NCFE
CACHE

Internal Assessment Tasks

NCFE CACHE Level 2 Adult Social Care Certificate
QN: 610/4131/2

Contents

Summary of changes

This summarises the changes to this Internal Assessment Tasks document since the last version (Version 1.0 June 2024). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v1.0	June 2024	First publication
v1.1	March 2026	CC15 Awareness of learning disability and autism (Y/651/1328) Removed *draft* from The Oliver McGowan code of practice on statutory learning disability and autism training as this guidance is no longer *draft*.

Introduction

We have created assessment tasks for the internally assessed units for the NCFE CACHE Level 2 Adult Social Care Certificate (610/4131/2), which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover the knowledge learning outcomes (LOs) and provide opportunities for stretch and challenge. These tasks are not mandatory.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

A centre may choose to create their own internal assessment tasks. There are four essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful, with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

The units can be found in section 2 of the Qualification Specification.

Skills-based outcomes

We have created a separate 'Skills-based Outcomes Observation Tracker to support assessors in identifying skills LOs and AC within the Level 2 Adult Social Care Certificate. To access, please refer to the member's area of the NCFE website.

Supervision of learners

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

Tutors/assessors are also responsible for supporting learners through the assessment process, to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the details of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner

CC1 Understand own role and responsibilities in adult social care (K/651/1314)

Assessment task – CC1

Task 1

For this task you must consider your own role and responsibilities in adult social care.

Task instructions

You must:

- state own role in adult social care
- describe main responsibilities and duties in own role
- list examples of standards and codes of practice that relate to own role, standards could include:
  o codes of practice
  o regulations
  o minimum standards
  o National Occupational Standards (NOS) and any other standards
  o good practice relevant to the setting
- explain how your own experiences, attitudes, values, and beliefs affect the way you work

Tutor guidance

Learners may submit this task as a written report or professional discussion. For a professional discussion a digital recording must be available for sampling.

Learning outcome (LO) and assessment criteria (AC) mapping

LO1, AC1.1 to 1.3

Evidence types:

- written report
- professional discussion

Task 2

For this task you must produce a reflective account of training undertaken in the induction period to support your own development. You will then produce commentary on professional and career development opportunities in the sector.

Task instructions

You must:

- identify the different opportunities for professional and career development in the sector
- reflect on training completed as part of induction to support own role and career development in the sector

Assessment task – CC1
Tutor guidance Learners may produce the reflective account and commentary on development opportunities in a written document. Tutors could also give learners the opportunity to provide the reflective account and commentary of development opportunities as a full or partial professional discussion. A digital recording must be available for sampling. **LO and AC mapping** LO1, AC1.4 to 1.5 **Evidence types:** • reflective account • professional discussion
Task 3 For this task you must prepare a presentation. **Task instructions** You must include the following information: • a description of employment rights and responsibilities relevant to own work • provide the aims, objectives, and values of the service in which you work • explain why it is important to work in ways that are agreed with your employer • explain how and when to escalate any concerns in line with organisational policy or ways of working • describe why it is important to be honest, identify where errors may have occurred and to tell the appropriate person **Tutor guidance** For this presentation learners can practice, apply and enhance their digital skills by preparing a digitally based presentation. If a digital presentation is used, an accessible copy will be needed for sampling. **LO and AC mapping** LO2, AC2.1 to 2.3, 2.6 and 2.7 **Evidence type:** • presentation

Assessment task – CC1

Task 4

For this task you must consider a range of working relationships in adult social care settings. You may use scenarios and examples to support you.

Task instructions

You must:

- identify different working relationships in adult social care settings
- state main responsibilities to the individuals being supported, as well as key people, advocates and others who are significant to an individual
- explain how a working relationship is different from a personal relationship
- explain why it is important to work in teams and in partnership with others
- explain why it is important to work in partnership with key people, advocates and others who are significant to individuals being supported

Tutor guidance

Learners can draw on their actual experience or use fictional scenarios as examples.

LO and AC mapping

LO3, AC3.1 to 3.3
LO4, AC4.1 to 4.2

Evidence type:

- scenario-based questions

CC2 Personal development in adult social care settings (L/651/1315)

Assessment task – CC2

Task 1
 	
For this task you must write an assignment exploring the processes for personal development and the importance of feedback from others.
 	
Task instructions
 	
Within your assignment you must include:
 	
• a description of the processes for:
   o identifying own learning needs
   o agreeing a personal development plan (PDP) and who should be involved
• explain why feedback from others is important in helping to develop and improve approaches to own work
 	
Learning outcome (LO) and assessment criteria (AC) mapping
 	
LO1, AC1.1 and 1.2
 	
Evidence type:
 	
• assignment

Task 2
 	
For this task you must produce a PDP for yourself.
 	
Task instructions
 	
You must:
 	
• agree own PDP
• identify sources of support for own learning and development
• describe the learning opportunities available and how they can be used to improve ways of working
• explain how learning activities have improved own knowledge, skills and understanding
• state the level of literacy, numeracy, digital and communication skills needed to carry out own role
• identify where to find information and support on how to check and develop own current level of:
   o literacy skills
   o numeracy skills
   o digital skills
   o communication skills

Assessment task – CC2
Tutor guidance Learners will need to submit a copy of their PDP for sampling, which can either be in a written or printed format or to practice, apply and enhance their digital skills in a presentation format. **LO and AC mapping** LO1, AC1.3 LO2, AC2.1 to 2.5 **Evidence type:** • PDP
Task 3 For this task you must create a reflective account. **Task instructions** You must: • explain how reflecting on a situation has improved own knowledge, skills and understanding • explain how feedback from others has developed own knowledge, skills and understanding **LO and AC mapping** LO2, AC2.6 and 2.7 **Evidence type:** • reflective account

CC3 Duty of care in adult social care (M/651/1316)

Assessment task – CC3
Task 1 For this task you must consider your own role in relation to duty of care, duty of candour and individual rights. You will also investigate dilemma's that may arise about duty of care. **Task instructions** You must include the following: - define what is meant by: - duty of care   - duty of candour   - the individual's rights   - describe how duty of care and duty of candour affect own work role   - discuss dilemmas that may arise between the duty of care and an individual's rights   - assess what you must and must not do within own role in managing conflicts and dilemmas   - identify where to get additional support and advice about how to resolve such dilemmas   **Tutor guidance** Learners may submit this task as a written report or professional discussion. For a professional discussion a digital recording must be available for sampling. **Learning outcome (LO) and assessment criteria (AC) mapping** LO1, AC1.1 and 1.2 LO2, AC2.1 to 2.3 **Evidence types:**   - report   - professional discussion
Task 2 For this task you must consider how you deal with comments and complaints in the workplace. **Task instructions** You must describe the importance of learning from comments and complaints to improve the quality of service. **Tutor guidance** A digital voice recording of the professional discussion must be available for sampling.

Assessment task – CC3
LO and AC mapping LO3, AC3.3 **Evidence type:** • professional discussion

Task 3
 	
For this task you must produce a leaflet to provide information and guidance about where to obtain support for dealing with comments and complaints, responses to incidents, errors and near misses and how to deal with confrontation and difficult scenarios.
 	
Task instructions
 	
You must:
 	
• identify who to ask for advice and support in handling comments and complaints
• explain how to recognise:
   o adverse events
   o incidents
   o errors and near misses
• assess what you must and must not do in relation to:
   o adverse events
   o incidents
   o errors and near misses
• explain agreed ways of working in relation to reporting any:
   o adverse events
   o incidents
   o errors and near misses
• state factors and difficult situations that may cause confrontation
• explain how communication can be used to solve problems and reduce the likelihood or impact of confrontation
• explain how to assess and reduce risks in confrontational situations
• explain agreed ways of working for reporting any confrontations
 	
Tutor guidance
 	
There is the opportunity for learners to develop and demonstrate digital skills by producing a leaflet in a digital format.
 	
LO and AC mapping
 	
LO3, AC3.2
LO4, AC4.1 to 4.3
LO5, AC5.1 to 5.3, 5.5

Assessment task – CC3
Evidence type: • leaflet

CC4 Equality, diversity, inclusion and human rights in adult social care (R/651/1317)

Assessment task – CC4
Task 1 For this task you must produce an infographic to provide others with information and guidance on the importance of equality, diversity, inclusion, and human rights in the adult social care sector. **Task instructions** You must: • define what is meant by human rights and protected characteristics • explain what is meant by discrimination and the potential effects on individuals and others • explain how practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination • explain what is meant by disability hate crime, mate crime and bullying • explain how to recognise, challenge and report discrimination in line with your employer's policies and procedures, in a way that encourages positive change **Tutor guidance** There is the opportunity for learners to develop and demonstrate digital skills by producing an infographic in a digital format. **Learning outcome (LO) and assessment criteria (AC) mapping** LO1, AC1.1 to 1.5 **Evidence type:** • infographic
Task 2 For this task you must produce an assignment that explores working in an inclusive way and how to access support about equality, diversity, human rights, and inclusion. **Task instructions** You must: • describe the key concepts of the legislation and codes of practice relating to equality, diversity, inclusion, and human rights and how these apply to own role and practice • state approaches and practices which support culturally appropriate care • identify a range of sources, including those made available by your employer, with information, advice and support about equality, diversity, inclusion, and human rights • explain how and when to access information, advice and support about equality, diversity, inclusion, and human rights

Assessment task – CC4
LO and AC mapping LO2, AC2.1 and 2.2 LO3, AC3.1 and 3.2 **Evidence type:** • assignment

CC5 Work in a person-centred way (T/651/1318)

Assessment task – CC5

Task 1

For this task you must produce a presentation that provides information and guidance for trainee adult social care workers on person-centred care. For this you will explore person-centred values and how to work in a person-centred way, whilst also advising on mental capacity when providing care in this way.

Task instructions

You must cover the following areas in the presentation:

- identify person-centred values
- explain how to put person-centred values into practice in your day-to-day work
- explain why it is important to work in a way that promotes person-centred values when providing support to individuals
- state ways to promote dignity in your day-to-day work
- describe the importance of relationships significant to the individual being supported when working in a person-centred way
- state the importance of finding out the history, preferences, wishes and needs of the individual
- explain why the changing needs of an individual must be reflected in their care and/or support plan
- describe the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care
- identify relevant legislation and codes of practice relating to mental capacity
- define what is meant by the term 'capacity'
- explain why it is important to assume that an individual has capacity, unless there is evidence that they do not
- describe what is meant by 'consent' and factors that influence an individual's mental capacity and ability to express consent
- describe situations where an assessment of capacity might need to be undertaken and the meaning and significance of best interest decisions or advance statements regarding future care, which the individual has already made

Tutor guidance

For this presentation learners can practice, apply and enhance their digital skills by preparing a digitally based presentation. If a digital presentation is used, an accessible copy will be needed for sampling.

Learning outcome (LO) and assessment criteria (AC) mapping

LO1, AC1.1 to 1.5
LO2, AC2.1 to 2.3
LO3, AC3.1 to 3.5

Assessment task – CC5
Evidence type: • presentation
Task 2 For this task you must engage in a professional discussion on the links between self-esteem and individual identity to overall wellbeing. **Task instructions** You must: • explain how individual identity and self-esteem are linked to emotional, spiritual, and overall wellbeing **Tutor guidance** Learners may submit this task as a written report or participate in a professional discussion with their assessor. A digital voice recording of this professional discussion must be available for sampling within the portfolio. **LO and AC mapping** LO5, AC5.1 **Evidence types:** • report • professional discussion

CC6 Communication in adult social care (Y/651/1319)

Assessment task – CC6

Task 1

For this task you must produce a poster to showcase the importance of effective communication in the workplace and how to meet the communication needs of others.

Task instructions

- identify the different ways that people communicate in the workplace
- explain how communication affects relationships in the workplace
- explain how to establish an individual's communication and language needs, wishes and preferences
- identify a range of methods, styles, communication aids and assistive technologies that could help meet an individual's communication needs, wishes and preferences
- identify a range of digital communication tools that can be used to support and enhance the individual's communication needs, wishes, preferences and connections

Tutor guidance

There is the opportunity for learners to develop and demonstrate digital skills by producing a poster in a digital format.

Learning outcome (LO) and assessment criteria (AC) mapping

LO1, AC1.1 to 1.2
LO2, AC2.1 to 2.3

Evidence type:

- poster

Task 2

For this task you must consider the variety of communication aids in the workplace and how these can be used to promote effective communication.

Task instructions

You must:

- describe barriers to effective communication with individuals and how they can be reduced
- explain how an individual's behaviour may be a form of communication
- state where to find information and support or services, to help individuals communicate more effectively
- explain why it is important to observe and be receptive to an individual's reactions when communicating with them.

Assessment task – CC6
LO and AC mapping LO3, AC3.1 to 3.3 LO4, AC4.4 **Evidence type:** • scenario-based questions
Task 3 For this task you must investigate the principles and practices relating to confidentiality in the workplace. **Task instructions** You must: • describe what confidentiality means in relation to your own role • identify legislation and agreed ways of working, which maintain confidentiality across all types of communication • describe situations where information, normally considered to be confidential, might need to be passed on • identify who you should ask for advice and support about confidentiality **LO and AC mapping** LO5, AC5.1 to 5.4 **Evidence type:** • assignment

CC7 Privacy and dignity in adult social care settings (F/651/1320)

Assessment task – CC7
Task 1 For this task you must carry out research to investigate the principles that underpin privacy and dignity in care and how best to maintain it for individuals in your care. **Task instructions** You must: • define what is meant by privacy and dignity • describe situations where an individual's privacy and dignity could be compromised • describe different ways to maintain the privacy and dignity of individuals in your care and support • explain why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so **Learning outcome (LO) and assessment criteria (AC) mapping** LO1, AC1.1 to 1.3 LO2, AC2.2 **Evidence type:** • assignment
Task 2 For this task you must consider how individuals have a right to make their own choices and how to support them to make informed choices about their individual care. **Task instructions** You must: • describe ways of supporting individuals to make informed choices • explain how risk assessment processes can be used to support the rights of individuals to make their own decisions • explain why your own personal views must not influence an individual's own choices or decisions • explain why there may be times when you need to support an individual to question or challenge decisions made about them by others • explain how to ensure your own personal views do not influence an individual's own choices or decisions **Tutor guidance** A digital recording of the professional discussion must be available for sampling.

Assessment task – CC7

LO and AC mapping

LO3, AC3.1 to 3.4
LO4, AC4.3

Evidence type:

- professional discussion

Task 3

For this task you must produce a factsheet to advise those new to adult social care work on how to support active participation in the care environment.

Task instructions

You must:

- explain how valuing individuals contributes to active participation
- explain how to enable individuals to make informed choices about their lives
- describe a range of ways you can support active participation with individuals
- describe the importance of enabling individuals to be as independent as possible and to maintain their own network of relationships and connections with their community

Tutor guidance

There is the opportunity for learners develop and demonstrate digital skills by producing a factsheet in a digital format.

LO and AC mapping

LO5, AC5.1 to 5.4

Evidence type:

- factsheet

Task 4

For this task you must consider your practical application of knowledge and skills associated with support and maintaining privacy and dignity, as well as encouraging individuals to be active participants in planning their own care.

Task instructions

You must explain how your own personal views could restrict the individual's ability to actively participate.

Assessment task – CC7
Tutor guidance A digital recording of the professional discussion must be available for sampling with the portfolio. **LO and AC mapping** LO6, AC6.2 **Evidence type:** • professional discussion

CC8 Support individuals to meet nutrition and hydration needs (H/651/1321)

Assessment task – CC8

Task 1

For this task you must prepare a presentation that informs and advises others of how to support individuals with their nutrition and hydration needs in care. You will then hold a professional discussion on practically supporting an individual with hydration and nutrition needs and ways of monitoring such needs.

Task instructions

Part 1

For the presentation you must:

- explain the importance of food safety, including hygiene in the preparation and handling of food
- explain the importance of good nutrition and hydration in maintaining health and wellbeing
- identify signs and symptoms of poor nutrition and hydration
- state ways to promote and support adequate nutrition and hydration
- explain how to identify and report changes or risks relating to nutrition and hydration needs
- explain how to identify the nutrition and hydration care and support needs of individuals
- state factors that can affect an individual's nutrition and hydration care and support needs
- describe when you might need to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs and how to gain this

Part 2

For the professional discussion you must:

- support individuals with their nutrition and hydration in line with their preferences, needs and care or support plan
- monitor and record (where required) the nutrition and hydration care and support provided to individuals

Tutor guidance

For the presentation learners can practice, apply and enhance their digital skills by preparing a digitally based presentation. If a digital presentation is used, an accessible copy will be needed for sampling. A digital recording of the professional discussion must be provided for sampling.

Learning outcome (LO) and assessment criteria (AC) mapping

All LOs and AC

Evidence types:

- presentation
- professional discussion

CC9 Awareness of mental health conditions and dementia (J/651/1322)

Assessment task – CC9

Task 1

You must then consider aspects of personalised care which support an individual living with a mental health condition or dementia and reasonable adjustments that can be made in the delivery of care. This includes the legal frameworks and guidelines that support individuals living with a mental health condition or dementia.

Task instructions

You must:

- define what is meant by the terms:
  - mental health
  - mental wellbeing
- list common types of mental health conditions
- explain what is meant by the term dementia
- explain how living with a mental health condition or dementia can impact an individual's:
  - everyday life and the lives of their families and carers
  - health and wellbeing
  - care and support needs
- explain how to recognise early indicators of mental health deterioration
- list early signs and symptoms of dementia
- explain why early identification of mental health needs or dementia is important
- explain how an individual's care and support needs may change when a mental health condition or dementia is identified or there is a decline in the individual's condition
- describe ways to engage with and signpost individuals living with a mental health condition, or dementia and their families and carers to other services and support
- explain how positive attitudes can support individuals living with a mental health condition or dementia
- explain why it is important to recognise a person living with a mental health condition or dementia as a unique individual
- explain how using person-centred approaches and encouraging active participation can enable and encourage an individual living with a mental health condition or dementia to keep well and maintain independence
- describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services
- identify reasonable adjustments which can be made in health and care services accessed by individuals living with a mental health condition or dementia and the importance of planning these in advance
- explain how to report concerns associated with unmet health and care needs which may arise for individuals living with a mental health condition or dementia
- explain how key pieces of legislation and guidelines support and promote human rights, inclusion, equal life chances, and citizenship of individuals living with a mental health condition or dementia

Assessment task – CC9
Learning outcome (LO) and assessment criteria (AC) mapping All LOs and AC **Evidence type:** - essay

CC10 Safeguarding adults (K/651/1323)

Assessment task – CC10
Task 1 For this task you must consider the principles of safeguarding and how to apply them. **Task instructions** You must: - explain the term 'adult safeguarding'   - state the legal definition of an adult at risk   - describe own role and responsibilities in adult safeguarding   - state what constitutes harm   - identify the main types of abuse   - identify possible indicators of abuse   - state a range of factors which have featured in adult abuse and neglect   - describe the range of potential risks with using technology and how to support individuals to be safe without being risk averse   - state where to get information and advice about own role and responsibilities in preventing and protecting individuals from harm and abuse   **Tutor guidance** For a professional discussion a digital recording must be available for sampling. **Learning outcome (LO) and assessment criteria (AC) mapping** LO1, AC1.1 to 1.8, 1.10 **Evidence type:**   - professional discussion
Task 2 For this task you must create an infographic that provides information and guidance on how to reduce the likelihood of abuse and how to respond to suspicions and disclosures of abuse. You will need to further advise on how to protect those at risk, both locally and nationally. **Task instructions** You must: - explain why an individual may be at risk from harm or abuse   - explain how care environments can promote or undermine people's dignity   - describe the importance of individualised and person-centred care   - describe how to apply basic principles of supporting individuals to keep themselves safe

Assessment task – CC10

- explain how the likelihood of abuse may be reduced by:
  - working with person-centred values
  - enabling active participation
  - promoting choice and rights
  - working in partnership with others
- describe what to do if abuse of an adult is suspected, including how to raise concerns within local freedom to speak up/whistleblowing policies or procedures
- identify relevant legislation, principles, local and national policies, and procedures which relate to safeguarding adults
- state the local arrangements for the implementation of multi-agency adult safeguarding policies and procedures
- explain the importance of sharing appropriate information with the relevant agencies
- state the actions to take if you experience barriers in alerting or referring to relevant agencies

Tutor guidance

There is the opportunity for learners to develop and demonstrate digital skills by producing an infographic in a digital format.

LO and AC mapping

LO2, AC2.1 to 2.5
LO3, AC3.1
LO4, AC4.1 to 4.4

Evidence type:

- infographic

Task 3

For this task you must explore the restrictive practices of safeguarding within care.

Task instructions

You must:

- define what is meant by restrictive practice
- describe organisational policies and procedures in relation to restrictive practices and own role in implementing these
- describe the importance of seeking the least restrictive option for the individual

LO and AC mapping

LO5, AC5.1 to 5.3

Assessment task – CC10
Evidence type: • assignment

CC11 Safeguarding children (L/651/1324)

Assessment task – CC11
Task 1 For this task you must identify a range of different situations where the safeguarding of a child has taken place. **Task instructions** For each of the situations you must: • describe circumstances where there could be contact with a child or young person in the normal course of work within adult social care • state factors that may contribute to a child or young person being more at risk of abuse • identify types of abuse that a child or young person could be at risk from • describe how to respond to a risk, suspicion, or disclosure that a child or young person is being abused or neglected in line with relevant legislation, agreed ways of working and local procedures **Tutor guidance** A digital recording should be made available for sampling. **Learning outcome (LO) and assessment criteria (AC) mapping** LO1, AC1.1 to 1.4 **Evidence type:** • scenario-based questions

CC12 Health, safety and principles of basic life support (M/651/1325)

Assessment task – CC12

Task 1

For this task you must investigate your own responsibilities, and the responsibilities of others, relating to health and safety in the work setting.

Task instructions

You must:

- identify legislation relating to general health and safety in an adult social care work setting
- state the main points of the health and safety policies and procedures agreed with the employer
- state the main health and safety responsibilities of:
  - o self
  - o the employer or manager
  - o others in the work setting
- identify tasks relating to health and safety that should not be carried out without special training
- explain how to access additional support and information relating to health and safety
- identify a range of sustainable approaches which can be applied in own role

Learning outcome (LO) and assessment criteria (AC) mapping

All LO1, AC1.1 to 1.6

Evidence type:

- assignment

Task 2

For this task you must produce a leaflet that aims to provide information to others on key areas of health and safety at work.

Task instructions

You must include each of the key areas.

Risk assessments:

- explain why it is important to assess the health and safety risks posed by work settings, situations or activities
- explain how and when to report health and safety risks in the workplace

Medication and healthcare tasks:

- describe agreed ways of working in relation to:
  - o medication in the work setting
  - o healthcare tasks

Assessment task – CC12

- state tasks relating to medication and healthcare procedures that you must not carry out until you are competent

How to promote fire safety:

- explain how to prevent fires from starting or spreading
- state what to do in the event of a fire

How to work safely and securely:

- state the measures that are designed to protect your own safety and security at work, and the safety of those you support
- describe agreed ways of working for checking the identity of anyone requesting access to premises or information

Tutor guidance

There is the opportunity for learners to develop and demonstrate digital skills by producing a leaflet in a digital format.

LO and AC mapping

LO2, AC2.1 and 2.2
LO3, AC3.1 and 3.2
LO5, AC5.1 and 5.2
LO6, AC6.1 and 6.2

Evidence type:

- leaflet

Task 3

You must respond to questions on how to handle hazardous substances and the process of moving and assisting individuals safely.

Task instructions

You must prepare to:

- identify common hazardous substances in the workplace
- identify key pieces of legislation that relate to moving and assisting
- state tasks relating to moving and assisting that you are not allowed to carry out until you are competent

Tutor guidance

A digital recording should be made available for sampling.

Assessment task – CC12

LO and AC mapping

LO4, AC4.1
LO7. AC7.1 to 7.2

Evidence type:

• scenario-based questions

Task 4

You must create a presentation for new care workers in the workplace. Your presentation will provide them with information and advise them on procedures for responding to accidents, sudden illness and providing basic life support and how to manage own mental health and personal wellbeing.

Task instructions

You must:

• identify different types of accidents and sudden illness that may occur in the course of your work
• state the workplace procedures to be followed if:
  o an accident should occur
  o a sudden illness should occur
  o basic life support is required
• state the emergency basic life support and first aid actions you are and are not allowed to carry out in your role
• state common factors that can affect own mental health and wellbeing
• describe the circumstances that may trigger these factors in self
• identify the resources which are available to support own mental health and wellbeing
• explain how to access and use the available resources which are available to support own mental health and wellbeing

Tutor guidance

For this presentation learners can practice, apply and enhance their digital skills by preparing a digitally based presentation. If a digital presentation is used, an accessible copy will be needed for sampling.

LO and AC mapping

LO8, AC8.1 to 8.3
LO9, AC9.1 to 9.4

Evidence type:

• presentation

CC13 Handling information (R/651/1326)

Assessment task – CC13

Task 1

For this task you must write an assignment considering the process of handling information in the workplace.

Task instructions

You must:

- explain why it is important to have secure systems and follow the agreed ways of working for:
  o accessing information
  o recording information
  o storing information
  o sharing information
  o explain the support an individual may need to keep their information safe and secure
- describe how, and whom, to report it to if:
  o agreed ways of working and legislation have not been followed
  o there has been a data breach or risk to data security

Learning outcome (LO) and assessment criteria (AC) mapping

LO1, AC1.1 to 1.4

Evidence type:

- assignment

CC14 Infection prevention and control (IPC) (T/651/1327)

Assessment task – CC14
Task 1 For this task you must produce a report that investigates preventing the spread of infection in the workplace. You can draw on your real experiences or provide fictional examples to support you. **Task instructions** You must: • describe the causes of infection, the main ways infection can get into the body and the chain of infection • describe the standard infection prevention and control (IPC) precautions which must be followed to protect you and others in your workplace and where to find the most up-to-date information • state your role in preventing infection in the area you work • identify occasions when hand hygiene should be carried out • explain how your own health, hygiene, vaccination status and exposure to infection at work might pose a risk to the individuals you support and others you meet • identify common types of personal protective equipment (PPE) and clothing and describe how and when to use them • describe the appropriate methods for cleaning and/or decontamination of the care environment/equipment • describe the process for safe handling of blood/bodily fluids spills • explain the principles of safe handling and disposal of infected or soiled linen/equipment and clinical waste **Learning outcome (LO) and assessment criteria (AC) mapping** LO1, AC1.1 to 1.4, 1.6 and 1.7, 1.9 to 1.11 **Evidence type:** • report

CC15 Awareness of learning disability and autism (Y/651/1328)

Supporting note

The learning outcomes (LOs) for this unit have been updated to be consistent with LOs from the Core Capabilities Frameworks for supporting people with a learning disability and autistic people.

These LOs also reflect the minimum expected learning set out in standard one of the Oliver McGowan code of practice (the code of practice) on statutory learning disability and autism training for health and social care staff.

They also align with the LOs in tier one of the Oliver McGowan Mandatory Training on Learning Disability and Autism, which is the government's preferred and recommended package for all health and social care staff, which meets the code of practice standards.

Undertaking the Oliver McGowan Mandatory Training on Learning Disability and Autism to tier one or equivalent training, which meets all the standards of the code, will support a learner to achieve this unit. Learners will still need to evidence their learning to an assessor.

Care providers should ensure that all staff receive training in how to interact appropriately with and care for people with a learning disability and autistic people, at a level appropriate to their role.

For service providers regulated by the Care Quality Commission (CQC), this is a legal requirement introduced by the Health and Care Act 2022. To support service providers to meet this legal requirement, standards for learning disability and autism training are set out in the Oliver McGowan code of practice. It is expected that all learners undertaking this qualification, who work for regulated service providers, will have attended training that meets the standards in the code of practice prior to or alongside completing this qualification.

Individual staff members may have a learning disability and autism training needs that go beyond the LOs in this unit and therefore require further training to enable their employer to meet the legal requirement. It is the employer's responsibility to identify and address this need, as appropriate. Therefore, achievement of this unit does not mean that an individual has automatically met their overall learning disability and autism training needs. Care providers should assess the learning needs of each staff member in relation to learning disability and autism.

To enable learners to transfer prior learning from training they have attended, centres are encouraged to consider the appropriate use of recognition of prior learning (RPL) as an assessment method towards formal achievement of this unit.

Assessment task – CC15

Task 1

For this task you must produce a poster that advises individuals on the needs and experiences of people with a learning disability and autistic people.

Task instructions

You must:

- define what is meant by the term learning disability
- define what is meant by the term autism
- identify other mental or physical conditions that a person with a learning disability or autistic person is more likely to live with than the general population
- explain how learning disability or autism can impact a person's:
  - everyday life
  - health and wellbeing
  - care and support needs
- describe barriers that people with a learning disability or an autistic person can face in accessing healthcare services
- describe the different health inequalities experienced by people with a learning disability and autistic people

Tutor guidance

There is the opportunity for learners to develop and demonstrate digital skills by producing a poster in a digital format.

Learning outcome (LO) and assessment criteria (AC) mapping

LO1, AC1.1 to 1.6

Evidence type:

- poster

Task 2

In this task you need to consider how to meet the communication and information needs of people with a learning disability and autistic people.

Task instructions

You must:

- identify key differences in communication for a person with a learning disability and an autistic person
- explain how sensory issues can impact autistic people
- explain the importance of meeting a person's unique communication and information needs

Assessment task – CC15
- describe ways to adapt own communication when supporting people with a learning disability and autistic people   - identify different ways to engage with and signpost people with a learning disability, autistic people and their families and carers to information, services, and support   **Tutor guidance** For a professional discussion a digital recording must be available for sampling. **LO and AC mapping** LO2, AC2.1 to 2.5 **Evidence type:**   - professional discussion
Task 3 For this task you must explore reasonable adjustments which may be necessary in health and care delivery and the role of legislation and guidance in supporting people with a learning disability and autistic people. **Task instructions** You must: - identify reasonable adjustments which can be made in health and care services accessed by people with a learning disability and autistic people and the importance of planning these in advance   - explain how to report concerns associated with unmet health and care needs which may arise for people with a learning disability and autistic people when reasonable adjustments are not made   - explain how key pieces of legislation and guidance support and promote human rights, inclusion, equal life chances, and citizenship for people with a learning disability and autistic people   **LO and AC mapping:** LO3, AC3.1 to 3.2 LO4, AC4.1 **Evidence type:**   - assignment

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