www.cityandguilds.com**

Level 3 Diploma in Adult Care (3095-31/92)

Candidate logbook

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| Version and date | Change detail | Section |
| 1.0 September 2017 | Created content | Logbook |
| 2.0 September 2017 | Added the units 201-309 and created a new unit 300 | Logbook |
| 2.1 October 2017 | Added unit 300 to contents page  Updated page numbers | Contents |

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# About your candidate logbook

## Introduction to the logbook

This logbook will help you complete your Level 3 Diploma in Adult Care. It contains forms you can use to record and organise your evidence.

There are many units in total available for this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The recording forms for the units in this logbook are for the mandatory, competence based units only.

### About City & Guilds

City & Guilds is your awarding body for this Diploma. City & Guilds is the UK’s leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website [cityandguilds.com](http://www.cityandguilds.com).

# About this qualification

## What are Diplomas?

The Level 3 Diploma in Adult Care is a nationally recognised qualification gained in the workplace. It is based on National Occupational Standards, which are standards written by employers and experts in your industry.

When you achieve your qualification it will prove that you can work to the standards expected by employers in your industry. Your qualification will show you are competent to do a job and have the skills, knowledge and understanding needed to do it well.

Diplomas are work based qualifications, so you should choose a qualification that best matches the type of work you already carry out, or expect to carry out in the future. If you are not in work, your centre will need to arrange a work placement for your assessment.

# Using your logbook

Recording forms

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

Candidate recording forms

City & Guilds has developed these recording forms for you and your assessor to use.

Candidate and centre contact details

Record these details on the form at the beginning of the logbook.

Unit record form

The unit record is used to record all of the work activities and tasks you do as you complete the unit. There is one unit record for each unit. There is also a diagram to explain how to use this form.

Unit assessment and verification declaration

At the end of each unit, you and your assessor will sign this form to show that you both agree that your evidence meets the standards.

Please photocopy these forms as required.

**Unit 3095-201 Safeguarding and protection in care settings**

**Level: 2**

**Credit value: 3**

**UAN: Y/615/7756**

**Unit aim**

This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand principles of safeguarding adults | * 1. Explain the term safeguarding |  |  |  |
| * 1. Explain own role and responsibilities in safeguarding individuals |  |  |  |
| * 1. Define the following terms:  1. Physical abuse 2. **Domestic abuse** 3. Sexual abuse 4. Emotional/psychological abuse 5. Financial/material abuse 6. Modern slavery 7. Discriminatory abuse 8. Institutional/organisational abuse 9. Self-neglect 10. Neglect by others |  |  |  |
| * 1. Describe harm |  |  |  |
| * 1. Describe restrictive practices |  |  |  |
| 1. Know how to recognise signs of abuse | * 1. Identify the signs and/or symptoms associated with each of the following types of abuse:  1. Physical abuse 2. Domestic abuse 3. Sexual abuse 4. Emotional/psychological abuse 5. Financial/material abuse 6. Modern slavery 7. Discriminatory abuse 8. Institutional/organisational abuse 9. Self-neglect 10. Neglect by others |  |  |  |
| * 1. Describe **factors** that may contribute to an **individual** being more vulnerable to abuse |  |  |  |
| 1. Know how to respond to suspected or alleged abuse | * 1. Explain the **actions to take** if there are suspicions that an individual is being abused |  |  |  |
| * 1. Explain the actions to take if an individual alleges that they are being abused |  |  |  |
| * 1. Identify ways to ensure that evidence of abuse is preserved |  |  |  |
| 1. Understand the national and local context of safeguarding and protection from abuse | * 1. Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse |  |  |  |
| * 1. Explain the roles of different agencies in safeguarding and protecting individuals from abuse |  |  |  |
| * 1. Identify factors which have featured in reports into serious cases of abuse and neglect |  |  |  |
| * 1. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistle blowing** |  |  |  |
| * 1. Identify when to seek support in situations beyond your experience and expertise |  |  |  |
| 1. Understand ways to reduce the likelihood of abuse | * 1. Explain how the likelihood of abuse may be reduced by:  1. working with **person centred values** 2. encouraging **active participation** 3. promoting choice and rights 4. supporting individuals with awareness of personal safety |  |  |  |
| * 1. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse |  |  |  |
| * 1. Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention |  |  |  |
| 1. Know how to recognise and report unsafe practices | * 1. Describe **unsafe practices** that may affect the **well-being** of individuals |  |  |  |
| * 1. Explain the actions to take if unsafe practices have been identified |  |  |  |
| * 1. Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response |  |  |  |
| 1. Understand principles for online safety | * 1. Describe the potential risks presented by:  1. the use of electronic communication devices 2. the use of the internet 3. the use of social networking sites 4. carrying out financial transactions online |  |  |  |
| * 1. Explain ways of reducing the risks presented by each of these types of activity |  |  |  |
| * 1. Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate’s name Signature Date

Candidate’s Unique Learner Number

Assessor’s name Signature Date

Internal Verifier’s name Signature Date   
(only if sampled)

Unit 3095-202 Responsibilities of a care worker

**Level: 2**

**Credit value: 2**

**UAN: J/615/7946**

**Unit aim**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand working relationships in care settings | * 1. Explain how a working relationship is different from a personal relationship |  |  |  |
| * 1. Describe different working relationships in **care** **settings** |  |  |  |
| 1. Be able to work in ways that are agreed with the employer | * 1. Describe why it is important to adhere to the agreed scope of the job role |  |  |  |
| * 1. Access full and up-to-date details of **agreed ways of working** |  |  |  |
| * 1. Work in line with agreed ways of working |  |  |  |
| * 1. Contribute to quality assurance processes to promote positive experiences for **individuals** receiving care |  |  |  |
| 1. Be able to work in partnership with others | * 1. Explain why it is important to work in partnership with **others** |  |  |  |
| * 1. Demonstrate ways of working that can help improve partnership working |  |  |  |
| * 1. Identify skills and approaches needed for resolving conflicts |  |  |  |
| * 1. Access support and advice about:  1. partnership working 2. resolving conflicts |  |  |  |

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Unit 3095-301 Promote personal development in care settings

**Level: 3**

**Credit value: 3**

**UAN: F/615/7749**

**Unit aim**

This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand what is required for competence in own work role | * 1. Describe the duties and responsibilities of own work role |  |  |  |
| * 1. Explain expectations about own work role as expressed in relevant **standards** |  |  |  |
| * 1. Describe how to work effectively with **others** |  |  |  |
| 1. Be able to reflect on practice | * 1. Explain the importance of reflective practice in   Continuously improving the quality of service provided |  |  |  |
| * 1. Reflect on practice to improve the quality of the service provided |  |  |  |
| * 1. Describe how own values, belief systems and experiences may affect working practice |  |  |  |
| 1. Be able to evaluate own performance | * 1. Evaluate own knowledge, performance and understanding against relevant standards |  |  |  |
| * 1. Use feedback to evaluate own performance and inform development |  |  |  |
| 1. Be able to agree a **personal development plan** | * 1. Identify **sources of support** for planning and reviewing own development |  |  |  |
| * 1. Work with others to review and prioritise own learning needs, professional interests and development opportunities |  |  |  |
| * 1. Work with others to agree own **personal development plan** |  |  |  |
| 1. Be able to use learning opportunities and reflective practice to contribute to personal development | * 1. Evaluate how learning activities have affected practice |  |  |  |
| * 1. Explain how reflective practice has led to improved ways of working |  |  |  |
| * 1. Explain why **continuing professional development is important** |  |  |  |
| * 1. Record progress in relation to personal development |  |  |  |

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Unit 3095-302 Promote health, safety and wellbeing in care settings

**Level: 3**

**Credit value: 6**

**UAN: L/615/7883**

**Unit aim**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and wellbeing in their work setting.

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety | * 1. Identify legislation relating to health and safety in a care setting |  |  |  |
| * 1. Explain the main points of health and safety **policies and procedures** agreed with the employer |  |  |  |
| * 1. Analyse the main health and safety responsibilities of:   2. self   3. the employer or manager   4. **others** in the **work setting** |  |  |  |
| * 1. Identify specific **tasks** in the work setting that should not be carried out without special training |  |  |  |
| 1. Be able to carry out own responsibilities for health and safety | * 1. Use policies and procedures or other agreed ways of working that relate to health and safety |  |  |  |
| * 1. Support others’ understanding of health and safety and follow agreed safe practices |  |  |  |
| * 1. Monitor potential health and safety risks |  |  |  |
| * 1. Use risk assessment in relation to health and safety |  |  |  |
| * 1. Minimise potential risks and hazards |  |  |  |
| * 1. Access additional support or information relating to health and safety |  |  |  |
| 1. Understand procedures for responding to accidents and sudden illness | * 1. Describe different types of accidents and sudden illness that may occur in own work setting |  |  |  |
| * 1. Explain procedures to be followed if an accident or sudden illness should occur |  |  |  |
| 1. Be able to reduce the spread of infection | * 1. Explain own role in supporting others to follow practices that reduce the spread of infection |  |  |  |
| * 1. Describe the causes and spread of infection |  |  |  |
| * 1. Demonstrate the **use of Personal Protective Equipment (PPE)** |  |  |  |
| * 1. Wash hands using the recommended method |  |  |  |
| * 1. Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work |  |  |  |
| 1. Be able to move and handle equipment and other objects safely | * 1. Explain the main points of legislation that relate to moving and handling |  |  |  |
| * 1. Explain the principles for safe moving and handling |  |  |  |
| * 1. Move and handle equipment and other objects safely |  |  |  |
| 1. Be able to handle hazardous substances and materials | * 1. Describe types of hazardous substances that may be found in the work setting |  |  |  |
| * 1. Use safe practices when:  1. Storing hazardous substances 2. Using hazardous substances 3. Disposing of hazardous substances and materials |  |  |  |
| 1. Be able to promote fire safety in the work setting | * 1. Describe practices that prevent fires from:  1. starting 2. spreading |  |  |  |
| * 1. Demonstrate measures that prevent fires from starting |  |  |  |
| * 1. Explain emergency procedures to be followed in the event of a fire in the work setting |  |  |  |
| * 1. Ensure clear evacuation routes are maintained at all times |  |  |  |
| 1. Be able to implement security measures in the work setting | * 1. Follow agreed procedures for checking the identity of anyone requesting access to:  1. Premises 2. Information |  |  |  |
| * 1. Use measures to protect own security and the security of others in the work setting |  |  |  |
| * 1. Explain the importance of ensuring that others are aware of own whereabouts |  |  |  |
| 1. Know how to manage **stress** | * 1. Describe common signs and indicators of **stress** in self and others |  |  |  |
| * 1. Analyse factors that can trigger stress |  |  |  |
| * 1. Compare strategies for managing stress in self and others |  |  |  |
| * 1. Explain how to access **sources of support** |  |  |  |

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Unit 3095-303 Promote communication in care settings

**Level: 3**

**Credit value: 3**

**UAN: M/615/7939**

**Unit aim**

This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand why effective communication is important in the work setting | * 1. Identify the different reasons people communicate |  |  |  |
| * 1. Explain how communication affects relationships in the **work setting** |  |  |  |
| * 1. Explain ways to manage challenging situations |  |  |  |
| 1. Be able to meet the communication and language needs, wishes and preferences of individuals | * 1. Demonstrate how to establish the communication and language needs, wishes and **preferences** of **individuals** in order to maximise the quality of the interaction |  |  |  |
| * 1. Describe the factors to consider when promoting effective communication |  |  |  |
| * 1. Demonstrate a range of **communication methods** and styles to meet individual needs |  |  |  |
| * 1. Demonstrate how to respond to an individual’s reactions when communicating |  |  |  |
| 1. Be able to overcome barriers to communication | * 1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways |  |  |  |
| * 1. Identify barriers to effective communication |  |  |  |
| * 1. Demonstrate ways to overcome barriers to communication |  |  |  |
| * 1. Demonstrate how to use strategies that can be used to clarify misunderstandings |  |  |  |
| * 1. Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours |  |  |  |
| * 1. Explainhow to access extra support or **services** to enable individuals to communicate effectively |  |  |  |
| * 1. Explain the purposes and principles of independent advocacy |  |  |  |
| * 1. Explain when to involve an advocate and how to access advocacy services |  |  |  |
| 1. Be able to apply principles and practices relating to confidentiality | * 1. Explain the meaning of the term confidentiality |  |  |  |
| * 1. Demonstrate ways to maintain and promote confidentiality in day-to-day communication |  |  |  |
| * 1. Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns |  |  |  |

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Unit 3095-304 Promote effective handling of information in care settings

**Level: 3**

**Credit value: 2**

**UAN: Y/615/7949**

**Unit aim**

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand requirements for handling information in care settings | * 1. Identify legislation and codes of practice that relate to handling information in care settings |  |  |  |
| * 1. Summarise the main points of legal requirements and codes of practice for handling information in care settings |  |  |  |
| 1. Be able to implement good practice in handling information | * 1. Describe features of manual and electronic information storage systems that help ensure security |  |  |  |
| * 1. Demonstrate practices that ensure security when storing and accessing information |  |  |  |
| * 1. Maintain records that are up to date, complete, accurate and legible |  |  |  |
| * 1. Support audit processes in line with own role and responsibilities |  |  |  |
| 1. Be able to support others to handle information | * 1. Support **others** to understand the need for secure handling of information |  |  |  |
| * 1. Support others to understand and contribute to records |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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Unit 3095-305 Duty of care in care settings

**Level: 3**

**Credit value: 1**

**UAN: Y/615/8163**

**Unit aim**

This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand how duty of care contributes to safe practice | * 1. Explain what it means to have a duty of care in own work role |  |  |  |
| * 1. Explain how duty of care relates to duty of candour |  |  |  |
| * 1. Explain how duty of care contributes to the safeguarding or protection of **individuals** |  |  |  |
| 1. Know how to address conflicts or dilemmas that may arise between an individual’s rights and the duty of care | * 1. Describe conflicts or dilemmas that may arise between the duty of care and an individual’s rights |  |  |  |
| * 1. Describe how to manage risks associated with conflicts or dilemmas between an individual’s rights and the duty of care |  |  |  |
| * 1. Explain where to get additional support and advice about conflicts and dilemmas |  |  |  |
| 1. Know how to respond to complaints | * 1. Describe how to respond to complaints |  |  |  |
| * 1. Explain **policies and procedures** relating to the handling of complaints |  |  |  |

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Unit 3095-306 Promote equality and inclusion in care settings

**Level: 3**

**Credit value: 2**

**UAN: A/615/8205**

**Unit aim**

This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand the importance of diversity, equality and inclusion | * 1. Explain what is meant by:  1. diversity 2. equality 3. inclusion 4. discrimination |  |  |  |
| * 1. Describe the **effects** of discrimination |  |  |  |
| * 1. Explain how inclusive practice promotes equality and supports diversity |  |  |  |
| 1. Be able to work in an inclusive way | * 1. Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role |  |  |  |
| * 1. Work with **individuals** in a way that respects their beliefs, culture, values and **preferences** |  |  |  |
| 1. Be able to promote diversity, equality and inclusion | * 1. Model inclusive practice |  |  |  |
| * 1. Support **others** to promote equality and rights |  |  |  |
| * 1. Describe how to challenge discrimination in a way that promotes change |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

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(only if sampled)

Unit 3095-307 Promote person-centred approaches in care settings

**Level: 3**

**Credit value: 6**

**UAN: J/615/8210**

**Unit aim**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand how to promote the application of person-centred approaches in care settings | * 1. Explain how and why **person-centred** **values** must influence all aspects of health and adult care work |  |  |  |
| * 1. Evaluate the use of **care plans** in applying person-centred values |  |  |  |
| * 1. Explain how to collate and analyse feedback to support the delivery of person centred care in line with roles and responsibilities |  |  |  |
| 1. Be able to work in a person-centred way | * 1. Work with an **individual** and **others** to find out the individual’s history, **preferences**, wishes and needs |  |  |  |
| * 1. Demonstrate ways to put person centred values into practice in a **complex or sensitive** situation |  |  |  |
| * 1. Adapt actions and approaches in response to an individual’s changing needs or preferences |  |  |  |
| 1. Be able to establish consent when providing care or support | * 1. Analyse factors that influence the capacity of an individual to express **consent** |  |  |  |
| * 1. Establish consent for an activity or action |  |  |  |
| * 1. Explain what steps to take if consent cannot be readily established |  |  |  |
| 1. Be able to implement and promote active participation | * 1. Describe different ways of applying active participation to meet individual needs |  |  |  |
| * 1. Work with an individual and others to agree how active participation will be implemented |  |  |  |
| * 1. Demonstrate how **active participation** can address the holistic needs of an individual |  |  |  |
| * 1. Demonstrate ways to promote understanding and use of active participation |  |  |  |
| 1. Be able to support the individual’s right to make choices | * 1. Support an individual to make informed choices |  |  |  |
| * 1. Use own role and authority to support the individual’s right to make choices |  |  |  |
| * 1. Manage risk in a way that maintains the individual’s right to make choices |  |  |  |
| * 1. Describe how to support an individual to question or challenge decisions concerning them that are made by others |  |  |  |
| 1. Be able to promote individuals’ well-being | * 1. Explain the links between identity, self-image and self-esteem |  |  |  |
| * 1. Analyse factors that contribute to the **well-being** of individuals |  |  |  |
| * 1. Support an individual in a way that promotes their sense of identity, self-image and self-esteem |  |  |  |
| * 1. Demonstrate ways to contribute to an environment that promotes well-being |  |  |  |
| 1. Understand the role of risk-assessment in enabling a person-centred approach | * 1. Compare different uses of risk-assessment in care settings |  |  |  |
| * 1. Explain how risk-taking and risk-assessment relate to rights and responsibilities |  |  |  |
| * 1. Explain why risk-assessments need to be regularly revised |  |  |  |

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate’s name Signature Date

Candidate’s Unique Learner Number

Assessor’s name Signature Date

Internal Verifier’s name Signature Date   
(only if sampled)

1. Summary of City and Guilds assessment policies

Health and Safety

All centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the problem to you. You may need to retake your assessment at a later date.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website [cityandguilds.com](http://www.cityandguilds.com), City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds Level 3 Diploma in Adult Care are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the Diploma allows for this. This must be agreed before you start your Diploma.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website [cityandguilds.com](http://www.cityandguilds.com), from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website [cityandguilds.com](http://www.cityandguilds.com) or is available from the City & Guilds Customer Relations Team or your centre.

Useful contacts

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| --- | --- |
| Centres  Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | E: centresupport@cityandguilds.com |
| Learners  General qualification information | E: learnersupport@cityandguilds.com |
| Other contacts  For other contacts visit the Contact Us page of our website | W: www.cityandguilds.com/help/contact-us |