

NCFE

CACHE

Skills-Based Outcomes Observation Tracker

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

Contents

Section 1: introduction	3
Rules of use	3
Further guidance	3
Reproduction of this document	3
Section 2: mandatory units	4
CC1 Understand own role and responsibilities in adult social care (K/651/1314)	4
CC2 Personal development in adult social care settings (L/651/1315)	8
CC3 Duty of care in adult social care (M/651/1316)	11
CC4 Equality, diversity, inclusion and human rights in adult social care (R/651/1317)	14
CC5 Work in a person-centred way (T/651/1318)	16
CC6 Communication in adult social care (Y/651/1319)	21
CC7 Privacy and dignity in adult social care settings (F/651/1320)	25
CC8 Support individuals to meet nutrition and hydration needs (H/651/1321)	28
CC10 Safeguarding adults (K/651/1323)	31
CC12 Health, safety and principles of basic life support (M/651/1325)	33
CC13 Handling information (R/651/1326)	36
CC14 Infection prevention and control (IPC) (T/651/1327)	38
Section 3: assessment and quality assurance information	41
Recommended assessment methods	41
Assessment strategies and principles relevant to this qualification	43
Skills for Care and Development assessment principles	43
Contact us	44

Section 1: introduction

This tracking document has been created to support assessors in identifying the skills-based learning outcomes (LOs), and assessment criteria (AC) within the Level 2 Adult Social Care Certificate. A minimum of one direct observation of practice is required.

This document will:

- provide an overview of each unit
- identify the AC that will be assessed as skills/competency in relation to the learner's own practical experience
- enable planning for next steps and tracking in relation to assessment

To ensure that you are using the most up-to-date version of this document, please check the version number and date in the page footer against that of the Level 2 Adult Social Care Certificate on the NCFE website.

Rules of use

If you choose to use this tracking document, it **must** be used alongside the Qualification Specification to ensure all AC are appropriately met.

Further guidance

Your external quality assurer (EQA) will be able to support you with the use of this document.

We have provided this guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

Reproduction of this document

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
 - they are protected under copyright law and cannot be reproduced, copied, or manipulated in any form
 - this includes the use of any image or part of an image in individual or group projects and assessment materials
 - all images have a signed model release

Section 2: mandatory units

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcomes (LOs)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
2. Be able to work in ways that have been agreed with the 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					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcomes (LOs)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
4. Be able to work in partnership with others	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: <ul style="list-style-type: none"> • partnership working • resolving conflicts 					

Range
2. Be able to work in ways that have been agreed with the employer
2.4 Agreed ways of working Examples include: <ul style="list-style-type: none">• policies and procedures• job descriptions and less formal agreements• expected practices

Assessor comments/feedback/action plan:

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcomes (LOs)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
1. Be able to agree a personal development plan (PDP)	1.3 Contribute to and agree own PDP					
2. Be able to develop 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
2. Be able to develop own knowledge, skills and understanding
2.8 Standards Examples include: <ul style="list-style-type: none">• codes of practice• regulations• minimum standards and any other standards• good practice relevant to the service
2.9 Personal development Continuing professional development (CPD): <ul style="list-style-type: none">• refers to the process of monitoring and documenting the skills, knowledge and experience gained both formally and informally, beyond initial training

Assessor comments/feedback/action plan:

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcomes (LOs)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
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					
5. Be able to deal with confrontation and difficult situations	5.4 Demonstrate how and when to access support and advice about resolving conflicts					

Range
3. Be able to deal with comments and complaints
3.1 Comments Positive or negative feedback.
3.1 Complaints Feedback that is negative that can state something is unsatisfactory or unacceptable.
3.1 Agreed ways of working These will include policies and procedures, job descriptions and less formal agreements and expected practices.
3.1 Legislation Relevant laws in relation to responding to comments and complaints.

Assessor comments/feedback/action plan:

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
2. Be able to work in an inclusive way	2.3 Demonstrate how to interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, and preferences					

Assessor comments/feedback/action plan:

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
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					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
	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					

Range
<p>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</p> <p>4.2 Signs</p> <p>Could include:</p> <ul style="list-style-type: none"> • physical • emotional • behavioural <p>4.2 Emotional distress</p> <p>Could include a range of negative feelings being displayed by the individual, such as:</p> <ul style="list-style-type: none"> • sadness • anxiety • fear • anger • despair <p>4.3 Take appropriate steps</p> <p>Could include, but is not limited to, removing, or minimising any environmental factors causing the pain, discomfort, or emotional distress, such as:</p> <ul style="list-style-type: none"> • 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

Range**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.

Assessor comments/feedback/action plan:

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
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					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
	4.3 Demonstrate ways to check whether you have been understood when communicating with individuals					
	4.5 Demonstrate how to report any concerns about communication aids or technologies to the appropriate person					

Range**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
- fitted appropriately, where applicable
- used safely and securely when online

4.5 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.

Assessor comments/feedback/action plan:

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcomes (LOs)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
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					
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					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcomes (LOs)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
6. Be able to support individuals in active participation of their own care	6.1 Demonstrate how to support the active participation of individuals					

Range

4. Be able to support individuals in making choices about their care

4.2 Risk assessment processes

Should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk-taking).

Assessor comments/feedback/action plan:

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
3. Be able to support individuals to meet nutrition and hydration 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					

Range
3. Be able to support individuals to meet nutrition and hydration needs
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.
3.4 Monitor 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.
3.4 Record Where learners are required to use both electronic and manual recording systems, assessment must include both ways of record keeping.

Assessor comments/feedback/action plan:

CC10 Safeguarding adults (K/651/1323)

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
1. Be able to apply the principles of adult safeguarding	1.9 Demonstrate ways to show that individuals are treated with dignity and respect when providing care and support services					

Assessor comments/feedback/action plan:

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcomes (LOs)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
4. Be able to handle hazardous substances	4.2 Demonstrate safe practices for storing, using, and disposing of hazardous substances					
7. Be able to move and assist individuals and/or objects safely	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					

Range
7. Be able to move and assist individuals and/or objects safely
7.3 Individual's The individual, or individuals will normally refer to the person or people that the learner is providing care and support to.
7.3 Agreed ways of working These will include policies and procedures, job descriptions and less formal agreements and expected practices.

Assessor comments/feedback/action plan:

CC13 Handling information (R/651/1326)

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
1. Be able to handle information	1.3 Demonstrate how to keep records that are up to date, complete, accurate and legible					

Assessor comments/feedback/action plan:

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

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.

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill (for example, professional discussion)	Fully achieved	Date and sign off
1. Be able to prevent the spread of infection	1.5 Demonstrate effective hand hygiene using appropriate products					
	1.8 Demonstrate effective use of personal protective equipment (PPE) appropriate to the care activity, including putting on, taking off and disposing of PPE (donning and doffing) safely					

Range
1. Be able to prevent the spread of infection
1.5 Hand hygiene Refers to following recommended hand-washing techniques and the use of appropriate sanitiser.
1.8 PPE This should include the different equipment recommended, available and donning/doffing and disposal.

Assessor comments/feedback/action plan:

Section 3: assessment and quality assurance information

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 learning outcomes (LOs) associated with each unit (grades are not awarded).

Direct observation is a requirement of evidence generation contributing to the achievement of skills-based assessment criteria (AC).

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: <ul style="list-style-type: none"> 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 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*: <ul style="list-style-type: none"> 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

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
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
<p>* 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:</p> <ul style="list-style-type: none"> 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 <p>** Simulation: a learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

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](#).

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Websites: www.ncfe.org.uk

NCFE © Copyright 2024 All rights reserved worldwide.

Version 1.0 June 2024

Information in this summary of Skills-based Outcomes Observation Tracker is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***