

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Health and Wellbeing in Adult Care

**Unit Reference Number:** A/652/0799

**Level:** Three (3)

**Credit Value:** Two (2)

**Minimum Guided Learning Hours:** 14

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the importance of <b>individuals' wellbeing</b>	1.1 Describe the relationship between identity, self-image and self-esteem and the impact this can have on an individual's wellbeing
	1.2 Identify <b>factors</b> that positively and negatively influence the individual's wellbeing
	1.3 Describe the <b>range of services and resources</b> available to support individuals' wellbeing and how to access this
	1.4 Explain how an individuals' wellbeing may affect their behaviours and relationships
2. Know how to monitor individuals' health and wellbeing	2.1 Describe the role of <b>prevention</b> in supporting individuals to stay healthy, happy and independent for as long as possible
	2.2 Explain how to engage, support and involve individuals in monitoring their own health and wellbeing
	2.3 Identify the <b>early indicators</b> of physical and mental health deterioration
	2.4 Explain how to escalate concerns about an individual's health deterioration and to whom
3. Be able to assess and respond to changes in an individual's health and wellbeing	3.1 Engage and involve individuals in understanding and <b>monitoring</b> their health and wellbeing

	3.2 Use <b>appropriate tools</b> to monitor and report changes in health and wellbeing
	3.3 Record observations of health and wellbeing and take <b>appropriate action</b>
4. Be able to promote individuals' health and wellbeing	4.1 Support an individual in a way that promotes their sense of identity, self-image and self-esteem
	4.2 Demonstrate ways to contribute to an environment that promotes wellbeing
	4.3 Demonstrate a person-centred approach to working with individuals and others to improve individuals' health and wellbeing

## Assessment Requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 3 and 4 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.

## Indicative Content

<b>LO1</b>	<p><b>Individuals' wellbeing:</b> in this context, wellbeing refers to the overall quality of life of people receiving care and support. It includes health, happiness, and comfort. Learners must include aspects of social, emotional, cultural, spiritual, intellectual, physical, mental wellbeing, economic and personal identity.</p> <p><b>AC1.2</b> <b>Factors</b> - factors affecting wellbeing will be different for different people. Learners must show consideration for environmental, physical, social (loneliness and social isolation for example), psychological factors, technological, economic, cultural and societal factors.</p> <p><b>AC1.3</b> <b>Range of services and resources:</b> learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals' different wellbeing strengths and needs. May include clinical and non-clinical approaches.</p>
<b>LO2</b>	<p><b>AC2.1</b> <b>Prevention</b> – prevention involves recognising and responding to individuals' needs as early as possible with the aim of reducing risk of health and wellbeing deterioration.</p>

	<p>Learners must show consideration for: Early intervention, community engagement, environmental adaptations, technology integration, cultural competence, mental health support and economic assistance.</p> <p><b>AC2.3</b>  <b>Early indicators:</b> these may also be referred to as ‘soft signs’ of deterioration and include: restlessness, confusion, temperature changes, changes in mobility, pain, discoloured skin, changes in appetite, breathing difficulties, changes to urine or bowel habits, sickness, changes in mood or temperament.</p>
<p><b>LO3</b></p>	<p><b>AC3.1</b>  <b>Monitoring:</b> monitoring helps to put in place early support to protect an individual’s wellbeing and should look at a whole individual’s physical, emotional, and social wellbeing. Ways to monitor wellbeing may include but are not limited to monitoring plans, self-monitoring, technologies, emotional support, social networks, access to healthcare and screening. May include clinical and nonclinical approaches.</p> <p><b>AC3.2</b>  <b>Appropriate tools:</b> tools will vary depending on a learner’s role and organisational practices. They may include but are not limited to: AI-driven monitoring systems, lifestyle monitoring technologies, Digital Social Care Records (DSCRs), ‘Stop and Watch’, RESTORE2, SBARD (Situation, Background, Assessment, Recommendation, Decision), UCLA (loneliness and social isolation scale).</p> <p><b>AC3.3</b>  <b>Appropriate action:</b> actions will vary depending on learners’ role and organisational practices, as well as the specific change in an individual’s wellbeing. Action may include referring to a colleague or another organisation.</p>