# NCFE

## CACHE

# Qualification Specification

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

Approved by

skillsforcare

# Qualification summary

| Qualification title | NCFE CACHE Level 2 Adult Social Care Certificate | | |
|---|---|---|---|
| Ofqual qualification number (QN) | 610/4131/2 | Aim reference | 61041312 |
| Guided learning hours (GLH) | 290 | Total qualification time (TQT) | 350 |
| Credit value | 35 | | |
| Minimum age | 16 | | |
| Qualification purpose | This qualification is based on the Care Certificate Standards and develops the knowledge and skills needed when working in adult social care settings in England. It is designed for all learners working in adult social care and is being introduced to the sector to: <br><br> • raise the level of knowledge and skills in the workforce and improve skills gaps within the sector by supporting more employers to access a recognised qualification <br> • improve portability and reduce the need for repeat training and assessment when people move roles <br> • standardise how the Care Certificate Standards are delivered across settings (this is also applicable to learners working in a health setting when supporting adult social care patients) <br> • ensure members of the care workforce feel recognised, valued and invested in <br> • ensure the workforce has the support they need to provide safe and effective care <br> • allow care workers to experience rewarding careers with opportunities to develop and progress, both now and in the future | | |
| Grading | Achieved/not yet achieved. | | |
| Assessment method | Internally assessed and externally quality assured portfolio of evidence. | | |
| Work/industry placement experience | Learners must spend a minimum of 40 hours working, volunteering or on practical placement to be able to show competence in both knowledge and skills. | | |
| Rules of combination | To be awarded this qualification, learners are required to successfully achieve 15 mandatory units. | | |
| Skills-based outcomes and assessment criteria/observations | Skills-based learning outcomes (LOs) and assessment criteria (AC) must be assessed via direct observation in the workplace as the main source of evidence and be carried out over an appropriate period of time. A minimum of one direct observation of practice is required. | | |
| Regulation information | This is a regulated qualification. The regulated number for this qualification is 610/4131/2. | | |
| Funding | Due to the announcement of the General Election on 4 July 2024, the Department of Health and Social Care (DHSC) has confirmed that the | | |

| | funding for the new Level 2 Adult Social Care Certificate has unfortunately been paused. An update will follow as soon as we have more information from the DHSC. |
|---|---|
| **Qualification support** | This qualification is approved by Skills for Care and meets the Skills for Care qualification design criteria. |

# Contents

# Summary of changes

This summarises the changes to this qualification specification since the last version (Version 1.2 September 2025). Please check the NCFE website for the most recent version.

| Version | Publication date | Summary of amendments |
|---------|------------------|-----------------------|
| v1.0 | June 2024 | First publication |
| v1.1 | June 2024 | Updated funding information due to the announcement of the General Election on 4 July 2024, the Department of Health and Social Care (DHSC) has confirmed that the funding for the new Level 2 Adult Social Care Certificate has unfortunately been paused. An update will follow as soon as we have more information from the DHSC. |
| v1.2 | September 2025 | The minimum age for learners to undertake this qualification has been lowered from age 19 to 16. |
| v1.3 | 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*. |

# Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

## Aims and objectives

This qualification aims to:

- focus on the study of the care worker or senior care worker in an adult social care setting in England
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- build knowledge and skills to work in adult social care settings
- enable the learner to demonstrate understanding and effective practice of the agreed set of standards that define the knowledge, skills and behaviours expected of specific job roles in the health and social care sector

## Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

## Guidance for entry and registration

This qualification is designed for learners aged 16 and above working in adult social care in England. It is being introduced to the sector to improve portability and reduce the need for repeat training and assessment when people move roles. This also supports the aim of supporting career progression and development.

We would expect an employer-specific induction and mandatory training to be completed prior to the learner starting the qualification. However, the employer can decide if the qualification can be completed alongside an employer-specific induction and mandatory training.

It is expected that centres will carry out an initial assessment process with all individual learners. This process should ensure the learner can demonstrate the full requirements or, if needed, act as an advisory process so the potential learner can reach the required standard to achieve the qualification. Learners may also find it helpful if they have already achieved a level 1 qualification.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.
Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

# Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **15 mandatory** units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

# Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - care worker
  - lead adult care worker
  - care support worker
  - senior care support worker
  - personal assistant
- further education:
  - Level 3 Diploma in Adult Care
- higher education
  - Level 4 Diploma in Adult Care

# Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development assessment principles
- Skills for Care and the Joint Awarding Body Quality Group (JABQG) additional assessment principles guidance document

# Real work environment (RWE) requirement/recommendation

Where the assessment principles for a unit allow, it is essential that organisations wishing to operate a RWE do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

## Work/industry placement experience

Learners must spend a minimum of 40 hours working, volunteering or on practical placement to be able to show competence in both knowledge and skills.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Adult Social Care Certificate.

This qualification has been developed to meet Skills for Care's qualification criteria and must be assessed in line with the Skills for Care and Development assessment principles.

Centres must also ensure that they apply the guidance within the Skills for Care and the Joint Awarding Body Quality Group (JABQG) additional assessment principles guidance document. The guidance within the additional assessment principles sets out clarification of aspects from the existing assessment principles and aims to recognise developments, for example with the use of technology in the assessment process. This additional assessment principles document must be used alongside and in conjunction with the Skills for Care and Development assessment principles. Both documents are available on the [Skills for Care website.](#)

The Level 2 Adult Social Care Certificate is a competence-based qualification (CBQ).

A CBQ may be based on National Occupational Standards (NOS) and is a job-ready qualification that requires learners to demonstrate the skills and knowledge required to work in a specific industry. A CBQ must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment principles. For further information on the assessment principles, please visit the qualification's page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance reviews are required.

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Skills-based outcomes and assessment criteria/observations

Skills-based learning outcomes (LOs) and assessment criteria (AC) must be assessed via direct observation in the workplace as the main source of evidence and be carried out over an appropriate period of time. A minimum of one direct observation of practice is required.

Assessment decisions for skills-based LOs must be made by an assessor qualified to make assessment decisions. *Where a recognised qualification isn't held, assessors need to be able to demonstrate relevant and current experience of assessment.*

The use of an expert witness could also be used to enrich, supplement, and add triangulation to the main direct observations which have been carried out in person by the assessor. For example, when an assessor is not occupational competent in a specialist area, an expert witness can be used to support achievement within that area.

In addition, other methods of assessment, as detailed within the Qualification Specification, may be used as evidence against skills-based outcomes/assessment criteria, for example Questions and Answer (Q&A) or professional discussion, but only as supplementary evidence alongside a direct observation.

Some AC may require learners to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification and therefore other evidence to show that the learner would be able to do this if real work evidence is not available is permissible (the option to present other permissible evidence will be indicated at the end of each unit).

Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE).

It is the centre's/assessor's responsibility to ensure that learners are only signed off as competent when they can be assured that the learner has fully met each of the relevant skills-based LOs and ACs skills. All skills-based LOs and ACs within the qualification must be achieved.

## Recognition of prior learning (RPL)

RPL is defined as 'a method of recognising previous learning or attainment to meet current requirements or 'a method of assessment leading to the award of credit that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, behaviours, skills and understanding they already possess and so may not need to develop these through a course of learning'.

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account. RPL is listed as a valid assessment method on page 71. Centres may consider where appropriate, the use of RPL as a contributory assessment method.

RPL can demonstrate competence or achievement within a unit or qualification. Through the RPL process, evidence of a learner's previous achievement (learning) is assessed against the assessment criteria (AC) of a unit. Evidence used by learners must be current and valid and meet the AC of the qualification, and evidence must be reliable, whereby centres consistently arrive at equivalent assessment decisions. Evidence obtained through RPL must, therefore, meet the same rigorous quality criteria that other assessment methods must conform to and it is the responsibility of the centre to ensure that they have a policy in place and that this is applied correctly. Centres must have a policy in line with the NCFE Recognition of Prior Learning (RPL) Credit Accumulation and Transfer (CAT) Policy, which is available on the [NCFE website](https://ncfe.org.uk). Centres will be asked about the policy and if RPL has been used this will be reviewed by the external quality assurer (EQA) to ensure it is valid and fit for purpose.

## Internal assessment

We have created assessment tasks for the internally assessed units, which can be found within a separate document in the member's area of the NCFE website. These tasks are not mandatory. You can contextualise these tasks 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 LOs and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs 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 AC
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

## Section 2: unit content and delivery and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

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

| Unit summary | | | | |
|---|---|---|---|---|
| This unit is aimed at those working in adult social care. 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. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | Achieved/not yet achieved | Level 2 | 2 credits | 15 GLH |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand own role | 1.1 Describe main duties and responsibilities of own role |
| | 1.2 List the **standards** and codes of conduct and practice that relate to own role |
| | 1.3 Explain how own experiences, attitudes, values, and beliefs may affect the way you work |
| | 1.4 Identify the different opportunities for professional and career development in the sector |
| | 1.5 Reflect on training completed as part of induction to support own role and career development in the sector |
| 2. Be able to work in ways that have been agreed with the employer | 2.1 Describe employment rights and responsibilities |
| | 2.2 Provide the aims, objectives, and values of the service in which you work |
| | 2.3 Explain why it is important to work in ways that are agreed with your employer |
| | 2.4 Demonstrate how to access full and up-to-date details of **agreed ways of working** that are relevant to own role |
| | 2.5 Demonstrate working in accordance with the agreed ways of working with the employer |
| | 2.6 Explain how and when to escalate any concerns in line with organisational policy or ways of working |
| | 2.7 Describe why it is important to be honest, identify where errors may have occurred and to tell the appropriate person |
| 3. Understand working relationships in adult social care | 3.1 State main responsibilities to the **individuals** being supported, as well as **key people**, advocates and **others** who are significant to an **individual** |
| | 3.2 Explain how a working relationship is different from a personal relationship |
| | 3.3 Identify different working relationships in adult social care settings |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 4. Be able to work in partnership with others | 4.1 Explain why it is important to work in teams and in partnership with **others** |
| | 4.2 Explain why it is important to work in partnership with key people, advocates and others who are significant to individuals being supported |
| | 4.3 Demonstrate behaviours, attitudes, and ways of working that can help improve partnership working |
| | 4.4 Demonstrate how and when to access support and advice about:<br>• partnership working<br>• resolving conflicts |

| Range |
|---|
| **1.** Understand own role |
| **1.2 Standards**<br><br>Examples include:<br><br>• codes of practice<br>• regulations<br>• minimum standards<br>• National Occupational Standards (NOS) and any other standards<br>• good practice relevant to the setting |
| **2.** Be able to work in ways that have been agreed with the employer |
| **2.4 Agreed ways of working**<br><br>Examples include:<br><br>• policies and procedures<br>• job descriptions and less formal agreements<br>• expected practices |
| **3.** Understand working relationships in adult social care |
| **3.1 Individuals**<br><br>Individuals or the individual, will normally refer to the person or people the learner is providing care and support for.<br><br>**3.1 Key people** and **others**<br><br>In this context, this may include but not limited to:<br><br>• the friends, family and loved ones of those accessing care and support services<br>• peers, team members and other colleagues<br>• managers and senior management<br>• professionals from other organisations involved in the individual's care<br>• paid workers and volunteers from other organisations and teams |

| Delivery and assessment guidance |
|---|
| AC1.4<br><br>Whilst it is recognised that learners will have their own aspirations, the achievement of this criteria should enable the learner to understand that there are a wide range of development opportunities when working in adult social care and a rewarding career can be gained.<br><br>AC2.6<br><br>This should include reference to whistleblowing procedures: where a person (the whistleblower) exposes any kind of information or activity that is deemed illegal, unethical, or incorrect.<br><br>AC4.4<br><br>Requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE).<br><br>Assessment decisions for skills-based LOs must be made during the learner's normal work activity.<br><br>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. |

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

| Unit summary | | | | |
|---|---|---|---|---|
| This unit will enable the learner to know and be able to agree their own personal development plan (PDP) and develop their own knowledge, skills and understanding. This unit also introduces the concept of reflective practice. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **2 credits** | **16 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Be able to agree a personal development plan (PDP) | 1.1 Describe the processes for:<br>• identifying own learning needs<br>• agreeing a **PDP** and who should be involved |
| | 1.2 Explain why feedback from **others** is important in helping to develop and improve approaches to own work |
| | 1.3 Contribute to and agree own PDP |
| 2. Be able to develop own knowledge, skills and understanding | 2.1 Identify **sources of support** for own learning and development |
| | 2.2 Describe the learning opportunities available and how they can be used to improve ways of working |
| | 2.3 Explain how learning activities have improved own knowledge, skills and understanding |
| | 2.4 State the level of **literacy, numeracy, digital and communication** skills needed to carry out own role |
| | 2.5 Identify where to find information and support on how to check and develop own current level of:<br>• literacy skills<br>• numeracy skills<br>• digital skills<br>• communication skills |
| | 2.6 Explain how **reflecting** on a situation has improved own knowledge, skills and understanding |
| | 2.7 Explain how feedback from others has developed own knowledge, skills and understanding |
| | 2.8 Demonstrate how to measure own knowledge, performance and understanding against relevant **standards** |
| | 2.9 Demonstrate how to record progress in relation to own **personal development** |

| Range |
|---|
| **1.** Be able to agree a personal development plan (PDP) |
| **1.1 PDP**<br><br>May be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives and timescales for review. |

| Range |
|---|
| **1.2 Others**<br><br>In this context, could refer to others the learner has contact with:<br><br>• the individual accessing care and support<br>• the friends and family of those accessing care and support services<br>• peers, team members and senior colleagues<br>• managers and senior management<br>• professionals from other organisations involved in the individual's care |
| **2.** Be able to develop own knowledge, skills and understanding |
| **2.1 Sources of support**<br><br>Examples include:<br><br>• formal or informal support<br>• support mechanisms provided throughout induction period<br>• supervision<br>• appraisal<br>• peer support<br>• from within and outside the organisation<br><br>**2.4 Literacy, numeracy, digital and communication**<br><br>Will be appropriate to the learner's individual learning and development needs. This could include exploring different options available to develop such skills. Ongoing development of all these skills will support all aspects of the learner's practice and could reference to an appropriate functional skill level needed where applicable.<br><br>**2.6 Reflecting**<br><br>Involves thinking about what went well in a situation and what needs to be changed to improve future practice.<br><br>**2.8 Standards**<br><br>Examples include:<br><br>• codes of practice<br>• regulations<br>• minimum standards and any other standards<br>• good practice relevant to the service |

| Range |
| --- |
| **2.9 Personal development** |

Continuing professional development (CPD):

- refers to the process of monitoring and documenting the skills, knowledge and experience gained both formally and informally, beyond initial training.

| Delivery and assessment guidance |
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Assessment decisions for skills-based LOs must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE).

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

| Unit summary | | | | |
|---|---|---|---|---|
| In this unit the learner will understand the concepts of duty of care and duty of candour, individual rights and the support available for addressing dilemmas that arise in adult social care. They will be able to demonstrate an understanding of how to deal with and learn from adverse events such as complaints, confrontations and errors. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | Achieved/not yet achieved | Level 2 | 2 credits | **16 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand duty of care, duty of candour and individual rights | 1.1 Define what is meant by:<br>• duty of care<br>• duty of candour<br>• the **individual's** rights |
| | 1.2 Describe how duty of care and duty of candour affect own work role |
| 2. Understand the support available for addressing dilemmas that may arise about duty of care | 2.1 Discuss **dilemmas** that may arise between the duty of care and an **individual's** rights |
| | 2.2 Assess what you must and must not do within own role in managing **conflicts** and dilemmas |
| | 2.3 Identify where to get additional support and advice about how to resolve such dilemmas |
| 3. Be able to deal with comments and complaints | 3.1 Demonstrate how to respond to **comments** and **complaints** in line with **agreed ways of working** and **legislation** |
| | 3.2 Identify who to ask for advice and support in handling **comments** and complaints |
| | 3.3 Describe the importance of learning from comments and complaints to improve the quality of service |
| 4. Know how to respond to incidents, errors and near misses | 4.1 Explain how to recognise:<br>• adverse events<br>• incidents<br>• errors and **near misses** |
| | 4.2 Assess what you must and must not do in relation to adverse events, incidents, errors and near misses |
| | 4.3 Explain agreed ways of working in relation to **reporting** any adverse events, incidents, errors and near misses |
| 5. Be able to deal with confrontation and difficult situations | 5.1 State factors and difficult situations that may cause confrontation |
| | 5.2 Explain how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation |
| | 5.3 Explain how to assess and reduce risks in confrontational situations |
| | 5.4 Demonstrate how and when to access support and advice about resolving conflicts |
| | 5.5 Explain agreed ways of working for reporting any confrontations |

| Range |
|---|
| **1.** Understand duty of care, duty of candour and individual rights |
| **1.1 Individual's**<br><br>Individuals or the individual, will normally refer to the person or people the learner is providing care and support for. |
| **2.** Understand the support available for addressing dilemmas that may arise about duty of care |
| **2.1 Dilemmas**<br><br>A difficult situation or problem.<br><br>**2.2 Conflicts**<br><br>A disagreement, dispute or difference of opinion, which has the potential to cause emotional distress or harm. |
| **3.** Be able to deal with comments and complaints: |
| **3.1 Comments**<br><br>Positive or negative feedback.<br><br>**3.1 Complaints**<br><br>Feedback that is negative that can state something is unsatisfactory or unacceptable.<br><br>**3.1 Agreed ways of working**<br><br>These will include policies and procedures, job descriptions and less formal agreements and expected practices.<br><br>**3.1 Legislation**<br><br>Relevant laws in relation to responding to comments and complaints. |
| **4.** Know how to respond to incidents, errors and near misses |
| **4.1 Near misses**<br><br>Near misses, or close calls, are situations that did not harm anyone but could have.<br><br>**4.3 Reporting**<br><br>In line with agreed ways of working within the setting and may include manual and electronic records. |
| **5.** Be able to deal with confrontation and difficult situations |
| **5.2 Communication**<br><br>In this context a range of communication methods could be considered with the individual and appropriate others. |

| Delivery and assessment guidance |
| --- |
| Assessment decisions for skills-based LOs must be made during the learner's normal work activity.<br><br>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.<br><br>AC3.1, AC5.4<br><br>Requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available, is permissible.<br><br>AC3.3<br><br>Responding should incorporate the formal reporting procedure in the workplace.<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

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

| Unit summary | | | | |
|---|---|---|---|---|
| This unit will enable the learner to understand the importance of equality, diversity, inclusion and human rights, work in an inclusive way and be able to access information, advice and support about equality, diversity, inclusion and human rights. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **2 credits** | **16 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the importance of equality, diversity, inclusion, and human rights | 1.1 Define what is meant by:<br>• human rights<br>• **protected characteristics** |
| | 1.2 Explain what is meant by discrimination and the potential **effects** on **individuals** and **others** |
| | 1.3 Explain how practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination |
| | 1.4 Explain what is meant by disability hate crime, **mate crime** and bullying |
| | 1.5 Explain how to recognise, challenge and report discrimination in line with your employer's policies and procedures, in a way that encourages positive change |
| 2. Be able to work in an inclusive way | 2.1 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 |
| | 2.2 State approaches and practices which support **culturally appropriate care** |
| | 2.3 Demonstrate how to interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, and preferences |
| 3. Know how to access information, advice and support about equality, diversity, inclusion, and human rights | 3.1 Identify a range of **sources**, including those made available by your employer, with information, advice and support about equality, diversity, inclusion, and human rights |
| | 3.2 Explain how and when to access information, advice and support about equality, diversity, inclusion, and human rights |

| Range |
|---|
| **1.** Understand the importance of equality, diversity, inclusion, and human rights |
| **1.1 Protected characteristics**<br><br>As defined by the Equality Act 2010. |
| **1.2 Effects**<br><br>Examples could include: |

| Range |
|---|
| • emotional |
| • social |
| • physical |
| • behavioural |

**1.2 Individuals**

The individuals, or individual will normally refer to the person or people that the learner is providing care and support for.

**1.2 Others**

In this context, can refer to everyone a learner is likely to come in to contact with, including:

- carers, family and friends of those accessing care and support services
- colleagues and peers, managers and supervisors
- professionals from other services volunteers, visitors to the work setting and members of the community

**1.4 Mate crime**

Mate crime is when someone says they are your friend, but they do things that take advantage of you, such as asking for money a lot. Please see a definition on Mencap's website.

**2.** Be able to work in an inclusive way

**2.1 Legislation** and **codes of practice**

These must relate to equality, diversity, inclusion, discrimination and human rights, and will include:

- Equality Act 2010
- Human Rights Act 1998
- Health and Social Care Act 2012
- Health and Care Act 2022

**2.2 Culturally appropriate care**

Being sensitive to people's cultural identity or heritage. It means being alert and responsive to beliefs or conventions that might be determined by cultural heritage. It can cover a range of things; for example, ethnicity, nationality, religion or it might be to do with the individual's sexuality or gender identity.

**3.** Know how to access information, advice and support about equality, diversity, inclusion, and human rights

**3.1 Sources**

Should include those available within the work setting and external.

Examples could include:

- manager/supervisor/co-workers

| Range |
|---|
| • trade union<br>• policies/procedures<br>• employee handbook<br>• websites<br>• external agencies such as the [Equality and Human Rights Commission (EHRC)](Equality and Human Rights Commission (EHRC)) |

| Delivery and assessment guidance |
|---|
| Assessment decisions for skills-based LOs must be made during the learner's normal work activity.<br><br>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

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

| Unit summary |
|---|
| In this unit the learner will understand what is meant by person-centred values, how to work in person-centred ways and the meaning of mental capacity in the context of person-centred care. They will be able to support an individual's comfort, their ability to maintain their overall wellbeing and promote person-centred values. |
| **Assessment** |
| This unit is internally assessed via a portfolio of evidence. |

| Mandatory | Achieved/not yet achieved | Level 2 | 3 credits | 25 GLH |
|---|---|---|---|---|

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand person-centred values | 1.1 Identify **person-centred values** |
| | 1.2 Explain how to put person-centred values into practice in your day-to-day work |
| | 1.3 Explain why it is important to work in a way that promotes person-centred values when providing support to **individuals** |
| | 1.4 State ways to promote dignity in your day-to-day work |
| | 1.5 Describe the importance of **relationships** significant to the **individual** being supported when working in a person-centred way |
| 2. Understand working in a person-centred way | 2.1 State the importance of finding out the history, preferences, wishes and needs of the individual |
| | 2.2 Explain why the changing needs of an individual must be reflected in their care and/or **support plan** |
| | 2.3 Describe the importance of supporting individuals to plan for their future **wellbeing** and fulfilment, including **end of life care** |
| 3. Understand the meaning of mental capacity when providing person-centred care | 3.1 Identify relevant **legislation** and **codes of practice** relating to mental capacity |
| | 3.2 Define what is meant by the term **capacity** |
| | 3.3 Explain why it is important to assume that an individual has capacity, unless there is evidence that they do not |
| | 3.4 Describe what is meant by 'consent' and factors that influence an individual's mental capacity and ability to express consent |
| | 3.5 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 |
| 4. Be able to support the individual to be comfortable and make changes to address factors that may be causing pain, discomfort, or emotional distress | 4.1 Demonstrate how to ensure that where individuals have restricted movement or mobility that they are comfortable |
| | 4.2 Demonstrate how to recognise the **signs** that an individual is in pain, discomfort, or **emotional distress** |
| | 4.3 Demonstrate how to **take appropriate steps** to remove or minimise factors which may be causing pain, discomfort, or emotional distress to the individual |
| | 4.4 Demonstrate how to raise any concerns directly and appropriately with **others** concerned and **report** any concerns you have following **agreed ways of working** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 5. Be able to support the individual to maintain their identity, self-esteem, spiritual and overall wellbeing | 5.1 Explain how individual identity and self-esteem are linked to emotional, spiritual, and overall wellbeing |
| | 5.2 Demonstrate that own attitudes and behaviours promote emotional, spiritual, and overall wellbeing of the individual |
| | 5.3 Demonstrate how to support and encourage individual's own sense of identity and self-esteem |
| | 5.4 Demonstrate how to report any concerns about the individual's emotional, spiritual and overall wellbeing to the appropriate person |
| 6. Be able to support the individual using person-centred values | 6.1 Demonstrate a range of actions which promote person-centred values |

| Range |
|---|
| **1.** Understand person-centred values |

**1.1 Person-centred values**

Examples include:

- individuality
- independence
- privacy
- partnership
- choice
- dignity
- respect
- rights

**1.3 Individuals**

The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.

**1.5 Relationships**

Learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality, and sexual relationships.

| |
|---|
| **2.** Understand working in a person-centred way |
| **2.2 Support plan** |

Plan of how an individual will be supported, including:

- type of support needed
- how this support will be given

| Range |
| --- |

**2.3 Wellbeing**

Is a broad concept referring to the person's quality of life. It considers health, happiness, and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental wellbeing.

**2.3 End of life care**

Care provided to an individual in the time leading up to their death. This can include support for an individual's emotional needs, physical comfort, spiritual needs and practical tasks.

**3.** Understand the meaning of mental capacity when providing person-centred care

**3.1 Legislation** and **codes of practice**

As a minimum:

- Mental Capacity Act 2005
- Liberty Protection Safeguards (LPS)

**3.2 Capacity**

The ability to use and understand information to make a decision, at the time a decision needs to be made.

**3.5 Advance statements**

Written statements of an individual's preferences, wishes, beliefs and values regarding their future care.

**4.** Be able to support the individual to be comfortable and make changes to address factors that may be causing pain, discomfort, or emotional distress

**4.2 Signs**

Could include:

- physical
- emotional
- behavioural

**4.2 Emotional distress**

Could include a range of negative feelings being displayed by the individual, such as:

- sadness
- anxiety
- fear
- anger
- despair

| Range |
| --- |

### 4.3 Take appropriate steps

Could include, but is not limited to, removing, or minimising any environmental factors causing the pain, discomfort, or emotional distress, such as:

- following the plan of care; for example, repositioning or giving prescribed pain relief medication
- reporting to a more senior member of staff
- ensuring equipment or medical devices are working or in the correct position; for example, wheelchairs, prosthetics, catheter tubes
- seeking additional advice when needed
- providing emotional support and reassurance to the individual
- adjusting lighting, volume/noise and temperature
- removing unpleasant odours
- minimising disruption by others
- providing a private/quiet space and other reasonable adjustment

### 4.4 Others

In this context others mean the person who may be causing discomfort or distress to the individual.

### 4.4 Report

This could include appropriate reporting systems, such as written/electronic records and opportunities to share information appropriately, such as within handover and team meetings. This may include reporting to a senior member of staff or family member/carer.

### 4.4 Agreed ways of working

These will include policies and procedures, job descriptions and less formal agreements and expected practices.

| Delivery and assessment guidance |
| --- |

Assessment decisions for skills-based LOs must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

AC2.3

In reference to planning for end of life care, everyone should have the opportunity to develop an Advance Care Plan (ACP), this helps people to have a good end of life experience by respecting their wishes, their treatment and support preferences are known, and they can be supported. The ACP should be reviewed regularly. The plan may include a do not attempt cardiopulmonary resuscitation (DNACPR) decision which means the person does not want cardiopulmonary resuscitation (CPR) if their heart or breathing stops. This does not mean the withdrawal of all treatment. Part of this plan may also include a Recommended Summary Plan for Emergency Care and Treatment (ReSPECT) form which records an individual's wishes about a range of health care and treatments.

| Delivery and assessment guidance |
|---|
| AC4.1 to AC4.4

Requires the learner to provide performance evidence, however, the opportunity to do this may not arise during the period of the qualification. Direct observation is the preferred main source of evidence, however, other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

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

| Unit summary | | | | |
|---|---|---|---|---|
| This unit will enable the learner to understand the importance of effective communication in the workplace, how to meet the communication and language needs, wishes and preferences of individuals, ways to promote effective communication with individuals and principles and practices relating to confidentiality. They will be able to use a range of communication methods and support the appropriate and safe use of communication aids and technologies. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **3 credits** | **25 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the importance of effective communication in the workplace | 1.1 Identify the **different ways** that people communicate in the **workplace** |
| | 1.2 Explain how **communication** affects relationships in the workplace |
| 2. Understand how to meet the communication and language needs, wishes and preferences of individuals | 2.1 Explain how to establish an **individual's** communication and language **needs, wishes and preferences** |
| | 2.2 Identify a range of methods, styles, **communication aids** and **assistive technologies** that could help meet an individual's communication needs, wishes and preferences |
| | 2.3 Identify a range of **digital communication tools** that can be used to support and enhance the individual's communication needs, wishes, preferences and **connections** |
| 3. Understand how to promote effective communication with individuals | 3.1 Describe **barriers** to effective communication with individuals and how they can be reduced |
| | 3.2 Explain how an individual's behaviour may be a form of communication |
| | 3.3 State where to find information and **support** or **services**, to help individuals communicate more effectively |
| 4. Be able to use appropriate communication with individuals and support the safe use of communication aids and technologies | 4.1 Demonstrate the use of appropriate verbal and non-verbal communication when communicating with individuals |
| | 4.2 Demonstrate the **appropriate** and **safe** use of communication aids, assistive technologies, and digital tools |
| | 4.3 Demonstrate ways to check whether you have been understood when communicating with individuals |
| | 4.4 Explain why it is important to observe and be receptive to an individual's reactions when communicating with them |
| | 4.5 Demonstrate how to **report** any concerns about communication aids or technologies to the appropriate person |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 5. Understand the principles and practices relating to confidentiality | 5.1 Describe what confidentiality means in relation to your own role |
| | 5.2 Identify **legislation** and **agreed ways of working**, which maintain confidentiality across all types of communication |
| | 5.3 Describe situations where information, normally considered to be confidential, might need to be passed on |
| | 5.4 Identify who you should ask for advice and support about confidentiality |

| Range |
|---|
| **1.** Understand the importance of effective communication in the workplace |

**1.1 Different ways**

Should also include digital communication methods which are used within the workplace.

**1.1 Workplace**

In this context, may include one specific location or a range of locations depending on the context of the learner's role and should encompass everyone the learner communicates with, but not limited to:

- individuals accessing care and support services
- peers
- team members
- other colleagues
- managers and senior management
- the friends, family and loved ones of those accessing care and support services
- paid workers and volunteers from other organisations and teams

**1.2 Communication**

Should include examples of how communication can have a positive impact on relationships at work.

**2.** Understand how to meet the communication and language needs, wishes and preferences of individuals

**2.1 Individual's**

Refers to someone requiring care or support. It will usually mean the person or people supported by the learner.

**2.1 Needs, wishes and preferences:**

These may be based on:

- experiences
- desires
- values
- beliefs
- culture

| Range |
| --- |

And may change over time.

**2.2 Communication aids**

Aids which can support individuals to communicate in a way they understand. This could include but is not limited to:

- signs
- symbols and pictures
- objects of reference
- communication boards
- Makaton
- British Sign Language (BSL)
- hearing aids
- glasses
- braille

**2.2 Assistive technologies**

Technologies which support, assist, and enable the individual to communicate using alternative means and could include a range of software, such as:

- light writers
- eye gaze devices
- voice recognition
- speech synthesisers
- symbol making software

Other technologies which could also support the individual and others could be considered here, for example:

- alerting devices
- virtual assistants
- sensors
- hearing loops
- artificial intelligence (AI)

**2.3 Digital communication tools**

Could include use of virtual communications platforms, for example:

- a PC
- tablet
- telephone/text
- smartphone/watch

And encompass a range of technical platforms, such as using:

| Range |
| --- |

- online services
- monitoring platforms
- forums
- video calling
- email
- social media
- chatbots

**2.3 Connections**

Could include:

- family
- friends
- their community

**3.** Understand how to promote effective communication with individuals

**3.1 Barriers**

May include, but are not limited to:

- environment
- time
- own physical, emotional, or psychological state
- own skills, abilities, or confidence to use communication aids, assistive technologies, and digital communication tools
- own or other people's prejudices
- conflict

**3.3 Support** or **services**

In this context, may include:

- translation services
- interpretation services
- speech and language services
- advocacy services
- occupational therapy services

4. Be able to use appropriate communication with individuals and support the safe use of communication aids and technologies

**4.2 Appropriate** and **safe**

Could include, but not limited to, ensuring that any aids and technologies used are:

- available
- clean
- working properly and software is updated where needed
- in good repair

| Range |
| --- |
| • fitted appropriately, where applicable<br>• used safely and securely when online<br><br>**4.5 Report**<br><br>This could include appropriate reporting systems, such as written/electronic records and opportunities to share information appropriately, such as within handover and team meetings. This may include reporting to a senior member of staff or family member/carer. |

| **5.** Understand the principles and practices relating to confidentiality |
| --- |
| **5.2 Legislation**<br><br>The learner should consider how different legislation relates to and influences practice. This may include, but is not limited to:<br><br>• Human Rights Act 1998<br>• Data Protection Act 2018<br>• Care Act 2014<br>• Health and Social Care Act 2012<br>• Health and Care Act 2022<br><br>**5.2 Agreed ways of working**<br><br>These will include policies and procedures, job descriptions and less formal agreements and expected practices. |

| Delivery and assessment guidance |
| --- |
| AC4.1<br><br>Requires the learner to demonstrate appropriate use of verbal and non-verbal communication with individuals. This would include consideration and appropriate use of:<br><br>• language<br>• words<br>• tone<br>• pitch<br>• volume<br>• position/proximity<br>• eye contact<br>• touch<br>• gestures<br>• body language<br>• active listening skills<br>• interpretation of non-verbal communication |

| Delivery and assessment guidance |
| --- |
| AC4.2<br><br>Will be relevant to the learner's role and ideally should relate to the support the learner is providing to the individual. If this is not achievable, then as a minimum, this can be evidenced within daily practices and use of digital tools in the workplace.<br><br>AC4.5<br><br>Could include reporting using recommended and agreed ways of working and systems, such as:<br><br>• senior member of staff<br>• family member/carer<br>• professional responsible for the communication aid<br>• the appropriate technical support<br><br>Assessment decisions for skills-based LOs must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.<br><br>Requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

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

| Unit summary | | | | |
|---|---|---|---|---|
| In this unit, the learner will understand the principles that underpin privacy and dignity in care and how to support active participation and an individual's right to make choices. They will be able to maintain the privacy and dignity of individuals and support them in making choices about their care. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **3 credits** | **25 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the principles that underpin privacy and dignity in care | 1.1 Define what is meant by privacy and dignity |
| | 1.2 Describe situations where an **individual's** privacy and dignity could be compromised |
| | 1.3 Describe different ways to maintain the privacy and dignity of individuals in your care and support |
| 2. Be able to maintain the privacy and dignity of the individuals in their care | 2.1 Demonstrate that your actions promote and maintain the privacy and dignity of individuals |
| | 2.2 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 |
| 3. Be able to support an individual's right to make choices | 3.1 Describe ways of supporting individuals to make informed choices |
| | 3.2 Explain how **risk assessment processes** can be used to support the rights of individuals to make their own decisions |
| | 3.3 Explain why your own personal views must not influence an individual's own choices or decisions |
| | 3.4 Explain why there may be times when you need to support an individual to question or challenge decisions made about them by **others** |
| 4. Be able to support individuals in making choices about their care | 4.1 Demonstrate how to support individuals to make informed choices |
| | 4.2 Demonstrate how to use **risk assessment processes** to support the rights of individuals to make their own decisions |
| | 4.3 Explain how to ensure your own personal views do not influence an individual's own choices or decisions |
| 5. Understand how to support active participation | 5.1 Explain how valuing individuals contributes to **active participation** |
| | 5.2 Explain how to enable individuals to make informed choices about their lives |
| | 5.3 Describe a range of ways you can support active participation with individuals |
| | 5.4 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 |
| 6. Be able to support individuals in active participation of their own care | 6.1 Demonstrate how to support the active participation of individuals |
| | 6.2 Explain how your own personal views could restrict the individual's ability to actively participate |

| Range |
| --- |
| **1.** Understand the principles that underpin privacy and dignity in care |
| **1.2 Individual's**<br><br>An individual, or individuals will normally refer to the person or people that the learner is providing care and support for. |
| 2. Be able to maintain the privacy and dignity of the individuals in their care |
| **2.2 Private**<br><br>Could include, but not limited to:<br><br>• health condition<br>• sexual orientation<br>• personal history<br>• social circumstances |
| **3.** Be able to support an individual's right to make choices |
| **3.2 Risk assessment processes**<br><br>Should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk-taking).<br><br>**3.4 Others**<br><br>In this context, may include but is not limited to:<br><br>• carers<br>• family and friends<br>• colleagues in the setting<br>• professionals from other services |
| **5.** Understand how to support active participation |
| **5.1 Active participation**<br><br>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.<br><br>**5.4 Connections**<br><br>Could include family, friends, and their community. |

**Delivery and assessment guidance**

AC1.3
AC2.1

Could include but not limited to:

- using appropriate volume to discuss the care and support of an individual
- discussing care and support activities in a place where others cannot overhear
- using the individual's preferred form of address/name
- making sure doors, screens, or curtains are in the correct position
- getting permission before entering someone's personal space
- knocking before entering the room
- ensuring any clothing is positioned correctly
- ensuring the individual is positioned appropriately, and the individual is protected from unnecessary exposure of any part of their body they would not want others to be able to see
- supporting the individual with their identity; for example, personal appearance
- providing consideration of the individual's preferred routine and personal space

Assessment decisions for skills-based LOs must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE).

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

| Unit summary | | | | |
|---|---|---|---|---|
| The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals to meet nutritional and hydration needs. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **2 credits** | **16 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the principles of food safety | 1.1 Explain the importance of food safety, including hygiene in the preparation and handling of food |
| 2. Understand the principles of nutrition and hydration | 2.1 Explain the importance of good nutrition and hydration in maintaining health and wellbeing |
| | 2.2 Identify **signs** and symptoms of poor nutrition and hydration |
| | 2.3 State ways to promote and support adequate nutrition and hydration |
| | 2.4 Explain how to **identify** and report changes or **risks** relating to nutrition and hydration needs |
| 3. Be able to support individuals to meet nutrition and hydration needs | 3.1 Explain how to identify the nutrition and hydration care and support needs of **individuals** |
| | 3.2 State **factors** that can affect an individual's nutrition and hydration care and support needs |
| | 3.3 Support individuals with their nutrition and hydration in line with their **preferences, needs** and **care** or **support plan** |
| | 3.4 **Monitor** and **record** (where required) the nutrition and hydration care and support provided to individuals |
| | 3.5 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 |

| Range |
|---|
| **2.** Understand the principles of nutrition and hydration |
| **2.2 Signs**<br><br>Could include physical, emotional or behavioural. |
| **2.4 Identify**<br><br>Will include being able to recognise any changes or risks to the individuals' care and support needs and being able to monitor changes or risks in line with the individuals' preferences, assessed needs and care and support plan requirements. |
| **2.4 Risks**<br><br>In line with agreed ways of working within the setting and may include use of appropriate monitoring tools. |

| Range |
|---|
| **3.** Be able to support individuals with nutrition and hydration |

**3.1 Individuals**

The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

**3.2 Factors**

Factors which can affect the nutrition and hydration needs and choices of individuals. These could be in relation to physical and mental health needs and conditions, dietary requirements, religious/cultural/ethical requirements and personal choice. This may include but is not limited to:

- health needs and conditions:
    - diabetes
    - coeliac disease
    - heart disease
- dietary requirements
- physical factors:
    - eating difficulties
    - drinking difficulties
    - swallowing difficulties
- aspiration/choking
- impact of poor oral health
- food allergies
- appetite
- moral or ethical beliefs
- religious requirement or cultural preference
- personal choice and control
- mental capacity
- mental health and wellbeing
- eating disorders
- side effects of medication

**3.3 Preferences**

Will include any personal choices and any religious and cultural preferences.

**3.3 Needs**

These may relate to the nutritional, health, and medical needs of individuals.

**3.3 Care** or **support plan**

A care plan may be known by other names; for example, support plan and individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

| Range |
| --- |
| **3.4 Monitor**<br><br>Within the context of the individuals' care/support plan, this may include, but is not limited to recording preferences and changes in needs, planning, and recording daily intake (if required), planning meals and approaches to maintaining a healthy lifestyle.<br><br>**3.4 Record**<br><br>Where learners are required to use both electronic and manual recording systems, assessment must include both ways of record keeping.<br><br>**3.5 Additional advice and guidance**<br><br>Will vary depending on the learner's role, agreed ways of working and area of advice and support needed. Action may include, but is not limited to referring to a senior colleague, a family carer, a professional practitioner; for example, general practitioner, dietitian, speech and language therapist, occupational therapist, or other practitioner/professional/specialist service who would be able to provide advice, guidance, and support to the learner, setting and individual. |

| Delivery and assessment guidance |
| --- |
| Whilst supporting individuals with meeting their nutritional and hydration needs may not seem to be part of every role in adult social care, it is important to ensure the learner has good transferable competency. This will ensure wherever they are working, individuals have appropriate access to nutrition and hydration and safe care and support.<br><br>It is acknowledged that individuals have a range of care and support needs in this area of care. This unit does require the learner to provide performance evidence (AC3.3 and AC3.4) and this needs to reflect and be contextualised to the needs of the individuals the learner is providing care and support for. Here are some examples of how the required performance evidence might be contextualised and confirmed in the learner's practice:<br><br>• encouraging regular nutrition and hydration/fluid intake and ensuring drinks and meals/snacks are regularly refreshed and placed within reach of the individual during care visits<br>• providing appropriate assistance to enable the individual to eat and drink comfortably and with dignity<br>• supporting an individual with nutrition and hydration aspects such as healthy eating, which could include meal planning and preparation, along with budgeting and purchasing food items<br>• supporting an individual to access, understand and follow recommended dietary advice provided by a health professional or similar<br>• supporting an individual with specific nutrition support which could include the use of special nutrient-rich foods, nutritional supplements, and fortified foods, as well as enteral feeding tubes<br>• being able to discuss and report any changes, concerns, or dilemmas they may face with nutrition and hydration when supporting individuals<br>• responding to any changes in the individual's health which may impact their ability to self-manage their nutrition and hydration needs<br>• signposting and supporting the individual to gain and follow healthy eating advice or advice from another professional which has an impact on their nutrition and hydration needs |

| Delivery and assessment guidance |
|---|
| The above examples are not exhaustive, or all required, the purpose of the examples is to show how the performance evidence required can be contextualised and reflected across a range of settings in practice.<br><br>Skills-based assessment within this unit should include direct observation as the preferred main source of evidence. Assessment must be carried out over an appropriate period of time within normal work activity.<br><br>AC3.3 and AC3.4<br><br>Both criteria should be evidenced in normal work activity and assessment advice has been provided above of how this could be contextualised and achieved. It is acknowledged there may still be situations where learners may not have the opportunity to demonstrate these skills. Other sufficient appropriate evidence to show that the learner would be able to do this is permissible. An assessment method such as a professional discussion could be planned and used to achieve this. Justification for this must be standardised and documented by the centre delivering the qualification. Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

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

| Unit summary |
|---|
| In this unit, the learner will understand the needs and experiences of people living with mental health conditions or dementia and the importance of early identification. They will understand aspects of personalised care which support an individual living with a mental health condition or dementia and reasonable adjustments, which may be necessary. They will also understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia. |

| Assessment |
|---|
| This unit is internally assessed via a portfolio of evidence. |

| Mandatory | Achieved/not yet achieved | Level 2 | 3 credits | 25 GLH |
|---|---|---|---|---|

| Learning outcomes (LOs) <br> The learner will: | Assessment criteria (AC) <br> The learner can: |
|---|---|
| 1. Understand the needs and experiences of people living with mental health conditions or dementia | 1.1 Define what is meant by the terms: <br> • mental health <br> • mental wellbeing |
| | 1.2 List common **types** of mental health conditions |
| | 1.3 Explain what is **meant** by the term dementia |
| | 1.4 Explain how living with a mental health condition or dementia can **impact** an **individual's**: <br> • everyday life and the lives of their families and **carers** <br> • health and wellbeing <br> • care and support needs |
| 2. Understand the importance of early identification of mental health conditions and dementia | 2.1 Explain how to recognise early indicators of mental health deterioration |
| | 2.2 List early signs and symptoms of dementia |
| | 2.3 Explain why early identification of mental health needs or dementia is important |
| | 2.4 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 |
| | 2.5 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** |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 3. Understand aspects of personalised care which support an individual living with a mental health condition or dementia | 3.1 Explain how positive attitudes can support individuals living with a mental health condition or dementia |
| | 3.2 Explain why it is important to recognise a person living with a mental health condition or dementia as a unique individual |
| | 3.3 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 |
| | 3.4 Describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services |
| 4. Understand the reasonable adjustments which may be necessary in health and care delivery for an individual living with a mental health condition or dementia | 4.1 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 |
| | 4.2 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 |
| 5. Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia | 5.1 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 |

| Range |
|---|
| **1.** Understand the needs and experiences of people living with mental health conditions or dementia |

**1.2 Types**

Examples could include:

- anxiety disorders
- mood disorders
- psychotic disorders
- eating disorders

**1.3 Meant**

As a minimum, the learner's response should include key facts, causes and different types of dementia. The learner should also be able to reflect that dementia will be different for every individual that has it.

**1.4 Impact**

The issues may be physical, social, or psychological and impact will be different for every person.

| Range |
| --- |

**1.4 Individual's**

Individual, or individuals will normally refer to the person or people that the learner is providing care and support for.

**1.4 Carers**

In this context means those who provide unpaid care for anyone aged 16 or over with health or social care needs.

**2.** Understand the importance of early identification of mental health conditions and dementia

**2.5 Other services and support**

Learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals, their families, and carers.

**3.** Understand aspects of personalised care which support an individual living with a mental health condition or dementia

**3.3 Person-centred approaches**

Should include the principles and values of person-centred care, including:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership

**3.3 Active participation**

A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

**4.** Understand the reasonable adjustments which may be necessary in health and care delivery for an individual living with a mental health condition or dementia

**4.1 Reasonable adjustments**

Steps, adaptions and changes which can be made to meet the needs and preferences of an individual. Including but not limited to:

- providing the person with more time
- using easy-to-read information
- using pictures
- adjusting pace of communication
- using simple and easy language

| Range |
| --- |
| • making changes to the environment<br><br>**4.2 Report**<br><br>In line with agreed ways of working within the setting and could include verbal, written and electronic systems. |
| **5.** Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia |
| **5.1 Legislation** and **guidelines**<br><br>Including but not limited to:<br><br>• Equality Act 2010<br>• Human Rights Act 1998<br>• Mental Capacity Act 2005<br>• Care Act 2014<br>• Health and Social Care Act 2012<br>• Health and Care Act 2022<br>• Mental Health Act 1983<br>• Accessible Information Standard (AIS) |

| Delivery and assessment guidance |
| --- |
| AC1.1<br><br>Whilst this unit is specifically about mental health conditions and dementia, the learner should acknowledge and reflect that mental health and wellbeing relate to every person.<br><br>AC3.2<br><br>A strength-based approach focuses on individuals' strengths, resources and what they can do themselves to keep well and maintain independence. Whilst the level 2 learner may not yet be familiar with this term, they should be encouraged to understand how this term relates to and builds on person-centred approaches and active participation.<br><br>AC5.1<br><br>Within criteria and response, the learner should be encouraged to reflect on their existing knowledge of the appropriate legislation and guidance and how this supports individuals living with a mental health condition or dementia.<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

## CC10 Safeguarding adults (K/651/1323)

| Unit summary |
| --- |
| This unit will enable the learner to understand the principles of safeguarding in adult social care. They will know how to recognise abuse and how to respond to disclosed abuse. They will understand local and national policies and procedures to protect individuals from harm or abuse. They will also understand about restrictive practices and the importance of seeking the least restrictive option for an individual. |

| Assessment | | | | |
| --- | --- | --- | --- | --- |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **3 credits** | **25 GLH** |

| Learning outcomes (LOs) <br> The learner will: | Assessment criteria (AC) <br> The learner can: |
| --- | --- |
| 1. Be able to apply the principles of adult safeguarding | 1.1 Explain the term 'adult safeguarding' |
| | 1.2 State the **legal definition** of an adult at risk |
| | 1.3 Describe own role and responsibilities in adult safeguarding |
| | 1.4 State what constitutes harm |
| | 1.5 Identify the main **types of abuse** |
| | 1.6 Identify possible indicators of abuse |
| | 1.7 State a range of factors which have **featured** in adult abuse and neglect |
| | 1.8 Describe the range of **potential risks with using technology** and how to support **individuals** to be safe without being **risk averse** |
| | 1.9 Demonstrate ways to show that individuals are treated with dignity and respect when providing care and support services |
| | 1.10 State where to get information and advice about own role and responsibilities in preventing and protecting individuals from harm and abuse |
| 2. Understand ways to reduce the likelihood of abuse | 2.1 Explain why an individual may be at **risk** from harm or abuse |
| | 2.2 Explain how care environments can promote or undermine people's dignity |
| | 2.3 Describe the importance of individualised and person-centred care |
| | 2.4 Describe how to apply basic principles of supporting individuals to keep themselves safe |
| | 2.5 Explain how the likelihood of abuse may be reduced by: <br> • working with **person-centred values** <br> • enabling **active participation** <br> • promoting choice and rights <br> • working in partnership with **others** |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 3. Know how to respond to suspected or disclosed abuse | 3.1 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 |
| 4. Understand how to protect individuals from harm and abuse (locally and nationally) | 4.1 Identify relevant **legislation, principles, local and national policies, and procedures** which relate to safeguarding adults |
| | 4.2 State the local arrangements for the implementation of multi-agency adult safeguarding policies and procedures |
| | 4.3 Explain the importance of sharing appropriate information with the relevant agencies |
| | 4.4 State the actions to take if you experience barriers in alerting or referring to relevant agencies |
| 5. Understand restrictive practices | 5.1 Define what is meant by **restrictive practice** |
| | 5.2 Describe organisational **policies and procedures** in relation to restrictive practices and own role in implementing these |
| | 5.3 Describe the importance of seeking the least restrictive option for the individual |

| Range |
|---|
| **1.** Be able to apply the principles of adult safeguarding |
| **1.2 Legal definition**

According to the Care Act 2014 'someone over 18 years old who; has care and support needs, as a result of this is unable to protect themselves against the risk of abuse'.

**1.5 Types of abuse**

Must include:

- physical abuse
- domestic abuse
- sexual abuse
- psychological abuse
- financial/material abuse
- modern slavery
- discriminatory abuse
- organisational abuse
- neglect/acts of omission
- self-neglect

**1.7 Featured**

This should include reference to adult safeguarding reviews and lessons learnt. |

| Range |
|---|
| **1.8 Potential risks with using technology** |

Could include use of electronic communication devices, use of the internet, use of social networking sites and carrying out financial transactions online and how the individual can be supported to be kept safe.

**1.8 Individuals**

Individual, or individuals will normally refer to the person or people that the learner is providing care and support for.

**1.8 Risk averse**

The importance of balancing safety measures with the benefits individuals can gain from accessing and using technology such as online systems, and the individual's right to make informed decisions.

**2.** Understand ways to reduce the likelihood of abuse

**2.1 Risk**

May include:

- a setting or situation
- the individuals and their care and support needs

**2.5 Person-centred values**

Values include:

- individuality
- rights
- choices
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competency
- partnership

**2.5 Active participation**

A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

| Range |
|---|
| **2.5 Others**<br><br>In this context could include:<br><br>• individuals accessing care and support services<br>• carers, family and friends of those accessing care and support<br>• services<br>• colleagues and peers<br>• professionals visiting the work setting<br>• visitors to the work setting |

| **4.** Understand how to protect people from harm and abuse (locally and nationally) |
|---|
| **4.1 Legislation**<br><br>Learners should consider how the different legislations relate to and interact with adult safeguarding. This should include, but is not limited to:<br><br>• Mental Capacity Act 2005<br>• Human Rights Act 1998<br>• Equality Act 2010<br>• Mental Health Act 1998<br>• Health and Social Care Act 2012<br>• Health and Care Act 2022<br>• Care Act 2014<br><br>**4.1 Principles**<br><br>Including, but not limited to, the six principles of safeguarding embedded within the Care Act 2014:<br><br>• empowerment<br>• prevention<br>• proportionality<br>• protection<br>• partnership<br>• accountability<br><br>**4.1 Local and national policies and procedures**<br><br>Including, but not limited to, Making Safeguarding Personal (MSP). Local systems should include the appropriate detail and reference to:<br><br>• employer/organisation policies and procedures<br>• multi-agency adult protection arrangements for a locality |

| **5.** Understand restrictive practices |
|---|
| **5.1 Restrictive practice**<br><br>Learners should consider restrictions and restraint. They should consider practices which intend to restrict and restrain individuals as well as practices that do so inadvertently. An awareness should be |

| Range |
|---|
| demonstrated of physical, mechanical, chemical, seclusion, segregation, psychological restraint, and the threat of restraint.<br><br>**5.2 Policies and procedures**<br><br>In relation to restrictive practice: may include the reference to ensuring that any restrictive practice is legally implemented and may take into account the Mental Capacity Act 2005. |

| Delivery and assessment guidance |
|---|
| Assessment decisions for skills-based LOs must be made during the learner's normal work activity.<br><br>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment. The final assessment decision must show application of knowledge which relates to the work environment and the specific local authority procedures and arrangements for safeguarding adults. |

# CC11 Safeguarding children (L/651/1324)

| Unit summary | | | | |
|---|---|---|---|---|
| In this unit the learner will gain an awareness of how to safeguard children. They will understand how they could be in contact with a child or young person within adult social care, types of abuse, what factors make a child or young person more at risk of abuse and how to appropriately respond to a risk, suspicion, or disclosure of abuse. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **1 credit** | **10 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Know how to safeguard children | 1.1 Describe **circumstances** where there could be contact with a child or young person in the normal course of work within adult social care |
| | 1.2 State **factors** that may contribute to a child or young person being more at risk of abuse |
| | 1.3 Identify **types of abuse** that a child or young person could be at risk from |
| | 1.4 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 |

| Range |
|---|
| **1.** Understand how to safeguard children |
| **1.1 Circumstances** |
| For example, when relatives or groups visit individuals, when providing support in the community or when providing care in an individual's own home. |
| The learner must show awareness: |
| • there may be occasions when there is contact with a child or young person when working in adult social care<br>• as an adult social care worker, that there is a responsibility to ensure the child or young person's wellbeing is safeguarded at all times |
| **1.2 Factors** |
| May include but are not limited to: |
| • a setting or situation<br>• the child or young person and their care and support needs |

| Range |
| --- |
| **1.3 Types of abuse**<br><br>Could include but are not limited to:<br><br>• sexual<br>• physical<br>• neglect<br>• emotional<br>• domestic<br>• bullying and cyberbullying and online abuse<br>• exploitation<br>• trafficking<br>• female genital mutilation<br>• grooming<br><br>**1.4 Respond**<br><br>This should include raising concerns in accordance with employer/organisational policies and procedures and local multi-agency arrangements. This should also consider any relevant legislation.<br><br>**1.4 Legislation**<br><br>Examples of legislation could include:<br><br>• Children Act 2004<br>• Children and Social Work Act 2017<br>• Mental Capacity Act 2005 |

| Delivery and assessment guidance |
| --- |
| The learners understanding for this unit should be demonstrated as an independent element and not inferred from adult safeguarding.<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment. The final assessment decision must show application of knowledge which relates to the work environment and local policies, procedures, and arrangements.<br><br>Every adult social care worker needs to know what to do if they suspect a child or young person is being abused or neglected. As a minimum, adult social care workers should be able to explain what they must do if they suspect a child, or young person (met in any circumstances) is being subjected to neglect, harm, abuse, exploitation, or violence. This will include the worker knowing how to recognise such situations and how to respond.<br><br>If the adult social care worker is also in a role which involves working directly with children and young people, for example:<br><br>• in a transitional social care service; for example, supporting young people under 18 who are moving from children's service provision to adult care service provision |

| Delivery and assessment guidance |
|---|
| • in a registered adult care service, for example, a domiciliary care agency which is also registered to provide care to children and young people<br>• or is working in a healthcare setting<br><br>The organisation and worker must meet the most up-to-date national minimum training standards for safeguarding children at the level appropriate to their workplace/role and duties as set out in the current guidance issued by the Intercollegiate Royal College of Paediatrics and Child Health (RCPCH). There will also be requirements set within the local authority area. |

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

| Unit summary |
|---|
| This unit provides an understanding of health and safety practices within adult social care settings. Learners will identify relevant legislation and policies, realise the significance of risk assessment and reporting and learn safe procedures for safe moving and basic life support when assisting individuals. Additionally, learners will be ready to recognise accidents and emergencies and follow healthcare protocols relating to hazardous substances and fire safety measures. Learners will gain insight into mental health and wellbeing, including identifying triggers and accessing appropriate support resources. |

| Assessment |
|---|
| This unit is internally assessed via a portfolio of evidence. |

| Mandatory | Achieved/not yet achieved | Level 2 | 3 credits | 25 GLH |
|---|---|---|---|---|

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting | 1.1 Identify **legislation** relating to general health and safety in an adult social care work setting |
| | 1.2 State the main points of the health and safety **policies and procedures** agreed with the employer |
| | 1.3 State the main health and safety responsibilities of: <br> • self <br> • the employer or manager <br> • **others** in the work setting |
| | 1.4 Identify **tasks** relating to health and safety that should not be carried out without special training |
| | 1.5 Explain how to access additional support and information relating to health and safety |
| | 1.6 Identify a range of **sustainable approaches** which can be applied in own role |
| 2. Understand risk assessment | 2.1 Explain why it is important to assess the health and safety risks posed by work settings, situations or activities |
| | 2.2 Explain how and when to **report** health and safety risks in the **workplace** |
| 3. Understand medication and healthcare tasks | 3.1 Describe agreed ways of working in relation to: <br> • medication in the work setting <br> • **healthcare tasks** |
| | 3.2 State tasks relating to medication and **healthcare procedures** that you must not carry out until you are competent |

| Learning outcomes (LOs) <br> The learner will: | Assessment criteria (AC) <br> The learner can: |
|---|---|
| 4. Be able to handle hazardous substances | 4.1 Identify common hazardous substances in the workplace |
| | 4.2 Demonstrate safe practices for storing, using, and disposing of hazardous substances |
| 5. Understand how to promote fire safety | 5.1 Explain how to prevent fires from starting or spreading |
| | 5.2 State what to do in the event of a fire |
| 6. Understand how to work safely and securely | 6.1 State the measures that are designed to protect your own safety and security at work, and the safety of those you support |
| | 6.2 Describe agreed ways of working for checking the identity of anyone requesting access to premises or information |
| 7. Be able to move and assist individuals and/or objects safely | 7.1 Identify key pieces of legislation that relate to **moving and assisting** |
| | 7.2 State tasks relating to moving and assisting that you are not allowed to carry out until you are competent |
| | 7.3 Demonstrate how to move and assist individuals and/or objects safely, maintaining the **individual's** dignity, and in line with legislation and **agreed ways of working** |
| 8 Understand procedures for responding to accidents, sudden illness and providing basic life support | 8.1 Identify different types of accidents and sudden illness that may occur in the course of your work |
| | 8.2 State the workplace procedures to be followed if: <br> • an accident should occur <br> • a sudden illness should occur <br> • basic life support is required |
| | 8.3 State the emergency basic life support and first aid actions you are and are not allowed to carry out in your role |
| 9. Know how to manage own mental health and personal wellbeing | 9.1 State common factors that can affect **own** mental health and **wellbeing** |
| | 9.2 Describe the circumstances that may trigger these factors in self |
| | 9.3 Identify the resources which are available to support own mental health and wellbeing |
| | 9.4 Explain how to access and use the available resources which are available to support own mental health and wellbeing |

| Range |
|---|
| **1.** Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting |
| **1.1 Legislation** <br><br> Could include: <br><br> • Health and Safety at Work Act 1974 (HSWA) <br> • Manual Handling Operations Regulations 1992 (MHOR) <br> • The Management of Health and Safety at Work Regulations 1999 <br> • Provision and Use of Work Equipment Regulations 1998 (PUWER) <br> • Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) <br><br> **1.2 Policies and procedures** <br><br> May include other agreed ways of working as well as formal policies and procedures. |

| Range |
| --- |
| **1.3 Others**<br><br>In this context could include:<br><br>• individuals accessing care and support services<br>• carers, family and friends of those accessing care and support<br>• services<br>• colleagues and peers<br>• professionals visiting the work setting<br>• visitors to the work setting<br><br>**1.4 Tasks**<br><br>May include:<br><br>• use of equipment<br>• basic life support and first aid<br>• medication<br>• healthcare procedures<br>• food handling and preparation<br><br>**1.6 Sustainable approaches**<br><br>Human, social, economic and environmental considerations; for example, eco-friendly approaches, appropriate reuse of items and reduction of waste, recycling and efficient use of resources. Adherence to relevant workplace initiatives, policies and procedures where these exist, local/national priorities and also encouraging and supporting individuals who access care and support to live in a more sustainable way could also be considered by the learner. |
| **2.** Understand risk assessment |
| **2.2 Report**<br><br>In line with agreed ways of working within the setting and could include verbal, written and electronic systems.<br><br>**2.2 Workplace**<br><br>In this context, may include one specific location or a range of locations, depending on the context of the learner's role. |
| **3** Understand medication and healthcare tasks |
| **3.1** and **3.2 Healthcare tasks and healthcare procedures**<br><br>This may include reference to workplace guidance for carrying out delegated healthcare tasks and other clinical type procedures carried out as part of the individual's care or support plan. |

| Range |
|---|
| **7.** Be able to move and assist individuals and/or objects safely |
| **7.1 Moving and assisting**<br><br>May also be known as 'moving and positioning' in adult social care.<br><br>**7.3 Individual's**<br><br>The individual, or individuals will normally refer to the person or people that the learner is providing care and support to.<br><br>**7.3 Agreed ways of working**<br><br>These will include policies and procedures, job descriptions and less formal agreements and expected practices. |
| **9.** Know how to manage own mental health and personal wellbeing |
| **9.1 Own**<br><br>Relates to the learner undertaking this qualification.<br><br>**9.1 Wellbeing**<br><br>Is a broad concept referring to a person's quality of life. It considers health, happiness, and comfort. It may include aspects of:<br><br>• social wellbeing<br>• emotional wellbeing<br>• cultural wellbeing<br>• mental wellbeing<br>• intellectual wellbeing<br>• economic wellbeing<br>• physical wellbeing<br>• spiritual wellbeing |

| Delivery and assessment guidance |
|---|
| LO4<br><br>Achievement of this LO does not enable learner competency in being able to respond safely to basic life support or first aid situations. It is the employer's statutory responsibility to determine workplace needs and provide the appropriate level of training. When basic life support training is provided by the employer then this should meet the Resuscitation Council UK (RCUK) guidelines.<br><br>LO9<br><br>Should include how the learner can access the support available to them in the workplace.<br><br>Assessment decisions for skills-based LOs must be made during the learner's normal work activity. |

| Delivery and assessment guidance |
| --- |
| Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.<br><br>AC3.3<br><br>Some learners may not be employed in settings where moving and handling of individuals is required. Other evidence to show that the learner would be able to achieve this is permissible. The learner is expected to demonstrate safe moving and handling of objects within normal work activity.<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

## CC13 Handling information (R/651/1326)

| Unit summary | | | | |
|---|---|---|---|---|
| In this unit the learner will know how to handle information safely. They will understand the importance of following agreed ways of working. They will know the support an individual may require to keep their information safe and secure. They will be able to keep records up to date, accurate and legible. They will also know how to report data breaches and risks to data security. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | Achieved/not yet achieved | **Level 2** | **1 credit** | **10 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Be able to handle information | 1.1 Explain why it is important to have secure systems and follow the **agreed ways of working** for:<br>• **accessing information**<br>• **recording information**<br>• **storing information**<br>• **sharing information** |
|  | 1.2 Explain the support an **individual** may need to keep their information safe and secure |
|  | 1.3 Demonstrate how to keep records that are up to date, complete, accurate and legible |
|  | 1.4 Describe how, and to whom, to **report** if:<br>• agreed ways of working and **legislation** have not been followed<br>• there has been a **data breach** or risk to data security |

| Range |
|---|
| **1.** Be able to handle information |
| **1.1 Agreed ways of working**<br><br>How they work in accordance with their employer, these will include policies, procedures and job descriptions and will include approaches to maintaining and promoting confidentiality. This will also include the person responsible for handling data safely and the importance of data and cyber security. |
| **1.1 Accessing, recording, storing** and **sharing of information**<br><br>This includes both manual/written recording and electronic systems where learners are required to use different systems within the setting. |
| **1.2 Individual**<br><br>The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. This will include supporting the individual to understand their rights and choices with regards to their personal information, such as how their information is stored and used. |

| Range |
| --- |
| **1.4 Report**<br><br>In line with agreed ways of working within the setting and could include the use of verbal, written and electronic systems.<br><br>**1.4 Legislation**<br><br>The learner should consider how different legislation impacts practice. They may include, but are not limited to:<br><br>• Data Protection Act 2018<br>• The General Data Protection Regulation (GDPR) 2016<br>• Freedom of Information Act 2000<br>• Care Act 2014<br>• Health and Social Care Act 2012<br>• Health and Care Act 2022<br>• Human Rights Act 1998<br><br>**1.4 Data breach**<br><br>This is the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal or secure data. |

| Delivery and assessment guidance |
| --- |
| AC1.1 and AC1.2<br><br>Achievement should reflect handling information, both manual/written and electronically, where learners are required to use different systems within the setting.<br><br>AC1.3<br><br>The learner should avoid the use of abbreviations and jargon and use respectful and inclusive language when contributing to records and reports.<br><br>Assessment decisions for skills-based LOs must be made during the learner's normal work activity.<br><br>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

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

| Unit summary | | | | |
|---|---|---|---|---|
| This unit will enable the learners to understand the causes of infection and how to prevent the spread of infections. They will also be able to use procedures and equipment to prevent the spread of infection. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **2 credits** | **16 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Be able to prevent the spread of infection | 1.1 Describe the causes of infection, the main ways infection can get into the body and the chain of infection |
| | 1.2 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 |
| | 1.3 State your role in preventing infection in the area you work |
| | 1.4 Identify occasions when hand hygiene should be **carried out** |
| | 1.5 Demonstrate effective **hand hygiene** using appropriate products |
| | 1.6 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 |
| | 1.7 Identify common types of **personal protective equipment (PPE)** and **clothing** and describe how and when to use them |
| | 1.8 Demonstrate effective use of PPE appropriate to the care activity, including putting on, taking off and disposing of PPE (donning and doffing) safely |
| | 1.9 Describe the appropriate methods for cleaning and/or **decontamination** of the care environment/equipment |
| | 1.10 Describe the process for safe handling of blood/bodily fluids spills |
| | 1.11 Explain the principles of safe handling and disposal of infected or soiled linen/equipment and **clinical waste** |

| Range |
|---|
| **1.** Be able to prevent the spread of infection |
| **1.2 Precautions** |
| Will relate to service type and current organisational, national, and local policy/procedure and guidance. |
| **1.2 Others** |
| In this context could include: |
| • individuals accessing care and support services<br>• carers, family and friends of those accessing care and support services<br>• colleagues and peers |

| Range |
| --- |
| • professionals visiting the work setting<br>• visitors to the work setting<br>• members of the community<br>• volunteers<br><br>**1.4 Carried out**<br><br>For some settings this could include; for example, the World Health Organization (WHO) 5 moments for hand hygiene.<br><br>**1.5 Hand hygiene**<br><br>Refers to following recommended hand-washing techniques and the use of appropriate sanitiser.<br><br>**1.6 Individuals**<br><br>The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.<br><br>**1.7 PPE**<br><br>This should include the different equipment recommended, available and donning/doffing and disposal.<br><br>**1.7 Clothing**<br><br>Where appropriate to the setting this may include reference to uniform requirements.<br><br>**1.9 Decontamination**<br><br>After cleaning, environments and equipment may require disinfection and sterilisation.<br><br>**1.11 Clinical waste**<br><br>Is defined as a type of waste that has the potential to cause infection or disease and includes, 'sharps' such as needles, bodily fluids, incontinence products and used dressings. |

| Delivery and assessment guidance |
| --- |
| AC1.6<br><br>The learner should consider the factors which may contribute to the individual being more vulnerable to infection.<br><br>AC1.9 to AC1.11<br><br>Methods, processes, and principles should include reference to local procedures, where applicable.<br><br>Assessment decisions for skills-based LOs must be made during the learner's normal work activity. |

| Delivery and assessment guidance |
| --- |
| Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

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

| Unit summary | | | | |
|---|---|---|---|---|
| In this unit, the learner will understand the needs and experiences of those living with a learning disability and autistic people. They will understand how to meet the communication and information needs and reasonable adjustments which may be required. They will also understand how the legal framework supports these individuals. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Mandatory** | **Achieved/not yet achieved** | **Level 2** | **3 credits** | **25 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 1. Understand the needs and experiences of people with a learning disability and autistic people | 1.1 Define what is **meant by the term learning disability** |
| | 1.2 Define what is **meant by the term autism** |
| | 1.3 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 |
| | 1.4 Explain how learning disability or autism can **impact** a person's:<br>• everyday life<br>• health and wellbeing<br>• care and support needs |
| | 1.5 Describe **barriers** that people with a learning disability or an autistic person can face **in accessing healthcare services** |
| | 1.6 Describe the different **health inequalities** experienced by people with a learning disability and autistic people |
| 2. Understand how to meet the communication and information needs of people with a learning disability and autistic people | 2.1 Identify **key differences in communication** for:<br>• a person with a learning disability<br>• an autistic person |
| | 2.2 Explain how **sensory issues** can impact autistic people |
| | 2.3 Explain the importance of meeting a person's **unique communication and information needs** |
| | 2.4 Describe **ways to adapt own communication** when supporting people with a learning disability and autistic people |
| | 2.5 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 |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: |
|---|---|
| 3. Understand reasonable adjustments which may be necessary in health and care delivery | 3.1 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 |
| | 3.2 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 |
| 4. Understand how legislation and guidance supports people with a learning disability and autistic people | 4.1 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 |

| Range |
|---|
| **1.** Understand the needs and experiences of people with a learning disability and autistic people |

**1.1 Meant by the term learning disability**

As a minimum, the learner's response should recognise the cause of a learning disability, that a learning disability is lifelong, there are different types, and it can be different for every person that has one.

**1.2 Meant by the term autism**

As a minimum, the learner's response should include, how common it is, that autism is neurodevelopmental and lifelong and that every autistic person has a different combination of traits and sensitivities and is unique.

**1.3 Other mental or physical conditions**

This could include but is not limited to:

- physical impairments
- mental health conditions
- autism
- learning difficulties and disabilities
- intellectual disabilities neurological conditions, such as epilepsy
- health-related conditions
- visual or hearing impairment
- exceptional cognitive skills
- the impact of trauma

The learner's response should recognise that conditions and impact will be very different for a person with a learning disability and for an autistic person.

**1.4 Impact**

The learner's response should reflect that this will be different for every person.

| Range |
| --- |

**1.5 Barriers accessing healthcare services**

This could include, but is not limited to:

- the associated additional health conditions a person may have
- the need for reasonable adjustments which are not recognised or applied
- accessibility issues, including transport, communication and language differences
- support to access health procedures
- checks and screening
- misuse of the Mental Capacity Act 2005
- lack of understanding of learning disability
- autism and diagnostic overshadowing

**1.6 Health inequalities**

Reference should be made to reviews and findings from the 'Learning from lives and deaths – people with a learning disability and autistic people' (LeDeR) programme. This should include, but is not limited to, differences in life expectancy, prevalence of avoidable medical conditions, overmedication (Stopping over medication of people with a learning disability, autism or both (STOMP)) and issues with access to treatment and support for behaviour that challenges (Supporting treatment and appropriate medication in paediatrics (STAMP)).

**2.** Understand how to meet the communication and information needs of people with a learning disability and autistic people

**2.1 Key differences in communication**

This could include, but is not limited to:

- people may use different methods to communicate
- people may interpret communication differently
- people may not recognise non-verbal communication
- people may not recognise emotional and social cues
- people may need longer to process communication and information
- people may need longer to express themselves
- how communication may be displayed through behaviours
- people may take language literally and social interaction

**2.2 Sensory issues**

This could include, but is not limited to:

- over-sensitivity or under-sensitivity to lighting
- sound
- temperature
- touch
- smell
- how anxiety and stress can contribute to sensory tolerance

| Range |
| --- |
| **2.3 Unique communication and information needs**<br><br>The learner's response should recognise differences and individuality.<br><br>**2.4 Ways to adapt own communication**<br><br>This could include, but is not limited to:<br><br>• adjusting pace, tone, and volume<br>• adjusting space<br>• provide more time when communicating<br>• provide a quiet space<br>• making environmental changes<br>• active listening<br>• use preferred methods of communication<br>• alternative methods of communication<br>• using simple and easy-to-read language<br><br>**2.5 Carers**<br><br>In this context refers to those who provide unpaid care for anyone aged 16 or over with health or social care needs. |
| **3.** Understand reasonable adjustments which may be necessary in health and care delivery |
| **3.1 Reasonable adjustments**<br><br>Steps, adaptions and changes which can be made to meet the needs and preferences of a person with a learning disability or autistic person. Including, but not limited to:<br><br>• providing the person with more time, using easy-to-read information<br>• pictures<br>• adjusting pace of communication<br>• using simple and easy language<br>• making changes to the environment<br>• including opportunities to avoid sensory overload, for example:<br>   o turning off unnecessary lights<br>   o TV/radio<br>   o offering quiet space<br>   o enabling the use of sensory protection, such as noise-cancelling headphones<br>• considering the use of an alternative location<br><br>Within the criteria and response for AC3.1 the learner should recognise and consider not only the reasonable adjustments which may be needed in the care and support service accessed by the person, also reflect on the adjustments which may be needed when they are supporting a person to access other care and health services. |

| Range |
|---|
| **3.2 Report**<br><br>In line with agreed ways of working within the setting and could include verbal, written and electronic systems. |
| **4.** Understand how legislation and guidance supports people with a learning disability and autistic people |
| **4.1 Legislation and guidance**<br><br>Including, but not limited to:<br><br>• Equality Act 2010<br>• Human Rights Act 1998<br>• Mental Capacity Act 2005<br>• Care Act 2014<br>• Health and Social Care Act 2012<br>• Health and Care Act 2022<br>• Accessible Information Standard (AIS)<br>• Autism Act 2009<br>• Down Syndrome Act 2022 |

| Delivery and assessment guidance |
|---|
| Within the response for AC4.1, the learner should be encouraged to reflect on their current knowledge of the appropriate legislation and guidance in relation to supporting people with a learning disability and autistic people.<br><br>**Supporting note**<br><br>The 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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 |

| Delivery and assessment guidance |
| --- |
| 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.<br><br>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.<br><br>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.<br><br>**Assessment guidance**<br><br>Any knowledge evidence integral to skills-based LOs may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment (RWE). |

**Recommended assessment methods**

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer (EQA) with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

| Ref | Assessment method | Assessing competence/ skills | Assessing knowledge/ understanding |
|-----|-------------------|------------------------------|-------------------------------------|
| A | Direct observation of learner by assessor:<br><br>• by an assessor who meets the relevant Sector Skills Council's (SSC's) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice<br><br>For the Level 2 Adult Social Care Certificate a minimum of one direct observation of practice is required | Yes | Yes |
| B | Professional discussion | Yes | Yes |
| C | Expert witness testimony*:<br><br>• when directed by the SSC or other assessment strategy/principles | Yes | Yes |
| D | Learner's own work products | Yes | Yes |
| E | Learner log or reflective diary | Yes | Yes |
| F | Activity plan or planned activity | Yes | Yes |
| G | Observation of children, young people or adults by the learner | Yes | Yes |
| H | Portfolio of evidence:<br><br>• may include simulation** | Yes | Yes |

| Ref | Assessment method | Assessing competence/ skills | Assessing knowledge/ understanding |
|---|---|---|---|
| I | Recognition of prior learning | Yes | Yes |
| J | Reflection on own practice in real work environment (RWE) | Yes | Yes |
| K | Written and pictorial information | No | Yes |
| L | Scenario or case study | No | Yes |
| M | Task set by NCFE (for knowledge LOs) | No | Yes |
| N | Oral questions and answers | Yes | Yes |

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** **Simulation**: a learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### Skills for Care and Development assessment principles

This qualification has been developed to meet Skills for Care's qualification criteria and must be assessed in line with the Skills for Care and Development assessment principles.

**Knowledge LOs**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

**Competence/skills LOs**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Centres must also ensure that they apply the guidance within the Skills for Care and the Joint Awarding Body Quality Group (JABQG) additional assessment principles guidance document. The guidance within the additional assessment principles sets out clarification of aspects from the existing assessment principles and aims to recognise developments; for example, with the use of technology in the assessment process. The additional assessment principles document must be used alongside and in conjunction with the Skills for Care and Development assessment principles. Both documents are available on the Skills for Care website.

# Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

| | |
|---|---|
| **Apply** | Link existing knowledge to new or different situations. |
| **Assess** | Consider information in order to make decisions. |
| **Classify** | Organise according to specific criteria. |
| **Compare** | Examine the subjects in detail looking at similarities and differences. |
| **Define** | State the meaning of a word or phrase. |
| **Demonstrate** | Show an understanding of the subject or how to apply skills in a practical situation. |
| **Describe** | Write about the subject giving detailed information. |
| **Differentiate** | Give the differences between two or more things. |
| **Discuss** | Write an account giving more than one view or opinion. |
| **Distinguish** | Show or recognise the difference between items/ideas/information. |
| **Estimate** | Give an approximate decision or opinion using previous knowledge. |
| **Explain** | Provide details about the subject with reasons showing how or why. Some responses could include examples. |
| **Give (positive and negative points)** | Provide information showing the advantages and disadvantages of the subject. |
| **Identify** | List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking). |
| **Illustrate** | Give clear information using written examples, pictures or diagrams. |
| **List** | Make a list of key words, sentences or comments that focus on the subject. |
| **Perform** | Do something (take an action/follow an instruction) that the question or task asks or requires. |
| **Plan** | Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format. |
| **Provide** | Give relevant information about a subject. |
| **Reflect** | Learners should look back on their actions, experiences or learning and think about how this could inform their future practice. |

| Select | Choose for a specific purpose. |
|---|---|
| Show | Supply sufficient evidence to demonstrate knowledge and understanding. |
| State | Give the main points clearly in sentences. |
| Use | Take or apply an item, resource or piece of information as asked in the question or task. |

# Section 4: support

## Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet
- learning resources

## Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- NHS England
- Office for Health Improvement and Disparities
- UK Health
- Skills for Care
- World Health Organization

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

## Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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# Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Mandatory units

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|---|---|---|---|---|---|---|
| CC1 | K/651/1314 | Understand own role and responsibilities in adult social care | 2 | 2 | 15 | |
| CC2 | L/651/1315 | Personal development in adult social care settings | 2 | 2 | 16 | |
| CC3 | M/651/1316 | Duty of care in adult social care | 2 | 2 | 16 | |
| CC4 | R/651/1317 | Equality, diversity, inclusion and human rights in adult social care | 2 | 2 | 16 | |
| CC5 | T/651/1318 | Work in a person-centred way | 2 | 3 | 25 | |
| CC6 | Y/651/1319 | Communication in adult social care | 2 | 3 | 25 | |
| CC7 | F/651/1320 | Privacy and dignity in adult social care settings | 2 | 3 | 25 | |
| CC8 | H/651/1321 | Support individuals to meet nutrition and hydration needs | 2 | 2 | 16 | |
| CC9 | J/651/1322 | Awareness of mental health conditions and dementia | 2 | 3 | 25 | |

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|---|---|---|---|---|---|---|
| CC10 | K/651/1323 | Safeguarding adults | 2 | 3 | 25 | |
| CC11 | L/651/1324 | Safeguarding children | 2 | 1 | 10 | |
| CC12 | M/651/1325 | Health, safety and principles of basic life support | 2 | 3 | 25 | |
| CC13 | R/651/1326 | Handling information | 2 | 1 | 10 | |
| CC14 | T/651/1327 | Infection prevention and control (IPC) | 2 | 2 | 16 | |
| CC15 | Y/651/1328 | Awareness of learning disability and autism | 2 | 3 | 25 | |

The units above are all available as stand-alone unit programmes. Please visit the NCFE website for further information.

## Appendix B: mapping to Skills for Care qualification criteria

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| **1. Understand own role:**<br>1.1(a): Describe own main duties and responsibilities | **CC1 Understand own role and responsibilities in adult social care**<br>Learning Outcome (LO) 1<br>Assessment Criteria (AC) AC1.1 |
| 1.1(b): List the standards and codes of conduct and practice that relate to own role | **CC1 Understand own role and responsibilities in adult social care**<br>LO1<br>AC1.2 |
| 1.1(c): How own experiences, attitudes, values, and beliefs may affect the way you work | **CC1 Understand own role and responsibilities in adult social care**<br>LO1<br>AC1.3 |
| 1.1(d): Identify the different opportunities for professional and career development in the sector | **CC1 Understand own role and responsibilities in adult social care**<br>LO1<br>AC1.4 |
| 1.2(a): Describe employment rights and responsibilities | **CC1 Understand own role and responsibilities in adult social care**<br>LO2<br>AC2.1 |
| 1.2(b): The aims, objectives, and values of the service in which you work | **CC1 Understand own role and responsibilities in adult social care**<br>LO2<br>AC2.2 |
| 1.2(c): Why it is important to work in ways that are agreed with your employer | **CC1 Understand own role and responsibilities in adult social care**<br>LO2<br>AC2.3 |
| 1.2(d): Demonstrate how to access full and up-to-date details of agreed ways of working that are relevant to own role | **CC1 Understand own role and responsibilities in adult social care**<br>LO2<br>AC2.4 |
| 1.2(e): Demonstrate working in accordance with the agreed ways of working with the employer | **CC1 Understand own role and responsibilities in adult social care**<br>LO2<br>AC2.5 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 1.2(f): How and when to escalate any concerns in line with organisational policy or ways of working | **CC1 Understand own role and responsibilities in adult social care** LO2 AC2.6 |
| 1.2(g): Why it is important to be honest and identify where errors may have occurred and to tell the appropriate person | **CC1 Understand own role and responsibilities in adult social care** LO2 AC2.7 |
| 1.3(a): Responsibilities to the individuals being supported, as well as key people, advocates and others who are significant to an individual | **CC1 Understand own role and responsibilities in adult social care** LO3 AC3.1 |
| 1.3(b): How a working relationship is different from a personal relationship | **CC1 Understand own role and responsibilities in adult social care** LO3 AC3.2 |
| 1.3(c): Different working relationships in adult social care settings | **CC1 Understand own role and responsibilities in adult social care** LO3 AC3.3 |
| 1.4(a): Why it is important to work in teams and in partnership with others | **CC1 Understand own role and responsibilities in adult social care** LO4 AC4.1 |
| 1.4(b): Why it is important to work in partnership with key people, advocates and others who are significant to individuals being supported | **CC1 Understand own role and responsibilities in adult social care** LO4 AC4.2 |
| 1.4(c): Demonstrate behaviours, attitudes, and ways of working that can help improve partnership working | **CC1 Understand own role and responsibilities in adult social care** LO4 AC4.3 |
| 1.4(d): Demonstrate how and when to access support and advice about: <br>• partnership working <br>• resolving conflicts | **CC1 Understand own role and responsibilities in adult social care** LO4 AC4.4 |
| **2. Personal development:** | **CC2 Personal development in adult social care settings** |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 2.1(a): The processes for:<br>• identifying own learning needs<br>• agreeing a personal development plan (PDP) and who should be involved | LO1<br>AC1.1 |
| 2.1(b): Why feedback from others is important in helping to develop and improve approaches to own work | **CC2 Personal development in adult social care settings**<br>LO1<br>AC1.2 |
| 2.1(c): Contribute to and agree own personal development plan | **CC2 Personal development in adult social care settings**<br>LO1<br>AC1.3 |
| 2.2(a): Sources of support for own learning and development | **CC2 Personal development in adult social care settings**<br>LO2<br>AC2.1 |
| 2.2(b): How learning activities have improved own knowledge, skills and understanding | **CC2 Personal development in adult social care settings**<br>LO2<br>AC2.3 |
| 2.2(c): The level of literacy, numeracy, digital and communication skills needed to carry out own role | **CC2 Personal development in adult social care settings**<br>LO2<br>AC2.4 |
| 2.2(d): Where to find information and support on how to check and develop own current level of:<br>• literacy<br>• numeracy<br>• digital<br>• communication skills | **CC2 Personal development in adult social care settings**<br>LO2<br>AC2.5 |
| 2.2(e): How reflecting on a situation has improved own knowledge, skills and understanding | **CC2 Personal development in adult social care settings**<br>LO2<br>AC2.6 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 2.2(f): How feedback from others has developed own knowledge, skills and understanding | **CC2 Personal development in adult social care settings**<br>LO2<br>AC2.7 |
| 2.2(g): Demonstrate how to measure own knowledge, performance and understanding against relevant standards | **CC2 Personal development in adult social care settings**<br>LO2<br>AC2.8 |
| 2.2(h): The learning opportunities available and how they can be used to improve ways of working | **CC2 Personal development in adult social care settings**<br>LO2<br>AC2.2 |
| 2.2(i): Demonstrate how to record progress in relation to own personal development | **CC2 Personal development in adult social care settings**<br>LO2<br>AC2.9 |
| **3. Duty of care:**<br>3.1(a): Define:<br>• duty of care<br>• duty of candour | **CC3 Duty of care in adult social care**<br>LO1<br>AC1.1 |
| 3.1(b): Describe how duty of care and duty of candour affects own work role | **CC3 Duty of care in adult social care**<br>LO1<br>AC1.2 |
| 3.2(a): Dilemmas that may arise between the duty of care and an individual's rights | **CC3 Duty of care in adult social care**<br>LO2<br>AC2.1 |
| 3.2(b): What you must and must not do within own role in managing conflicts and dilemmas | **CC3 Duty of care in adult social care**<br>LO2<br>AC2.2 |
| 3.2(c): Where to get additional support and advice about how to resolve such dilemmas | **CC3 Duty of care in adult social care**<br>LO2<br>AC2.3 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 3.3(a): Demonstrate how to respond to comments and complaints in line with agreed ways of working and legislation | **CC3 Duty of care in adult social care** LO3 AC3.1 |
| 3.3(b): Who to ask for advice and support in handling comments and complaints | **CC3 Duty of care in adult social care** LO3 AC3.2 |
| 3.3(c): The importance of learning from comments and complaints to improve the quality of service | **CC3 Duty of care in adult social care** LO3 AC3.3 |
| 3.4(a): How to recognise: <br> • adverse events <br> • incidents <br> • errors and near misses | **CC3 Duty of care in adult social care** LO4 AC4.1 |
| 3.4(b): What you must and must not do in relation to adverse events, incidents, errors and near misses | **CC3 Duty of care in adult social care** LO4 AC4.2 |
| 3.4(c): Agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses | **CC3 Duty of care in adult social care** LO4 AC4.3 |
| 3.5(a): Factors and difficult situations that may cause confrontation | **CC3 Duty of care in adult social care** LO5 AC5.1 |
| 3.5(b): How communication can be used to solve problems and reduce the likelihood or impact of confrontation | **CC3 Duty of care in adult social care** LO5 AC5.2 |
| 3.5(c): How to assess and reduce risks in confrontational situations | **CC3 Duty of care in adult social care** LO5 AC5.3 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 3.5(d): Demonstrate how and when to access support and advice about resolving conflicts | **CC3 Duty of care in adult social care** LO5 AC5.4 |
| 3.5(e): Agreed ways of working for reporting any confrontations | **CC3 Duty of care in adult social care,** LO5 AC5.5 |
| **4. Equality, diversity, inclusion and human rights:** 4.1(a): What is meant by: <br>• human rights <br>• protected characteristics | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO1 AC1.1 |
| 4.1(b): What is meant by discrimination and the potential effects on individuals and others | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO1 AC1.2 |
| 4.1(c): How practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO1 AC1.3 |
| 4.1(d): Explain what is meant by disability hate crime, mate crime and bullying | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO1 AC1.4 |
| 4.1(e): How to recognise, challenge and report discrimination in a way that encourages positive change | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO1 AC1.5 |
| 4.2(a): 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 | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO2 AC2.1 |
| 4.2(b): Approaches and practices which support culturally appropriate care | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO2 AC2.2 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 4.2(c): Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, and preferences | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO2 AC2.3 |
| 4.3(a): A range of sources of information, including those made available by your employer, with information, advice and support about equality, diversity, inclusion, and human rights | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO3 AC3.1 |
| 4.3(b): How and when to access information, advice and support about equality, diversity, inclusion, and human rights | **CC4 Equality, diversity, inclusion and human rights in adult social care** LO3 AC3.2 |
| **5. Work in a person-centred way:** 5.1(a): Identify person-centred values | **CC5 Work in a person-centred way** LO1 AC1.1 |
| 5.1(b): How to put person-centred values into practice in your day-to-day work | **CC5 Work in a person-centred way** LO1 AC1.2 |
| 5.1(c): Why it is important to work in a way that promotes person-centred values when providing support to individuals | **CC5 Work in a person-centred way** LO1 AC1.3 |
| 5.1(d): Ways to promote dignity in your day-to-day work | **CC5 Work in a person-centred way** LO1 AC1.4 |
| 5.1(e): The importance of relationships significant to the individual being supported when working in a person-centred way | **CC5 Work in a person-centred way** LO1 AC1.5 |
| 5.2(a): The importance of finding out the history, preferences, wishes and needs of the individual | **CC5 Work in a person-centred way** LO2 AC2.1 |
| 5.2(b): Why the changing needs of an individual must be reflected in their care and/or support plan | **CC5 Work in a person-centred way** LO2 AC2.2 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 5.2(c): The importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care | **CC5 Work in a person-centred way** LO2 AC2.3 |
| 5.3(a): Identify relevant legislation and codes of practice relating to mental capacity | **CC5 Work in a person-centred way** LO3 AC3.1 |
| 5.3(b): What is meant by the term 'capacity' | **CC5 Work in a person-centred way** LO3 AC3.2 |
| 5.3(c): Why it is important to assume that an individual has capacity, unless there is evidence that they do not | **CC5 Work in a person-centred way** LO3 AC3.3 |
| 5.3(d): What is meant by 'consent,' and factors that influence an individual's mental capacity and ability to express consent | **CC5 Work in a person-centred way** LO3 AC3.4 |
| 5.3(e): 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 | **CC5 Work in a person-centred way** LO3 AC3.5 |
| 5.4(a): Ensure that where individuals have restricted movement or mobility that they are comfortable | **CC5 Work in a person-centred way** LO4 AC4.1 |
| 5.4(b): Recognise the signs that an individual is in pain, discomfort, or emotional distress | **CC5 Work in a person-centred way** LO4 AC4.2 |
| 5.4(c): Take appropriate steps to remove or minimise factors which may be causing pain, discomfort, or emotional distress to the individual | **CC5 Work in a person-centred way** LO4 AC4.3 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 5.4(d): Raise any concerns directly and appropriately with others concerned and report any concerns you have following agreed ways of working | **CC5 Work in a person-centred way**<br>LO4<br>AC4.4 |
| 5.5(a): How individual identity and self-esteem are linked to emotional, spiritual, and overall wellbeing | **CC5 Work in a person-centred way**<br>LO5<br>AC5.1 |
| 5.5(b): Demonstrate that own attitudes and behaviours promote emotional, spiritual, and overall wellbeing of the individual | **CC5 Work in a person-centred way**<br>LO5<br>AC5.2 |
| 5.5(c): Support and encourage individual's own sense of identity and self-esteem | **CC5 Work in a person-centred way**<br>LO5<br>AC5.3 |
| 5.5(d): Report any concerns about the individual's emotional, spiritual and overall wellbeing to the appropriate person | **CC5 Work in a person-centred way**<br>LO5<br>AC5.4 |
| 5.6(a): Demonstrate a range of actions which promote person-centred values | **CC5 Work in a person-centred way**<br>LO6<br>AC6.1 |
| **6. Communication:**<br>6.1(a): Identify the different ways that people communicate in the workplace | **CC6 Communication in adult social care**<br>LO1<br>AC1.1 |
| 6.1(b): How communication affects relationships at work | **CC6 Communication in adult social care**<br>LO1<br>AC1.2 |
| 6.2(a): How to establish an individual's communication and language needs, wishes and preferences | **CC6 Communication in adult social care**<br>LO2<br>AC2.1 |
| 6.2(b): A range of methods, styles, communication aids and assistive technologies that could help meet an individual's communication needs, wishes and preferences | **CC6 Communication in adult social care**<br>LO2<br>AC2.2 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 6.2(c): A range of digital communication tools that can be used to support and enhance the individual's communication needs, wishes, preferences and connections | **CC6 Communication in adult social care** LO2 AC2.3 |
| 6.3(a): Barriers to effective communication with individuals and how they can be reduced | **CC6 Communication in adult social care** LO3 AC3.1 |
| 6.3(b): How an individual's behaviour may be a form of communication | **CC6 Communication in adult social care** LO3 AC3.2 |
| 6.3(c): Where to find information and support or services, to help individuals communicate more effectively | **CC6 Communication in adult social care** LO3 AC3.3 |
| 6.4(a): Demonstrate the use of appropriate verbal and non-verbal communication when communicating with individuals | **CC6 Communication in adult social care** LO4 AC4.1 |
| 6.4(b): Demonstrate the appropriate and safe use of communication aids, assistive technologies, and digital tools | **CC6 Communication in adult social care** LO4 AC4.2 |
| 6.4(c): Check whether you have been understood when communicating with individuals | **CC6 Communication in adult social care** LO4 AC4.3 |
| 6.4(d): Why it is important to observe and be receptive to an individual's reactions when communicating with them | **CC6 Communication in adult social care** LO4 AC4.4 |
| 6.4(e): Report any concerns about communication aids or technologies to the appropriate person | **CC6 Communication in adult social care** LO4 AC4.5 |
| 6.5(a): What confidentiality means in relation to your role | **CC6 Communication in adult social care** LO5 AC5.1 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 6.5(b): Legislation and agreed ways of working which maintain confidentiality across all types of communication | **CC6 Communication in adult social care**<br>LO5<br>AC5.2 |
| 6.5(c): Situations where information, normally considered to be confidential, might need to be passed on | **CC6 Communication in adult social care**<br>LO5<br>AC5.3 |
| 6.5(d): Who you should ask for advice and support about confidentiality | **CC6 Communication in adult social care**<br>LO5<br>AC5.4 |
| **7. Privacy and dignity:**<br>7.1(a): What is meant by privacy and dignity | **CC7 Privacy and dignity in adult social care settings**<br>LO1<br>AC1.1 |
| 7.1(b): Situations where an individual's privacy and dignity could be compromised | **CC7 Privacy and dignity in adult social care settings**<br>LO1<br>AC1.2 |
| 7.1(c): Different ways to maintain privacy and dignity of individuals in your care and support | **CC7 Privacy and dignity in adult social care settings**<br>LO1<br>AC1.3 |
| 7.2(a): Demonstrate that your actions promote and maintain the privacy and dignity of individuals | **CC7 Privacy and dignity in adult social care settings**<br>LO2<br>AC2.1 |
| 7.2(b): 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 | **CC7 Privacy and dignity in adult social care settings**<br>LO2<br>AC2.2 |
| 7.3(a): Ways of supporting individuals to make informed choices | **CC7 Privacy and dignity in adult social care settings**<br>LO3<br>AC3.1 |
| 7.3(b): How risk assessment processes can be used to support the rights of individuals to make their own decisions | **CC7 Privacy and dignity in adult social care settings**<br>LO3<br>AC3.2 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 7.3(c): Why your own personal views must not influence an individual's own choices or decisions | **CC7 Privacy and dignity in adult social care settings**<br>LO3<br>AC3.3 |
| 7.3(d): Why there may be times when you need to support an individual to question or challenge decisions made about them by others | **CC7 Privacy and dignity in adult social care settings**<br>LO3<br>AC3.4 |
| 7.4(a): Demonstrate how to support individuals to make informed choices | **CC7 Privacy and dignity in adult social care settings**<br>LO4<br>AC4.1 |
| 7.4(b) Use risk assessment processes to support the rights of individuals to make their own decisions | **CC7 Privacy and dignity in adult social care settings**<br>LO4<br>AC4.2 |
| 7.4(c) Ensure your own personal views do not influence an individual's own choices or decisions | **CC7 Privacy and dignity in adult social care settings**<br>LO4<br>AC4.3 |
| 7.5(a): How valuing individuals contributes to active participation | **CC7 Privacy and dignity in adult social care settings**<br>LO5<br>AC5.1 |
| 7.5(b): How to enable individuals to make informed choices about their lives | **CC7 Privacy and dignity in adult social care settings**<br>LO5<br>AC5.2 |
| 7.5(c): A range of ways you can support active participation with individuals | **CC7 Privacy and dignity in adult social care settings**<br>LO5<br>AC5.3 |
| 7.5(d): The importance of enabling individuals to be as independent as possible and to maintain their own network of relationships and connections with their community | **CC7 Privacy and dignity in adult social care settings**<br>LO5<br>AC5.4 |
| 7.6(a): Demonstrate how to support the active participation of individuals | **CC7 Privacy and dignity in adult social care settings**<br>LO6<br>AC6.1 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 7.6(b): How your own personal views could restrict the individuals ability to actively participate | **CC7 Privacy and dignity in adult social care settings**<br>LO6<br>AC6.2 |
| **8. Nutrition and hydration:**<br>8.1(a): The importance of food safety, including hygiene in the preparation and handling of food | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO1<br>AC1.1 |
| 8.2(a): The importance of good nutrition and hydration in maintaining health and wellbeing | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO2<br>AC2.1 |
| 8.2(b): Signs and symptoms of poor nutrition and hydration | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO2<br>AC2.2 |
| 8.2(c): Ways to promote and support adequate nutrition and hydration | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO2<br>AC2.3 |
| 8.2(d): How to identify and report changes or risks relating to nutrition and hydration needs | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO2<br>AC2.4 |
| 8.3(a): How to identify the nutrition and hydration care and support needs of individuals | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO3<br>AC3.1 |
| 8.3(b): Factors that can affect an individual's nutrition and hydration care and support needs | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO3<br>AC3.2 |
| 8.3(c): Support individuals with their nutrition and hydration in line with their preferences, needs and care or support plan | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO3<br>AC3.3 |
| 8.3(d): Monitor and record (where required) the nutrition and hydration care and support provided to individuals | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO3<br>AC3.4 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 8.3(e): When you might need to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs and how to gain this | **CC8 Support individuals to meet nutrition and hydration needs**<br>LO3<br>AC3.5 |
| **9. Awareness of mental health and dementia:**<br>9.1(a): What is meant by the terms:<br>• mental health<br>• mental wellbeing | **CC9 Awareness of mental health conditions including dementia**<br>LO1<br>AC1.1 |
| 9.1(b): List common types of mental health conditions | **CC9 Awareness of mental health conditions including dementia**<br>LO1<br>AC1.2 |
| 9.1(c): What is meant by the term dementia | **CC9 Awareness of mental health conditions including dementia**<br>LO1<br>AC1.3 |
| 9.1(d): How living with a mental health condition or dementia can impact an individual's:<br>• everyday life and the lives of their families and carers<br>• health and wellbeing<br>• care and support needs | **CC9 Awareness of mental health conditions including dementia**<br>LO1<br>AC1.4 |
| 9.2(a): How to recognise early indicators of mental health deterioration | **CC9 Awareness of mental health conditions including dementia**<br>LO2<br>AC2.1 |
| 9.2(b): List early signs and symptoms of dementia | **CC9 Awareness of mental health conditions including dementia**<br>LO2<br>AC2.2 |
| 9.2(c): Why early identification of mental health needs or dementia is important | **CC9 Awareness of mental health conditions including dementia**<br>LO2<br>AC2.3 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 9.2(d): 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 individuals condition | **CC9 Awareness of mental health conditions including dementia**<br>LO2<br>AC2.4 |
| 9.2(e): 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 | **CC9 Awareness of mental health conditions including dementia**<br>LO2<br>AC2.5 |
| 9.3(a): How positive attitudes can support individuals living with a mental health condition or dementia | **CC9 Awareness of mental health conditions including dementia**<br>LO3<br>AC3.1 |
| 9.3(b): Why it is important to recognise a person living with a mental health condition or dementia as a unique individual | **CC9 Awareness of mental health conditions including dementia**<br>LO3<br>AC3.2 |
| 9.3(c): 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 | **CC9 Awareness of mental health conditions including dementia**<br>LO3<br>AC3.3 |
| 9.3(d): Describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services | **CC9 Awareness of mental health conditions including dementia**<br>LO3<br>AC3.4 |
| 9.4(a): 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 | **CC9 Awareness of mental health conditions including dementia**<br>LO4<br>AC4.1 |
| 9.4(b): 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 | **CC9 Awareness of mental health conditions including dementia**<br>LO4<br>AC4.2 |
| 9.5(a): 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 | **CC9 Awareness of mental health conditions including dementia**<br>LO5<br>AC5.1 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| **10. Adult safeguarding:**<br>10.1(a): Explain the term adult safeguarding | **CC10 Safeguarding adults**<br>LO1<br>AC1.1 |
| 10.1(b): The legal definition of an adult at risk | **CC10 Safeguarding adults**<br>LO1<br>AC1.2 |
| 10.1(c): Own role and responsibilities in adult safeguarding | **CC10 Safeguarding adults**<br>LO1<br>AC1.3 |
| 10.1(d): What constitutes harm | **CC10 Safeguarding adults**<br>LO1<br>AC1.4 |
| 10.1(e): The main types of abuse | **CC10 Safeguarding adults**<br>LO1<br>AC1.5 |
| 10.1(f): Possible indicators of abuse | **CC10 Safeguarding adults**<br>LO1<br>AC1.6 |
| 10.1(g): A range of factors which have featured in adult abuse and neglect | **CC10 Safeguarding adults**<br>LO1<br>AC1.7 |
| 10.1(h): The range of potential risks with using technology and how to support individuals to be safe without being risk averse | **CC10 Safeguarding adults**<br>LO1<br>AC1.8 |
| 10.1(i): Demonstrate that individuals are treated with dignity and respect when providing care and support services | **CC10 Safeguarding adults**<br>LO1<br>AC1.9 |
| 10.1(j): Where to get information and advice about own role and responsibilities in preventing and protecting individuals from harm and abuse | **CC10 Safeguarding adults**<br>LO1<br>AC1.10 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 10.2(a): Why an individual may be at risk from harm or abuse | **CC10 Safeguarding adults** LO2 AC2.1 |
| 10.2(b): How care environments can promote or undermine people's dignity | **CC10 Safeguarding adults** LO2 AC2.2 |
| 10.2(c): The importance of individualised and person-centred care | **CC10 Safeguarding adults** LO2 AC2.3 |
| 10.2(d): How to apply basic principles of supporting individuals to keep themselves safe | **CC10 Safeguarding adults** LO2 AC2.4 |
| 10.2(e): How the likelihood of abuse may be reduced by:<br>• working with person-centred values<br>• enabling active participation<br>• promoting choice and rights<br>• working in partnership with others | **CC10 Safeguarding adults** LO2 AC2.5 |
| 10.3(a): 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 | **CC10 Safeguarding adults** LO3 AC3.1 |
| 10.4(a): Relevant legislation, principles, local and national policies, and procedures which relate to safeguarding adults | **CC10 Safeguarding adults** LO4 AC4.1 |
| 10.4(b): The local arrangements for the implementation of multi-agency adult safeguarding policies and procedures | **CC10 Safeguarding adults** LO4 AC4.2 |
| 10.4(c): The importance of sharing appropriate information with the relevant agencies | **CC10 Safeguarding adults** LO4 AC4.3 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 10.4(d): The actions to take if you experience barriers in alerting or referring to relevant agencies | **CC10 Safeguarding adults**<br>LO4<br>AC4.4 |
| 10.5(a): What is meant by 'restrictive practice' | **CC10 Safeguarding adults**<br>LO5<br>AC5.1 |
| 10.5(b): Organisational policies and procedures in relation to restrictive practices and own role in implementing these | **CC10 Safeguarding adults**<br>LO5<br>AC5.2 |
| 10.5(c): The importance of seeking the least restrictive option for the individual | **CC10 Safeguarding adults**<br>LO5<br>AC5.3 |
| **11. Safeguarding children:**<br>11.1(a): Circumstances where there could be contact with a child or young person in the normal course of work within adult social care | **CC11 Safeguarding children**<br>LO1<br>AC1.1 |
| 11.1(b): Factors that may contribute to a child or young person being more at risk of abuse | **CC11 Safeguarding children**<br>LO1<br>AC1.2 |
| 11.1(c): Types of abuse that a child or young person could be at risk from | **CC11 Safeguarding children**<br>LO1<br>AC1.3 |
| 11.1(d): 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 | **CC11 Safeguarding children**<br>LO1<br>AC1.4 |
| **12. Health, safety and principles of basic life support:**<br>12.1(a): Legislation relating to general health and safety in an adult social care work setting | **CC12 Health, safety and principles of basic life support**<br>LO1<br>AC1.1 |
| 12.1(b): The main points of the health and safety policies and procedures agreed with the employer | **CC12 Health, safety and principles of basic life support**<br>LO1 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
|  | AC1.2 |
| 12.1(c): The main health and safety responsibilities of:<br>• self<br>• the employer or manager<br>• others in the work setting | **CC12 Health, safety and principles of basic life support**<br>LO1<br>AC1.3 |
| 12.1(d) Tasks relating to health and safety that should not be carried out without special training | **CC12 Health, safety and principles of basic life support**<br>LO1<br>AC1.4 |
| 12.1(e): How to access additional support and information relating to health and safety | **CC12 Health, safety and principles of basic life support**<br>LO1<br>AC1.5 |
| 12.1 (f): Identify a range of sustainable approaches which can be applied in own role | **CC12 Health, safety and principles of basic life support**<br>LO1<br>AC1.6 |
| 12.2(a): Why it is important to assess the health and safety risks posed by work settings, situations, or activities | **CC12 Health, safety and principles of basic life support**<br>LO2<br>AC2.1 |
| 12.2(b): How and when to report health and safety risks in the workplace | **CC12 Health, safety and principles of basic life support**<br>LO2<br>AC2.2 |
| 12.3(a): Key pieces of legislation that relate to moving and assisting | **CC12 Health, safety and principles of basic life support**<br>LO7<br>AC7.1 |
| 12.3(b): Tasks relating to moving and assisting you are not allowed to carry out until they are competent | **CC12 Health, safety and principles of basic life support**<br>LO7<br>AC7.2 |
| 12.3(c): Demonstrate how to move and assist people and/or objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working | **CC12 Health, safety and principles of basic life support**<br>LO7<br>AC7.3 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 12.4(a): Different types of accidents and sudden illness that may occur in the course of your work | **CC12 Health, safety and principles of basic life support** LO8 AC8.1 |
| 12.4(b): The workplace procedures to be followed if:<br>• an accident<br>• a sudden illness should occur<br>• basic life support is required | **CC12 Health, safety and principles of basic life support** LO8 AC8.2 |
| 12.4(c): The emergency basic life support and first aid actions you are and are not allowed to carry out in your role | **CC12 Health, safety and principles of basic life support** LO8 AC8.3 |
| 12.5(a): Agreed ways of working in relation to:<br>• medication in the setting<br>• healthcare tasks | **CC12 Health, safety and principles of basic life support** LO3 AC3.1 |
| 12.5(b): Tasks relating to medication and health care procedures that you must not carry out until you are competent | **CC12 Health, safety and principles of basic life support** LO3 AC3.2 |
| 12.6(a): Common hazardous substances in the workplace | **CC12 Health, safety and principles of basic life support** LO4 AC4.1 |
| 12.6(b): Demonstrate safe practices for storing, using, and disposing of hazardous substances | **CC12 Health, safety and principles of basic life support** LO4 AC4.2 |
| 12.7(a): How to prevent fires from starting or spreading | **CC12 Health, safety and principles of basic life support** LO5 AC5.1 |
| 12.7(b): What to do in the event of a fire | **CC12 Health, safety and principles of basic life support** LO5 AC5.2 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 12.(8)a: The measures that are designed to protect your own safety and security at work, and the safety of those you support | **CC12 Health, safety and principles of basic life support**<br>LO6<br>AC6.1 |
| 12.8(b): Agreed ways of working for checking the identity of anyone requesting access to premises or information | **CC12 Health, safety and principles of basic life support**<br>LO6<br>AC6.2 |
| 12.9(a): Common factors that can affect own mental health and wellbeing | **CC12 Health, safety and principles of basic life support**<br>LO9<br>AC9.1 |
| 12.9(b): Circumstances that tend to trigger these factors in self | **CC12 Health, safety and principles of basic life support**<br>LO9<br>AC9.2 |
| 12.9(c): The resources which are available to support own mental health and wellbeing | **CC12 Health, safety and principles of basic life support**<br>LO9<br>AC9.3 |
| 12.9(d): How to access and use the available resources which are available to support own mental health and wellbeing | **CC12 Health, safety and principles of basic life support**<br>LO9<br>AC9.4 |
| **13. Handling information:**<br>13.1(a): Why it is important to have secure systems and follow the agreed ways of working for:<br>• accessing<br>• recording<br>• storing<br>• sharing information | **CC13 Handling information**<br>LO1<br>AC1.1 |
| 13.1(b): Explain the support an individual may need to keep their information safe and secure | **CC13 Handling information**<br>LO1<br>AC1.2 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 13.1(c): Demonstrate how to keep records that are up to date, complete, accurate and legible | **CC13 Handling information**<br>LO1<br>AC1.3 |
| 13.1(d): How, and to whom, to report if:<br>• agreed ways of working and legislation have not been followed<br>• there has been a data breach or risk to data security | **CC13 Handling information**<br>LO1<br>AC1.4 |
| **14. Infection prevention and control (IPC):**<br>14.1(a): The causes of infection, the main ways infection can get into the body and the chain of infection | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.1 |
| 14.1(b): 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 | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.2 |
| 14.1(c): Your role in preventing infection in the area you work | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.3 |
| 14.1(d): Demonstrate effective hand hygiene using appropriate products | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.5 |
| 14.1(e): 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 | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.6 |
| 14.1(f): Identify common types of personal protective equipment (PPE) and clothing and describe how and when to use them | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.7 |
| 14.1(g): Demonstrate effective use of PPE appropriate to the care activity, including putting on and taking off (donning and doffing) safely | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.8 |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| 14.1(h): The appropriate methods for cleaning and/or decontamination of the care environment/equipment | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.9 |
| 14.1(i): The process for safe handling of blood/bodily fluids spills | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.10 |
| 14.1(j): The principles of safe handling and disposal of infected or soiled linen/equipment and clinical waste | **CC14 Infection prevention and control (IPC)**<br>LO1<br>AC1.11 |
| **15. An awareness of learning disability and autism:**<br>15.1(a): What is meant by the term learning disability | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC1.1 |
| 15.1(b): What is meant by the term autism | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC1.2 |
| 15.1(c): Identify other mental or physical conditions that a person with a learning disability or autistic person are more likely to live with than the general population | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC1.3 |
| 15.1(d): How learning disability or autism can impact a person's:<br>• everyday life<br>• health and wellbeing<br>• care and support needs | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC1.4 |
| 15.1(e): Describe barriers people with a learning disability or an autistic person can face in accessing healthcare services | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC1.5 |
| 15.1(f): Describe the different health inequalities experienced by people with a learning disability and autistic people | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC1.6 |
| 15.2(a): Identify key differences in communication for: | **CC15 Awareness of learning disability and autism** |

| Skills for Care qualification criteria: | Reference to where Skills for Care qualification criteria content can be found within units |
|---|---|
| • a person with a learning disability<br>• an autistic person | LO1<br>AC2.1 |
| 15.2(b): How sensory issues can impact autistic people | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC2.2 |
| 15.2(c): Explain the importance of meeting a person's unique communication and information needs | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC2.3 |
| 15.2(d): Ways to adapt own communication when supporting people with a learning disability and autistic people | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC2.4 |
| 15.2(e): 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 | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC2.5 |
| 15.3(a): 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 | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC3.1 |
| 15.3(b): 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 | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC3.2 |
| 15.4(a): Explain how key pieces of legislation and guidance support and promote human rights, inclusion, equal life chances, and citizenship of people with learning disability and autistic people | **CC15 Awareness of learning disability and autism**<br>LO1<br>AC4.1 |