

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Personal Wellbeing in Adult Care

Unit Reference Number: L/652/0857

Level: Five (5)

Credit Value: Three (3)

Minimum Guided Learning Hours: 20

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand own wellbeing	1.1 Explain what is meant by 'personal wellbeing', 'self-care' and 'resilience'
	1.2 Evaluate factors that positively and negatively influence own wellbeing
	1.3 Describe indicators of own wellbeing and wellbeing deterioration
2. Understand the importance of maintaining and improving own wellbeing	2.1 Analyse how own wellbeing impacts role and behaviour
	2.2 Analyse how own wellbeing impacts others
3. Know how to prevent, maintain and improve own wellbeing	3.1 Evaluate prevention and monitoring strategies which can be used to support positive outcomes in own wellbeing
	3.2 Analyse a range of wellbeing support offers available and how to access them
	3.3 Describe how to access professional help if needed
4. Know how to manage own stress and anxiety	4.1 Describe what is meant by 'stress' and 'anxiety'
	4.2 Evaluate indicators of stress and anxiety in oneself
	4.3 Evaluate factors that can trigger stress and anxiety in oneself

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| 4.4 | Analyse how stress and anxiety may affect own reactions and behaviours towards others |
| 4.5 | Evaluate strategies for managing own stress and anxiety |
| 4.6 | Describe how to access a range of support offers |

Assessment Requirements

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

This is a knowledge-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.

Indicative Content

LO1	<p>Own wellbeing: in this context, wellbeing refers to that of the learner. Wellbeing is a broad concept referring to a person's quality of life considering health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.</p> <p>AC1.2 Factors: these should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace.</p> <p>AC1.3 Indicators: these should be specific to the learner.</p>
LO2	<p>AC2.2 Others: may include team members, other colleagues, individuals accessing care and support services, families, carers and other professionals. Learners may also wish to consider their personal relationships.</p>
LO3	<p>AC3.1 Strategies: learners should develop personal strategies that support their own wellbeing and help prevent issues before they arise. In addition, learners should have strategies for recognising early indicators of deterioration. A proactive preventative approach is key to sustaining wellbeing in demanding job roles.</p> <p>AC3.2 Support offers: the range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to. For example:</p> <ul style="list-style-type: none"> • internal: supervision, employee assistance scheme, mentor or buddying systems • external: self-help tools, apps and websites, local groups and networks.
LO4	<p>Stress: is a natural response to pressure or challenging situations and can have positive as well as negative effects on a person. In this context, we refer</p>

to the negative impacts of stress.