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| Level 2 Adult Social Care Certificate (3096-02) |

**Version 1.0 June 2024**

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| Version 1.0 June 2024 | Launch |  |
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Introduction

### What is in this document

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* Evidence Matrix/tracking sheet
* Summative discussion progress record
* Summative discussion
* Expert Witness (EWT) Testimony Form
* Witness Testimony Form
* Feedback form
* Declaration of Authenticity

This document must be used alongside the **Assessment Pack for Assessors** document.

Assessor Planning Form

This document must be used by the assessor to record the candidate’s assessment journey from initial assessment to final completion.

The purpose of this document is to support the assessor with the planning of the assessment activities, review of progress with the candidate and agreement of next steps.

This document should be used along with the ‘Feedback form’ and both contribute to the assessment records which may be sampled as part the internal and external quality assurance process.

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| --- | --- | --- | --- | --- |
| **Candidate name** | |  | **Enrolment number** |  |
| **Assessor name** | |  | | |
| **Initial Planning meeting** | | **Assessor notes** | | |
| Date | |  | | |
| Outcome of initial assessment and any RPL opportunities, introduction to qualification and assessment including Personal Development Portfolio and structure and purpose of Reflective Journal | |  | | |
| Introduce to discrete discussion for 228, 230, 234 and discuss when this assessment may take place | |  | | |
| Emphasise the holistic approach to assessment and introduce the holistic grading descriptors and pass criteria in the summative discussion | |  | | |
| Reiterate need to have consent of individuals | |  | | |
| Use this section to capture notes on any practice-based outcomes that are not likely to be observed through practice.  Confirm a plan for evidencing these outcomes. | |  | | |
| Plan for next steps | |  | | |
| **Observation of practice 1 (plan, do, review)** | | **Assessor notes** | | |
| Planned assessment date | |  | | |
| Confirm consent of individuals | |  | | |
| Units and Assessment Criteria anticipated to be evidenced from this activity | |  | | |
| Identify any gaps to include within the feedback and plan for next steps | |  | | |
| Review and record progress towards the holistic grading descriptors and pass criteria in the summative discussion within the ‘Summative discussion progress record’ | |  | | |
| **Assessor-led discussion following**  **observation of practice 1 (plan, do, review)** | | **Assessor notes** | | |
| Planned assessment date | |  | | |
| Units and Assessment Criteria anticipated to be evidenced from this activity | |  | | |
| Identify any gaps to include within the feedback and plan for next steps | |  | | |
| Review and record progress towards the holistic grading descriptors and pass criteria in the summative discussion within the ‘Summative discussion progress record’ | |  | | |
| **Second Planning meeting** | **Assessor notes** | | | |
| Date | |  | | |
| Review progress and identify potential evidence in the Personal Development Portfolio such as EWT or WT, evidence of learning such as assessor devised case studies/assignments/questioning | |  | | |
| Review and record progress towards the holistic grading descriptors and pass criteria in the summative discussion within the ‘Summative discussion progress record’ | |  | | |
| Identify any new opportunities for RPL | |  | | |
| If not already completed plan for the discrete discussion for 228, 230, 234 | |  | | |
| Review Personal Development Plan (PDP) | |  | | |
| Review Reflective Journal | |  | | |
| Signpost to any relevant learning opportunities | |  | | |
| Plan second observation of practice and areas for focus | |  | | |
| Discuss how to ensure person-centre working and values are incorporated into work practice | |  | | |
| Identify outcomes that have not yet been evidenced, including confirming a plan for evidencing these outcomes | |  | | |
| Reiterate need to have consent of individuals | |  | | |
| **Observation of practice 2 (plan, do, review)** | **Assessor notes** | | | |
| Planned assessment date | |  | | |
| Confirm consent of individuals | |  | | |
| Units and Assessment Criteria anticipated to be evidenced from the activity | |  | | |
| Identify any gaps to include within the feedback and plan for next steps | |  | | |
| Review and record progress towards the holistic grading descriptors and pass criteria in the summative discussion within the ‘Summative discussion progress record’ | |  | | |
| **Assessor-led discussion following**  **observation of practice 2 (plan, do, review)** | | **Assessor notes** | | |
| Planned assessment date | |  | | |
| Units and Assessment Criteria anticipated to be evidenced from this activity | |  | | |
| Identify any gaps to include within the feedback and plan for next steps | |  | | |
| Establish if a third observation is required and what needs to be covered | |  | | |
| Review and record progress towards the holistic grading descriptors and pass criteria in the summative discussion within the ‘Summative discussion progress record’ | |  | | |
| **Third Planning meeting** | | **Assessor notes** | | |
| Date | |  | | |
| Review progress and identify potential evidence in the Personal Development Portfolio such as EWT or WT, evidence of learning such as assessor devised case studies/assignments/questioning | |  | | |
| Review and record progress towards the holistic grading descriptors and pass criteria in the summative discussion within the ‘Summative discussion progress record’ | |  | | |
| Identify any new opportunities for RPL | |  | | |
| Review Personal Development Plan (PDP) | |  | | |
| Review Reflective Journal | |  | | |
| Signpost to any relevant learning opportunities | |  | | |
| Identify outcomes that have not yet been evidenced, including confirming a plan for evidencing these outcomes | |  | | |
| If not already completed plan for the discrete discussion for 228, 230, 234 | |  | | |
| Plan for the next steps | |  | | |
| Confirm candidate is ready for the summative discussion and take appropriate action, including discussion on the selection of the strongest pieces of evidence within the portfolio to support the summative discussion | |  | | |
| **Discrete assessor-led discussions covering**  **units 228, 230, 234 (plan, do, review)** | | **Assessor notes** | | |
| Planned assessment date | |  | | |
| Units and Assessment Criteria anticipated to be evidenced from this activity | |  | | |
| Identify any gaps to include within the feedback and plan for next steps | |  | | |
| Review and record progress towards the holistic grading descriptors and pass criteria in the summative discussion within the ‘Summative discussion progress record’ | |  | | |
| **Summative discussion underpinned by Personal Development Portfolio (plan)** | | **Assessor notes** | | |
| Planned assessment date | |  | | |
| Review:   * records of observations of practice * records of assessor-led discussions * records of discrete discussion * Personal Development Portfolio including the Reflective Journal, the Personal Development Plan and any other evidence * note any areas which need clarification across the units that relate to the holistic descriptors and pass criteria * select at least one pass criteria from each holistic descriptor to be discussed | |  | | |

**The above is an accurate record of the discussions**

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| **Candidate signature:** |  | **Date** |  |
| **Employer/mentor signature:** |  | **Date** |  |
| **Assessor signature:** |  | **Date** |  |

Observation of Practice 1/2 - (please circle 1 or 2 as appropriate)

**Note: It is the assessor’ s responsibility to ensure that before an assessment criterion is identified to have been covered, that the evidence has also fully covered the range requirements indicated within the handbook. Please refer to the Qualification handbook for range requirements.**

At the of the observation of practice the assessor must provide feedback and any actions using the ‘feedback from’ provided.

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| --- | --- | --- | --- | --- |
| **Observation record** | | | | |
| **Candidate name** | |  | Enrolment number |  |
| **Observation date** | |  | | |
| **Assessment site** | |  | | |
| **Changes to candidate planning form** | |  | | |
| **Confirmation of consent** | | Provide brief details: | | |
| **Observations Record**  (Please provide a detailed account of the activities carried out during the observation of practice) | | | | |
| **Unit learning outcomes and assessment criteria seen** |  | | | |
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| **Evidence of Personal Development (221)**  *(Outline any specific examples or evidence where the candidate has demonstrated their application of knowledge, and/or where they have demonstrated learning and development in practice)* | | | |
|  | | | |
| **Record of any questions asked during the observation of practice (if opportunities arise) including candidate’s responses** |  | | |
| **I confirm that the evidence presented here is an accurate account of the assessment that took place.** | | | |
| **Candidate signature:** |  | **Date** |  |
| **Assessor signature:** |  | **Date** |  |
| **IQA signature (if sampled)** |  | **Date** |  |

Questions Bank for Assessor led-discussions

In preparation for the assessor-led discussions, the assessor must review the outcomes from the observations of practice and select the relevant questions they want to ask.

Prompt questions for each of the discussion points are provided below. The assessor may need to rephrase the selected questions as applicable to direct the discussion to support what has been observed, or in response to candidate’s performance in the discussion.

The assessor must put a tick to indicate the questions selected and copy them into the ‘Assessor-led discussion 1/2’ recording form.

In addition if required the assessor may ask their own questions.

**Unit 220 Understand own role in adult social care**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Describe own duties and responsibilities  AC1.2 List the **standards** and codes of conduct and practice that relate to own role | * Give me an outline of the duties and responsibilities you carried out in the observation * Tell me what standards and codes of conduct and practice you followed in the observation |  |
| AC1.3 Describe how experiences, attitudes, values, and beliefs may affect work practice | * How did you ensure that your experiences, attitudes, values and beliefs did not adversely affect the way you supported X? * What might be the impact on the individual if a care worker impose their experiences, attitudes, values and beliefs? |  |
| AC1.4 Identify opportunities for professional and career development in the sector | Based on the observation, are there any areas of your work that you feel could be developed? How are you going to plan for this? |  |
| AC2.1 Outline working relationships in adult social care settings | Who do you have working relationships with in your service/setting? |  |
| 2.3 Describe professional responsibilities to:   * individuals * others who are significant to individuals | What are your professional responsibilities:   * when supporting X? * when interacting with others who are important to X? |  |
| AC2.2 Explain how a working relationship is different from a personal relationship | When supporting X, how is your relationship different to the relationship you have with your family and friends? |  |
| AC3.1 Describe employment rights and responsibilities | When working at Y what are your employment rights and responsibilities? |  |
| AC3.2 Outline the aims, objectives, and values of the service | * Tell me about the aims, objectives and values of your service * Which of the services aims, objectives and values do you think you demonstrated in your observation? |  |
| AC3.3 Explain the importance of working in ways agreed with the employer | * Agreed ways of working describe how you should carry out specific tasks eg during your observation (*Insert Task*) why was it important to follow these? * What might happen if you did not follow agreed ways of working? |  |
| AC3.4 Identify how concerns should be reported in line with organisational procedures  AC3.5 Identify when concerns should be reported in line with organisational procedures | * If you had any issues/ concerns during your care practice, how and when would you report these? * If there were concerns about X, what would you need to consider when reporting? |  |
| AC3.6 Explain the importance of reporting errors:   * honestly * accurately * promptly * to relevant person | * Why is it important to report errors honestly, accurately and promptly to the relevant person? |  |
| AC4.1 explain the importance of working in partnership with others  AC4.2 Outline when to access support and advice about:   * working in partnership with others * resolving conflicts within partnerships | * Explain to me why it is important to work in partnership with others as part of your practice. Give me at least two examples. * When would need to access support and advice about partnership working? * Give me an example of when you would need support and advice to resolve a professional conflict |  |

**Unit 221 Personal development**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Outline:   * processes for identifying own learning needs * process for agreeing a personal development plan * who is able to support the personal development plan   AC2.3 Outline sources of support for own learning and development | * Tell me how can you identify your learning needs * Tell me about the headings for each section of your development plan * Tell me how will you agree a personal development plan based on your learning needs * Tell me who will be able to support you with your plan to learn and develop * Tell me what resources are available to support your personal development |  |
| AC1.2 Explain why feedback from others is important in helping to develop and improve approaches to own work  AC2.8 Explain how feedback from others has developed own knowledge, skills and understanding | * Tell me what feedback you had about your practice * Explain to me why it is important to use feedback to help you to develop and improve * Explain to me how feedback has helped you to develop knowledge, skills and understanding |  |
| AC2.1 Identify learning opportunities available  AC2.2 Explain how learning opportunities can improve ways of working  AC2.6 Explain how learning activities have improved own knowledge, skills and understanding | * Tell me what learning opportunities are available to you * Explain to me how these opportunities improve ways of working when supporting individuals. * What training or development opportunities have you had? * Explain to me how they have improved your knowledge, skills and understanding |  |
| AC2.4 Outline the level of literacy, numeracy, digital and communication skills needed to carry out own role  AC2.5 Outline where to find information and support to develop own current skill level of:   * literacy * numeracy * digital * communication | * When supporting an individual, what level of literacy, numeracy, digital and communication skills are required in your job role? * Tell me where can you find information and support for literacy, numeracy, digital and communication skills? |  |
| AC2.7 Reflect on how a situation has improved own knowledge, skills and understanding | * Tell me about a situation at work that you have reflected on. * Tell me how your work practice has improved because of your reflection |  |

**Unit 222 Duty of care**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Define:   * duty of care * duty of candour | * Tell me what you understand by the terms duty of care and duty of candour |  |
| AC1.2 Describe how the following affect own work role:   * duty of care * duty of candour | * How do you think you demonstrated duty of care in your observation? * How did you demonstrate duty of candour?   Or   * Tell me about a situation where you might need to apply your duty of candour |  |
| AC2.1 Describe dilemmas that may arise between the duty of care and an individual’s rights | * What sort of dilemmas may arise between your duty of care and X’s rights? |  |
| AC2.2 Describe actions to take within own role when managing conflicts and dilemmas  AC2.3 Describe actions that must not be taken when managing conflicts and dilemmas | * What actions might you take to manage these conflicts and dilemmas? * What actions should you not take? |  |
| AC2.4 Identify where to obtain additional support and advice about how to resolve conflicts and dilemmas | Where could you get support/ advice on how to resolve the situation? |  |
| AC3.1 Describe how to recognise:   * an adverse event * an incident * an error * a near miss | Describe an example of each of the following:   * adverse event * incident * error * near miss |  |
| AC3.2 Describe actions to take in relation to adverse events, incidents, errors and near misses  AC3.3 Describe actions that must not be taken in relation to adverse events, incidents, errors and near misses | * What action would you take if any of these occurred? * What actions should you not take? |  |
| AC3.4 Describe agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses | Describe the agreed ways of working when reporting these |  |
| AC4.1 Identify sources of advice and support in handling comments and complaints  AC4.2 Explain the importance of learning from comments and complaintsto improve the quality of service | * If you received a comment or complaint whilst working, where could you go to get some advice/support? * Explain to me the importance of learning from comments and complaints |  |
| AC5.1 Describe **factors** and difficult situations that may cause confrontation | * What factors may have caused a confrontation when supporting X? |  |
| AC5.2 Explain how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation | * Explain to me how different communication skills and techniques can help to resolve problems and minimise the risk of confrontation. * Give me an example of how you could use these techniques and skills with X |  |
| AC5.3 Outline how to assess risks in confrontational situations  AC5.4 Outline how to of reduce risks in confrontational situations | If faced with a confrontation, how would you assess and reduce any risks? |  |
| AC5.5 Describe agreed ways of workingfor reportingany confrontations | What agreed ways of working would you use to report any confrontations? |  |
| AC5.6 Outline when it may be necessary to access support and advice about resolving conflicts | When might you need to access support and advice about resolving conflicts that may lead to confrontation? |  |

**Unit 223 Equality, diversity, inclusion and human rights**

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| --- | --- | --- |
| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Outline what is meant by:   * human rights * protected characteristics | * Tell me what is meant by the term ‘human rights’ * Tell me what is meant by the term ‘protected characteristics’ * Think about an individual you care for, what protected characteristics apply to them? |  |
| AC1.2 Outline what is meant by discrimination | Tell me what is meant by the term ‘discrimination’ |  |
| AC1.6 Describe how to:   * recognise discrimination in line with agreed ways of working * challenge discrimination in line with agreed ways of working * report discrimination in line with agreed ways of working | * Tell me how your agreed ways of working inform how you should recognise if an individual was being discriminated against * Tell me how you should both challenge and report any discriminatory action. |  |
| AC1.7 Explain how positive change is promoted by recognising, challenging and reporting discrimination | Explain to me how positive change can be promoted by recognising, challenging and reporting discrimination |  |
| AC1.5 Describe what is meant by:   * disability hate crime * mate crime * bullying | Describe what is meant by the terms:   * disability hate crime * mate crime * bullying |  |
| AC1.3 Explain the potential effects of discrimination on:   * individuals * others | Explain to me the potential effects of discrimination on both individuals and others |  |
| AC1.4 Describe how practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination | Tell me how the likelihood of discrimination can be reduced by working in a way that supports and promotes equality, diversity, inclusion, and human rights. |  |
| AC2.1 Identify sources of information, advice and support about:   * equality * diversity * inclusion * human rights | * Tell me about sources of information, advice and support available to you about equality, diversity, inclusion and human rights in your workplace. * What information is available external to your workplace? |  |
| AC2.2 Explain when to access information, advice and support about equality, diversity, inclusion, and human rights  AC2.3 Describe how to access information, advice and support about equality, diversity, inclusion, and human rights | * Explain to me when you should access this information * Tell me how you would do this |  |
| AC3.1 Outline the key concepts within the legislation and codes of practice relating to equality, diversity, inclusion, and human rights  AC3.2 Explain how legislation and codes of practice relating to equality, diversity, inclusion, and human rights apply to own role and practice | * Tell me about legislation and codes of practice that relate to equality, diversity, inclusion and human rights * Explain to me how these apply to your own role and practice |  |
| AC3.3 Describe approaches and practices which support culturally appropriate care | * Tell me what you understand by the term ‘culturally appropriate care’ * Tell me about approaches and practices which can promote and support culturally appropriate care |  |

**Unit 224 Work in a person-centred way**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Identify person-centred values | Tell me about the person-centred values you apply in your day-to-day work. |  |
| AC1.2 Explain how to put person-centred values into practice in day-to-day work | Explain to me how you put them into practice. |  |
| AC1.3 Explain why it is important to work in a way that promotes person-centred values when providing support to individuals | Explain to me why it is important to provide support in a way that promotes person centred values |  |
| AC1.4 Outline ways to promote dignity in day-to-day work | When supporting individuals with day-to-day tasks, how do you promote their dignity? |  |
| AC1.5 Explain the importance of supporting relationships significant to the individual | * Explain to me why it is important to support individuals to maintain relationships with those who are important to them. * What might be the effect on the individual if you did not help them maintain those relationships? |  |
| AC2.1 Explain the importance of finding out the history, preferences, wishes and needs of the individual | Explain to me when supporting individuals why is it important to find out their history, preferences, wishes and needs. |  |
| AC2.2 Explain why the changing needs of an individual must be reflected in their care or support plan | * Explain to me why any changing needs must be reflected in an individual’s care/support plan. * What might be the consequences of not updating the care/support plan? |  |
| AC2.3 Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care | Explain to me why it is important to support individuals to plan:   * their future wellbeing and fulfilment * their end of life care |  |
| AC3.2 Define what is meant by the term capacity | Tell me what is meant by the term capacity |  |
| AC3.1 Identify legislation and codes of practice relating to mental capacity | What are the codes of practice and legislation you might need to consider relating to mental capacity, when supporting individuals? |  |
| AC3.3 Explain why it is important to assume that an individual has capacity unless there is evidence that they do not | Explain to me why you must always assume an individual has capacity unless there is evidence that they do not |  |
| AC3.4 Define what is meant by ‘consent’ | Tell me what is meant by the term consent |  |
| AC3.5 Identify factors that influence an individual’s mental capacity and ability to express consent | What factors may affect an individual’s mental capacity and ability to express consent? |  |
| AC3.6 Describe situations where an assessment of capacity might need to be undertaken | Tell me under what circumstances an individual might require a capacity assessment. |  |
| AC3.7 Explain the meaning and significance of:   * best interest decisions * advance statements | * Tell me what is meant by the terms: * best interest decisions * advance statements * Explain to me the implications for an individual of both a best interests decision and an advanced statement |  |
| AC5.1 Explain how individual identity and self-esteem are linked to emotional, spiritual, and overall wellbeing | Explain to me how the identity and self-esteem of individuals are linked to their emotional, spiritual, and overall wellbeing |  |

**Unit 225 Communication**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Identify ways people communicate in the workplace  AC1.2 Explain how communication affects relationships at work  AC2.1 Explain how to establish an individual's communication and language needs,  wishes and preferences  AC2.2 Describe methods and styles, that could help meet an individual's communication   * needs * wishes * preferences   AC 2.3 Describe communication aids that could help meet an individual's communication needs, wishes and preferences  AC 2.4 Describe assistive technologies that could help meet an individual's communication needs, wishes and preferences  AC2.5 outline digital communication tools that can be used to support and enhance an individual’s communication needs, wishes, preferences and connections | * Tell me who you might need to communicate with in your workplace/setting * Tell me about ways people communicate in your workplace/setting * Explain to me how communication affects the relationships you have at work? * When supporting an individual explain how you establish their communication, language needs, wishes and preferences? * Tell me about the methods or styles you can use to meet their needs, wishes and preferences * Tell me about communication aids that can help meet an individual's needs, wishes and preferences. * Tell me about both assistive technologies and digital tools that could help to meet or support the needs, wishes and preferences of individuals. |  |
| AC3.1 Identify potential **barriers** to effective communicationwith individuals  AC3.2 Describe how **barriers** to effective communication can be reduced | * Tell me about barriers to effective communication with individuals that you might encounter * Tell me how you can reduce these barriers |  |
| AC3.3 Explain how an individual'sbehaviour may be a form of communication | Explain to me how might an individual's behaviour be a form of communication |  |
| AC5.1 Explain why it is important to observe and be receptive to an individual’s reactions when communicating with them | Explain to me why it is important to observe an individual's reactions when communicating with them |  |
| AC3.4 Outline where to find information and support or services, to help individualscommunicate effectively | * Tell me where you could go to get information about services or support to help individuals communicate effectively |  |
| AC4.1 Explain what confidentiality means in relation to own role  AC4.2 Identify legislation and agreed ways of working which support confidentiality across all types of communication  AC4.3 Explain situations where information, normally considered to be confidential, might need to be passed on  AC4.4 State who to ask for advice and support about confidentiality | * Explain to me what confidentiality means in care practice * Tell me what legislation relates to confidentiality when using all types of communication * Tell me about the agreed ways of working relating to confidentiality in your workplace/setting * Explain to me when you might have to pass on information even though it may be considered to be confidential * Who should you ask if you need some advice or support about confidentiality? |  |

**Unit 226 Privacy and dignity**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 State what is meant by the term ‘privacy’  AC1.2 State what is meant the term ‘dignity’ | What do you understand by the following terms in the context of adult care:   * privacy * dignity |  |
| AC1.3 Describe situations where an individual's privacy and dignity could be compromised | When supporting X in your practice, tell me how could their privacy and dignity have been compromised? |  |
| AC1.4 Describe ways to maintain privacy and dignity of individuals | When supporting X, tell me how you maintained their privacy and dignity? |  |
| AC1.5 Explain why it is important not to disclose details about the individual that they may wish to be kept private | * Tell me what sort of details an individual may wish to remain private * Explain to me why it is important not to disclose these details |  |
| AC1.6 Explain circumstances where it may be appropriate to disclose details that are private | Explain to me under what circumstances you might need to disclose details that are private |  |
| AC2.1 Outline ways to support individuals to make informed choices | Tell me how you can support individuals to make an informed choice |  |
| AC2.2 Describe how risk assessment processes can be used to support individuals’ rights to make their own decisions | Tell me how a risk assessment can support an individual’s rights to make their own decisions |  |
| AC2.3 Explain why own personal views must not influence an individual’s choices or decisions | When supporting X to make a decision or a choice, explain to me why it is important not to influence them with your own personal views |  |
| AC3.6 Explain how personal views may restrict the individual's ability to actively participate | Explain to me how your personal views might restrict X’s ability to actively participate |  |
| AC2.4 Explain when it may be necessary to support an individual to challenge decisions made about them by others | * Tell me who might make a decision about an individual that the individual might wish to challenge * Explain to me when you might need to support an individual to challenge a decision someone else made about them |  |
| AC3.3 Outline ways to support active participation with individuals  AC3.1 Explain how valuing individuals contributes to active participation | * Tell me about ways that can support active participation in care practice * Explain to me how making an individual feel valued contributes to active participation? |  |
| AC3.2 Describe how to enable individuals to make informed choices about their lives | Tell me about how you can enable individuals to make an informed choice about aspect of their life such as life style/accommodation/end of life care |  |
| AC3.4 Explain the importance of enabling individuals to be as independent as possible | Explain to me why it is important that you enable X to be as independent as possible |  |
| AC3.5 Explain the importance of individuals maintaining relationships and connections with their community | Explain to me why it is important that you support X to maintain relationships and connections with their community |  |

**227 Understand own role in adult social care**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Explain the importance of food safety  AC1.2 Explain the importance of hygiene in the preparation and handling of food | When preparing and handling food for individuals why is it important that you follow all food safety and hygiene protocols? |  |
| AC2.1 Explain the importance of the following in maintaining health and wellbeing:   * good nutrition * good hydration   AC2.3 Outline ways to promote and support adequate:   * nutrition * hydration | * Explain to me the importance of good nutrition and hydration in maintaining X’s health and wellbeing. * How can you promote and support X to have adequate nutrition and hydration? |  |
| AC2.2 Identify signs and symptoms of poor:   * nutrition * hydration | * How would you be able to tell if X had poor nutrition and hydration? |  |
| AC2.4 Outline how to identify changes or risks relating to:   * nutritional needs * hydration needs   AC2.5 Outline how to report changes or risks relating to nutrition and hydration needs | * Tell me how you could identify any changes or risks to an individual nutritional and hydration needs * How should you report this? |  |
| AC3.1 Outline how to identify the nutrition and hydration care and support needs of individuals  AC3.2 Describe factors that can affect an individual’s care and support needs with regards to nutrition and hydration    AC3.3 Explain when to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs  AC3.4 Explain how to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs | * How would you find out the nutrition and hydration needs of X? * Tell me about factors that might affect X’s care and support needs relating to nutrition and hydration? * Give me **two** examples of when you would seek additional advice and guidance about supporting individuals with their nutrition and hydration needs. * Explain to me why you would do that and how * Tell me who could offer you additional advice and support within your service and external to your service. |  |

**Unit 229 Safeguarding adults**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Explain the terms:   * adult safeguarding * adult at risk * harm     AC1.7 Describe own role and responsibilities in adult safeguarding | * Explain to me what you understand by the terms: * adult safeguarding * adult at risk * harm * What are your own responsibilities in relation to keeping individuals safe? * Give me at least two examples of how you might meet the safeguarding responsibilities that are part of your role as a care worker |  |
| AC1.2 Describe types of abuse    AC1.3 Describe possible indicators of  abuse | * Tell me about ten different types of abuse * How would you recognise different types of abuse? |  |
| AC1.4 Outline factors which have  featured in cases of adult abuse and  neglect | What are the factors that have featured in adult abuse cases? |  |
| AC1.5 Describe potential risks for  individuals when using technology    AC1.6 Describe how to support  individuals to be safe when using  technology without being risk averse | * Tell me about the potential risks to individuals when they are using technology * Tell me how you could support individuals to be safe while using technology without being risk averse |  |
| AC1.8 Outline where to get  information and advice about own role  and responsibilities in preventing and  protecting individuals from harm and  abuse | Where can you go to seek information and advice about your responsibilities for adult safeguarding? |  |
| AC2.1 Describe what to do if abuse of  an adult is known or suspected  AC2.2 Describe how to raise concerns  within local ‘freedom to speak  up/whistleblowing policies or  procedures | * If you felt that an individual was at risk of abuse, or was being abused what should you do? * Tell me how you could use your whistleblowing policy/ ‘freedom to speak up’ |  |
| AC3.1 Outline legislation, principles,  local and national policies, and  procedures which relate to safeguarding  adults legislation    AC5.5 Describe how to apply the  principles of supporting individuals  to stay safe | * If an individual was being harmed, what legislation, local and national policies and procedures would you use? * Identify the principles of adult safeguarding. * Tell me how you can apply these principles while supporting individuals to stay safe. |  |
| AC3.2 Outline the local arrangements  for the implementation of multiagency  Adult Safeguarding policies and  procedures | * What is the local multi-agency adult safeguarding organisation? * What are the local multi-agency arrangements to implement adult safeguarding policies and procedures? |  |
| AC3.3 Explain the importance of sharing  appropriate information with the relevant  agencies    AC3.4 Describe the actions to take if  barriers are faced when alerting or  referring to relevant agencies | * If you knew or suspected an individual was being harmed, explain to me why would it be important to share appropriate information with relevant people? * Tell me about the actions you should take if you face a barrier to alerting or referring to the relevant people |  |
| AC4.1 Explain what is meant by  ‘restrictive practice’    AC4.2 Outline organisational policies  and procedures in relation to restrictive  practices    AC4.3 Describe own role in  implementing policies and procedures in  relation to restrictive practices    AC4.4 Explain the importance of  seeking the least restrictive option  for the individual | * Explain to me what is meant by the term ‘restrictive practices * Tell me what could be seen as a restrictive practice in your setting/service? * What policies/procedures does your organisation have in relation to restrictive practice? * Tell me how you implement these policies and procedures in your practice? * Explain to me why, when supporting an individual, it is important to identify and always follow the least restrictive option. |  |
| AC5.1 Explain why an individual may be  at risk from harm or abuse | Explain to me why might an individual be at risk of harm and abuse |  |
| AC5.2 Describe how care environments can promote people’s dignity    AC5.3 Describe how care environments may undermine people’s dignity | * Tell me how the care environment could help promote the dignity of X or the individuals you care for * How might the care environment undermine the dignity of X or the individuals you care for? |  |
| AC5.4 Explain the importance of individualised and person-centred care in reducing the likelihood of abuse  AC5.6 Explain how the likelihood of abuse may be reduced by:   * working with person-centred values * enabling active participation * promoting choice and rights * working in partnership with others | * Explain to me why it is important to have an individualsied and person-centred care to reduce the likelihood of abuse. * Explain to me how following person-centred values can help to reduce the likelihood of abuse * Explain to me how can promoting rights, choices and active participation reduce the likelihood of abuse for individuals * Explain to me how working in partnership with others can reduce the likelihood of abuse |  |

**Unit 231 Health, safety, and principles of basic life support**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Identify legislation relating to health and safety in an adult social care work setting | During your observation, what legislation did you follow relating to health and safety? |  |
| AC1.2 Outline workplace health and safety policies and procedures relevant to own role  AC1.9 Describe how to access additional support and information relating to health and safety | * When supporting X, which health and safety policies and procedures did you have to adhere to? * How would you access additional support and guidance for health and safety? |  |
| AC1.3 Describe the workplace health and safety responsibilities of:   * self * the employer or manager * others | * What are your responsibilities for health and safety? * What are the responsibilities of your employer or manager with regards to health and safety? * What responsibilities do others have in relation to health and safety? |  |
| AC1.4 Explain the agreed ways of working in relation to:   * medication in the setting * healthcare tasks | Explain to me the agreed ways of working for your setting/service in respect of medication and healthcare tasks |  |
| AC1.5 Describe tasks relating to health and safety that should not be carried out without special training | Describe which health and safety tasks should not be carried out without specific training. |  |
| AC1.6 Identify sustainable approaches which can be applied in own role | What sustainable approaches did you use as part of your practice? |  |
| AC1.7 Outline the measures that are designed to protect the following at work:   * personal safety and security * safety and security of individuals   AC1.8 Describe the agreed ways of working for checking the identity of anyone requesting access to:   * premises * information | During your observation what measures did you take to protect yourself? What measures did you take to ensure the safety and security of X?  Tell me about the agreed ways of working for checking identity of anyone requesting access to premises or access to information |  |
| AC2.1 Explain why it is important to assess the health and safety risks posed by the work settings, situations and activities  AC 2.2 Explain how to report health and safety risks in the workplace  AC 2.3 Explain when to report health and safety risks in the workplace | * When supporting X how did you assess potential health and safety risks? * Why was it important to assess these risks? * If you identified any risks how and when would you report these? |  |
| AC3.1 Explain how to prevent fires from:   * starting * spreading   AC3.2 Describe what to do in the event  of a fire | * Explain to me how should you prevent a fire from starting and spreading? * Tell me what you should do in the event of a fire |  |
| AC4.1 Outline types of accidents that may occur in the workplace  AC4.2 Outline types of sudden illnesses that may occur in the workplace  AC4.3 Describe the workplaceprocedures to be followed if:   * an accident occurs * a sudden illness occurs * basic life support is required   AC4.4 Describe the emergency basic life support and first aid actions that:   * are permitted to be taken as part of own role. * are not permitted to be taken as part of own role | * Tell me about the types of accidents and sudden illnesses that may occur in your workplace      * Tell me about the procedures to follow if: * an accident occurs * a sudden illness occurs      * Tell me your role if emergency basic life support is required. Tell me about the procedures you follow      * Tell me about first aid actions you can take in your role, if required |  |
| AC5.1 Identify factors that can affect own mental health and wellbeing  AC5.2 Describe circumstances that may  trigger factors that can affect own  mental health and wellbeing  AC5.3 Outline resources available to support own mental health and wellbeing  AC5.4 Describe how to access and use available resources to support own mental health and wellbeing | * What are the factors that can affect your own mental health and wellbeing? * Tell me about circumstances that affect your mental health and wellbeing * Tell me about the resources available to support your mental health and wellbeing * Tell me how you could use these resources |  |
| AC6.1 Identify hazardous substances in the workplace | * What hazardous substances may you encounter at work? |  |
| AC7.1 Outline agreed ways of working when moving and assisting people and/or objects | * When supporting individuals what agreed ways of working must you follow for moving and assisting the individual, their objects or other items? |  |

**Unit 232 Handling information**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Explain why it is important to have secure systems for:   * accessing information * recording information * storing information * sharing information | During your observation you handled information. Explain to me why it is important to have secure systems for accessing, recording, storing and sharing information? |  |
| AC1.3 Explain the support an individual may need to keep their information safe and secure | Explain to me how you could support X to keep their information safe and secure |  |
| AC1.2 Explain why it is important to follow the agreed ways of working for:   * accessing information * recording information * storing information * sharing information | Tell me about the agreed ways of working in your setting for each of the following:   * accessing information * recording information * storing information * sharing information   Explain to me why it is important to follow these agreed ways of working in your practice? |  |
| AC 1.4 Describe how to report if:   * agreed ways of working and legislation have not been followed * there has been a data breach or risk to data security   AC1.5 Outline who to report to if:   * agreed ways of working and legislation have not been followed * there has been a data breach or risk to data security | * How would you report it if you found that agreed ways of working had not been followed or there had been a data security breach? * Who would you report to? |  |

**Unit 233 Infection prevention and control**

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| **Assessment Criteria** | **Prompt question** | **Used** |
| AC1.1 Describe the causes of infection    AC1.2 Describe the main ways infection can get into the body | * Tell me what causes an infection * Tell me how infection can get into the body |  |
| AC1.3 Describe the chain of infection | Tell me about the chain of infection |  |
| AC1.7 Summarise own job role in preventing infection at work | Tell me about your role in preventing infection in your service/setting. |  |
| AC1.4 Describe standard  Infection Prevention and  Control (IPC) precautions  which must be followed to  protect:   * self * others | When supporting individuals tell me about the precautions you have to follow to protect yourself and others? |  |
| AC1.5 Outline where to find the most up to date information about Infection Prevention and Control (IPC) precautions | Where could you find the most up to date information about infection prevention and control precautions? |  |
| AC1.6 Explain how the following might pose a risk to others:   * own health * own personal hygiene * own vaccination status * own exposure to infections | Explain to me:   * how your own health might pose a risk to individuals * how your personal hygiene might pose a risk to individuals * how your exposure to infections and vaccination status might pose a risk to individuals |  |
| AC2.1 Identify common types of personal protective equipment (PPE) and clothing    AC2.2 Describe when to use common types of personal protective equipment (PPE) and clothing  AC2.3 Describe how to use common types of personal protective equipment (PPE) and clothing | * Tell me what are the common types of PPE and clothing used in a care setting/service * Tell me when and how would you use these |  |
| AC2.4 Describe the safe handling for spillages of bodily fluids | Tell me about the safe way of handling a spillage of bodily fluids. |  |
| AC2.5 State the principles of safe handling and disposal of:   * infected or soiled linen * infected or soiled equipment * clinical waste | * If you had to change infected or dirty bed linen, how would you do this safely? * How would you dispose of any clinical waste? * If any equipment became soiled, how should you handle and dispose of it safely? |  |
| AC2.6 Describe appropriate methods for cleaning and/or decontamination of the care environment    AC2.7 Describe appropriate methods for cleaning and/or decontamination of care equipment | Tell me about appropriate methods for cleaning and/or decontamination of:   * the care environment * care equipment |  |

Assessor-led discussion 1/2 - (please circle 1 or 2 as appropriate)

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| Candidate  name |  | Location |  | Enrolment  Number |  |
| **Assessor Name** |  | | | **Assessment date** | Click or tap to enter a date. |

This form should be used for the assessor-led discussions after observing the candidate in practice. The assessor-led discussions should be held as close as possible to the observation as a follow up assessment. The aim of this assessment component is for the candidate to evidence their knowledge, via their responses provided, into their work practice.

Prompt questions have been provided within the ‘Question bank’ and may be adapted/ tailored by the assessor to the candidate's observation/ role/ setting as appropriate. The assessor needs to copy the selected questions from the bank into this form, including reference to the relevant unit, learning outcome and assessment criteria.

In addition follow-up questions can also be asked, these will be assessor devised. These questions must also be recorded in this form.

**Note: It is the assessor’ s responsibility to ensure that before an assessment criterion is identified to have been covered, that the evidence has also fully covered the range requirements indicated within the handbook. Please refer to the Qualification handbook for range requirements.**

The assessor is encouraged to use DVR to record the assessor-led discussions, in which case the time stamp column must be completed to identify where the evidence lies on the DVR recording. If DVR is not used, then candidate’s responses must be captured in detail in the ‘response’ column.

The assessor should complete the summary section at the end of the form to provide overall comments following the assessor-led discussions.

 Assessor must provide feedback to the candidate using the ‘Feedback form’.

In the event of any evidence naturally arising from units 228, 230, 234 during the assessor-led discussions, the responses must be captured and documented.

However, it should be noted that these are planned to be assessed separately to ensure full coverage as part of the ‘discrete assessor -led discussion’.

At the of the assessor-led discussion the assessor must provide feedback and any actions using the ‘feedback from’ provided.

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| **Unit Title;**  **Learning Outcome; Assessment Criteria** | **Questions asked** | **Response** | **DVR Time stamp** | |
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| **Overall comments following the assessor-led discussion** | | | | |
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**I confirm that the evidence presented here is an accurate account of the assessment that took place.**

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| **Candidate signature:** |  | **Date** | Click or tap to enter a date. |
| **Assessor signature** |  | **Date** |  |
| **IQA signature (if sampled):** |  | **Date** |  |

Discrete discussion

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| Candidate  name |  | Location |  | Enrolment  Number |  |
| **Assessor Name** |  | | | **Assessment date** | Click or tap to enter a date. |

This form should be used by the assessor during the discrete discussion. The aim of this assessment component is for the candidate to evidence their knowledge, via their responses provided.

Prompt questions have been provided within this form. In addition follow-up questions can also be asked, these will be assessor devised. These questions must also be recorded in this form.

**Note: It is the assessor’ s responsibility to ensure that before an assessment criterion is identified to have been covered, that the evidence has also fully covered the range requirements indicated within the handbook. Please refer to the Qualification handbook for range requirements.**

The assessor is encouraged to use DVR to record the discrete discussion, in which case the time stamp column must be completed to identify where the evidence lies on the DVR recording. If DVR is not used, then candidate’s responses must be captured in detail in the ‘response’ column.

The assessor should complete the summary section at the end of the form to provide overall comments following the discrete discussion.

At the of the discrete discussion the assessor must provide feedback and any actions using the ‘feedback from’ provided.

**Unit 230 Safeguarding Children**

**Five scenarios** have been provided within this form. The assessor must select the scenario most relevant to the candidate’s role and work setting. The scenarios and questions must be used to stimulate discussion of safeguarding children and young people.

Where candidates have experience of safeguarding children within an adult care setting and it is appropriate to do so they may use their knowledge gained from their experience in place of the scenarios. In this case the assessor can refer to the scenarios provided and if possible adapt the questions appropriately. In this case the assessor must review in advance what has previously been evidenced via the observation(s) of practice (although practical application is not required) and the assessor-led discussion(s) and select the criteria not yet evidenced.

Every scenario has **four** questions that must be asked, an **additional mandatory question** (listed below) regardless of the scenario selected must be asked. Additional prompts can be asked to ensure full coverage of the assessment criteria.

Overall candidates must reflect knowledge in line with their work setting, procedures, individual they support (where applicable).

Indicative content has been provided however it is not exhaustive, and any other relevant response would be acceptable.

At the end of the discrete discussion the assessor must provide feedback and any actions using the ‘feedback from’ provided.

**Additional Mandatory Question** as follows:

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| **Assessment Criteria** | **Indicative Content**  (Candidate must provided) | **Questions/ Prompt** | **Response** | **DVR Time stamp** |
| AC1.1 Describe circumstances where there could be contact with a child or young person in the normal course of work within adult social care | At least **two** situations | Describe situations within your work setting and other adult care settings where you may encounter children or young people |  |  |

**Scenario 1 – Luca, support worker for Alan who has a learning disability**

Luca is a support worker for Alan who has learning disabilities. Alan tells Luca that his sister aged 12, who also has learning disabilities, is being hurt by their mother’s new partner. Alan does not say how she is being hurt.

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| **Assessment Criteria** | **Indicative Content**  (Candidate must provide) | **Questions/ Prompt** | **Response** | **DVR Time stamp** |
| AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation | At least **two** factors. Examples from known cases are not necessary but will help to show understanding. | What factors might make Alan’s sister particularly vulnerable to harm, abuse or exploitation? |  |  |
| AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from | At least **two** examples for each of the following:   * abuse * harm * exploitation | What types of abuse, harm or exploitation might Alan’s sister be particularly at risk from? |  |  |
| AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited | At least **two** examples of signs and symptoms for each of the following   * physical * behavioural * financial/rewards   Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom. | Tell me about the signs and symptoms that might lead you to believe that Alan’s sister is being abused, harmed or exploited |  |  |
| AC1.5 Explain how to respond if it is known or suspected that a child or young person is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures | Explain actions they must take **and** must not take.  Explain how such action is governed, demonstrating awareness that they have a legal duty to report their concerns including:   * internal agreed ways of working * legal requirement to act as set out in Working Together to Safeguard Children * the role of the local Children’s Social Care Teams * the role of their local Safeguarding Children Partnership Board | Explain the actions Luca should take and why  What should Luca not do and why? |  |  |

**Scenario 2 – Agnes, care worker in residential care older people**

Agnes is a care worker in a residential home for older adults. Several of the individuals living in the home are visited by family members with their children.

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| **Assessment Criteria** | **Indicative Content**  (Candidate must provide) | **Questions/ Prompt** | **Response** | **DVR Time stamp** |
| AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation | At least **two** factors. Examples from known cases are not necessary but will help to show understanding. | What factors should Agnes be aware of that might make a child visiting the residential home vulnerable to harm, abuse or exploitation? |  |  |
| AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from | At least **two** examples for each of the following:   * abuse * harm * exploitation | What types of abuse, harm or exploitation that a child or young person may experience does Agnes need to be aware of? |  |  |
| AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited | At least **two** examples of signs and symptoms for each of the following   * physical * behavioural * financial/rewards   Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom. | What signs and symptoms might alert Agnes to the possibility that a child visiting the home is being harmed, abused or exploited? |  |  |
| AC1.5 Explain how to respond if it is known or suspected that a child or young person is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures | Explain actions they must take **and** must not take.  Explain how such action is governed, demonstrating awareness that they have a legal duty to report their concerns including:   * internal agreed ways of working * legal requirement to act as set out in Working Together to Safeguard Children * the role of the local Children’s Social Care Teams * the role of their local Safeguarding Children Partnership Board | What actions must Agnes take if she knows or suspects a child is being harmed, abused or exploited and why must she take those actions? |  |  |

**Scenario 3 – Dipak, domiciliary care worker for older individuals**

Dipak works in the community supporting older individuals in their own home. He is visiting Mae who tells him that she thinks her neighbour Layla is hurting her children as she often hears loud shouting and crying

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| **Assessment Criteria** | **Indicative Content**  (Candidate must provide) | **Questions/ Prompt** | **Response** | **DVR Time stamp** |
| AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation | At least **two** factors. Examples from known cases are not necessary but will help to show understanding. | What factors might make Layla’s children vulnerable to abuse, harm or exploitation? |  |  |
| AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from | At least **two** examples for each of the following:   * abuse * harm * exploitation | What types of abuse, harm or exploitation might Layla’s children be at risk from in their own home? |  |  |
| AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited | At least **two** examples of signs and symptoms for each of the following   * physical * behavioural * financial/rewards   Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom. | What signs and symptoms of harm, abuse or exploitation will Dipak need to be aware of? |  |  |
| AC1.5 Explain how to respond if it is known or suspected that a child or young person is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures | Explain actions they must take **and** must not take.  Explain how such action is governed, demonstrating awareness that they have a legal duty to report their concerns including:   * internal agreed ways of working * legal requirement to act as set out in Working Together to Safeguard Children * the role of the local Children’s Social Care Teams * the role of their local Safeguarding Children Partnership Board | What actions should Dipak take and why? |  |  |

**Scenario 4 – Shane, support worker for individuals who have mental health conditions and/or misuse substances**

Shane is a support worker for Lou who experiences mental ill health. Lou has two children under the age of 10. Lou sometimes fails to take her prescribed medication and uses other substances including excessive amounts of alcohol.

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| **Assessment Criteria** | **Indicative Content**  (Candidate must provide) | **Questions/ Prompt** | **Response** | **DVR Time stamp** |
| AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation | At least **two** factors. Examples from known cases are not necessary but will help to show understanding. | What factors might make Lou’s children more vulnerable to harm, abuse or exploitation? |  |  |
| AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from | At least **two** examples for each of the following:   * abuse * harm * exploitation | What types of harm, abuse or exploitation might Lou’s children be more at risk from? |  |  |
| AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited | At least **two** examples of signs and symptoms for each of the following   * physical * behavioural * financial/rewards   Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom. | What signs and symptoms might lead Shane to be concerned about the safety of the children? |  |  |
| AC1.5 Explain how to respond if it is known or suspected that a child or young person is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures | Explain actions they must take **and** must not take.  Explain how such action is governed, demonstrating awareness that they have a legal duty to report their concerns including:   * internal agreed ways of working * legal requirement to act as set out in Working Together to Safeguard Children * the role of the local Children’s Social Care Teams * the role of their local Safeguarding Children Partnership Board | What actions should Shane take if she knows or suspects that Lou’s children are at risk of harm, abuse or exploitation and why must she take those actions? |  |  |

**Scenario 5 – Precious, domiciliary care worker beginning early help care**

Precious works for a domiciliary care provider. Her experience to date has been with older adults. The service has recently won a contract to provide early help for families. Precious would like to learn more about working with children and families.

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| **Assessment Criteria** | **Indicative Content**  (Candidate must provide) | **Questions/ Prompt** | **Response** | **DVR Time stamp** |
| AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation | At least **two** factors. Examples from known cases are not necessary but will help to show understanding. | What factors that make children particularly vulnerable to harm, abuse or exploitation will Precious need to be aware of? |  |  |
| AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from | At least **two** examples for each of the following:   * abuse * harm * exploitation | What will Precious need to know about types of abuse, harm or exploitation in relation to children? |  |  |
| AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited | At least **two** examples of signs and symptoms for each of the following   * physical * behavioural * financial/rewards   Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom. | What will Precious need to know about signs and symptoms of different types of abuse, harm or exploitation? |  |  |
| AC1.5 Explain how to respond if it is known or suspected that a child or young person is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures | Explain actions they must take **and** must not take.  Explain how such action is governed, demonstrating awareness that they have a legal duty to report their concerns including:   * internal agreed ways of working * legal requirement to act as set out in Working Together to Safeguard Children * the role of the local Children’s Social Care Teams * the role of their local Safeguarding Children Partnership Board | What actions must Precious take if she knows or suspects a child or young person is being harmed, abused or exploited – and why must she take those actions? |  |  |

**228 Awareness of mental health and dementia**

The assessor should encourage the candidate to think broadly about both mental ill health and dementia and make links to their practice where possible.

Whilst the focus is around mental health conditions and dementia, the candidate should acknowledge and reflect that mental health and wellbeing relate to everyone. It is important to note that both dementia and mental health conditions will be different for every individual that lives with the condition.

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| **Assessment Criteria** | **Indicative Content**  (Candidate must provide) | **Questions/ Prompt** | **Response** | **DVR Time stamp** |
| AC1.1 Explain what is meant by the terms:   * mental health * mental well-being * dementia | Explanation of the terms   * mental health * mental well-being   Explanation of the term dementia to include:   * potential causes * different types of dementia * prevalence in UK | Explain to me what you understand by the terms:   * mental health * mental well-being * dementia |  |  |
| AC1.2 List common typesof mental health conditions | At least **three** types of mental health conditions | Tell me about some common types of mental health conditions |  |  |
| AC2.1 Outline early indicators of mental health deterioration | At least **three** indicators of mental health deterioration | How might you recognise that an individual or other people such as colleagues, have early signs of mental health deterioration? |  |  |
| **Thinking about individuals who need care and support answer the following questions:** | | | | |
| AC2.2 List early  signs and  indicators of  dementia | At least **three** signs and indicators of dementia | How might you recognise that an individual you care for is developing dementia? |  |  |
| AC2.3 Explain why early identification of mental health conditions or dementia is important | Explanation of the **benefit** **of early identification** for both an individual and others and may include expansion on factors such as:   * access to services * reassurance of a diagnosis * limiting or delaying progress of the condition * support for family or loved ones | * Why is it important to identify signs of dementia or a mental health condition as early as possible? * How might that benefit an individual and those caring for the individual? |  |  |
| AC2.4 Describe how an individual’s needs may change when a mental health condition, or dementia:   * is identified * has declined | At least **two** descriptions of how needs may change for each of the following:   * when dementia is identified * condition of an individual with dementia has declined * when a mental condition is identified * mental condition has declined | * How might the needs of an individual change if dementia is identified? * How might those needs change over time if their condition declines? |  |  |
| AC1.3 Outline how living with a mental health condition or dementia can impact an individual's:   * everyday life and the lives of their families and carers * health and well-being * care and support needs | Outline at least **two** ways how dementia or a mental health condition may impact each of the following   * on the everyday lives of family or carers * the health and wellbeing of an individual * the care and support needs of an individual | * How might living with a mental health condition or dementia impact on the life of an individual, their families and carers? * Think about an individual you care for and consider how it might affect all aspects of their day-to-day life. |  |  |
| **Thinking about the attitude and behaviour of the care worker answer the following questions** | | | | |
| AC3.2 Explain why it is important to recognise an individual living with a mental health condition or dementia as a unique individual | Explanation of the importance and  benefits of aspects including:   * recognising each person will have a unique experience of their condition * recognising each person has unique physical, social and emotional circumstances * care provision must be person-centre | Everyone is unique.  Tell me why it is important to remember this when caring or supporting individuals living with dementia or a mental health condition. |  |  |
| AC3.1 Explain how positive attitudes can support individuals living with a mental health condition or dementia  AC3.3 Explain how using person-centred approaches and active participation can enable an individual to keep well and maintain independence | Explanation of the impact of the following:   * the benefit of having a positive attitude in self and others * the benefit of person-centred approaches * the value of strengths-based approaches * how active participation can help to maintain or increase independence   Candidate may include suitably anonymised examples of how they have used or could use both person-centred approaches and active participation to enable individuals to keep well or be independent. | * How might having a positive attitude and using person-centred approaches help individuals living with a mental health condition or dementia to be independent and feel valued? * Explain to me how promoting active participation can help individuals living with a mental health condition or dementia to maintain their independence and support wellbeing? |  |  |
| **Individuals living with a mental health condition or dementia may require reasonable adjustments to the environment and ways of working to enable them to access and be fully engaged in aspects of their care and health needs** | | | | |
| AC4.1 Identify reasonable adjustments which can be made to support individuals living with a mental health condition or dementia to access care and health services | At least **two** reasonable adjustments that could be made | * Tell me about the types of reasonable adjustments that might be needed to support an individual living with a mental health condition or dementia? |  |  |
| AC4.2 Explain the importance of planning reasonable adjustments in advance | Recognise that failing to plan and provide reasonable adjustments in advance can cause distress and lead to inadequate care or healthcare service.  At least **one** example of a potential outcome if reasonable adjustments are not planned and made. | Explain to me why it is important to ensure reasonable adjustments are arranged in advance of the care or healthcare provided.   * Give me an example of what might happen if reasonable adjustments are not planned in advance |  |  |
| AC4.3 Outline how to report concerns associated with an individual’s unmet needs when reasonable adjustments are not made | Outline what action they should take including:   * who they should report this to * how they should report the concern * what to do if the person they should report to is not available or takes no action * the importance of prompt reporting | What actions should be taken if reasonable adjustments to meet the needs of an individual are not being made? |  |  |
| **Thinking about legislation, guidance and support services answer the following questions** | | | | |
| AC5.1 Explain how legislation supports and promotes the following for individuals living with a mental health condition or dementia   * human rights * inclusion * equal life chances * citizenship | Awareness of current and relevant legislation and be able to explain how it supports individuals with mental health conditions or dementia.  Candidate may explain it with examples from their own experiences, recent media reports or findings from investigations/CQC reports. | Explain to me how current legislation supports inclusion, human rights, equal life chances and citizenship for individuals living with a mental health condition or dementia |  |  |
| AC5.2 Explain how local and national guidance supports and promotes the following for individuals living with a mental health condition or dementia:   * human rights * inclusion * equal life chances * citizenship | Awareness of both local and national guidance, including how national guidance is implemented in their own locality and service.  Candidate must provide **one** example of how the guidance (either a specific local initiative or national guidance) supports and promotes individuals. | * What guidance, both local and national, supports inclusion, human rights, equal life chances and citizenship for individuals living with a mental health condition or dementia? * Give me an example of how local and national guidance supports and promotes the welfare of individuals. |  |  |
| AC3.4 Describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services | Describe at least **two** barriers that people may face when accessing healthcare. | Individuals living with dementia, or a mental health condition can experience difficulties trying to access or use services. Tell me about some of the barriers they may face when accessing healthcare. |  |  |
| AC2.5 Outline ways to engage with and signpost individuals, their families and carers to other services and support | Outline at least **two** ways in which they signpost to relevant information about services and support.  Candidate may provide examples suitably anonymised, from their own experience or that of others about how best to communicate information about services and support. | * Tell me how you could signpost individuals or others to relevant services and support. * How might you communicate this information effectively? |  |  |

**234 Awareness of Learning Disability and Autism**

The assessor should encourage the candidate to consider this unit content not only for the individuals they care for but the family, friends and loved ones of individuals, work colleagues and visitors to residential or care settings.

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| **Assessment Criteria** | **Indicative Content**  (Candidate must provide) | **Questions/ Prompt** | **Response** | **DVR Time stamp** |
| AC1.1 Describe  what is meant by  the term  learning disability  AC1.2 Describe what is meant by the term autism | Recognise that individuals may experience both autism and a learning disability.  Description must include the following:   * these are lifelong conditions * there are different types of learning disability * potential causes of a learning disability * each individuals' experience is unique although there may be some similar characteristics * prevalence of autism within the UK | Tell me what you understand by the terms:   * learning disability * autism |  |  |
| AC1.4 Explain how learning disability or autism may impact on a person’s:   * everyday life * health and well-being * care and support needs | **Three** examples explaining how a learning disability or autism may impact on   * everyday life of an individual * their health and wellbeing * their care and support needs   Candidate must recognise that the impact will depend on the nature of the learning disability or autism.  Candidate may also consider positive impacts. | Tell me about ways that learning disabilities or autism might impact on a person’s:   * day to day living * health and well-being * care and support needs |  |  |
| **Thinking about inequalities in health and access to care and healthcare services** | | | | |
| AC1.3 Identify other mental or physical conditions that a person with a learning disability or autistic person are more likely to experience | Identify at least **two** mental or physical conditions. | What mental or physical conditions might a person with a learning disability, or an autistic person be more likely to experience? |  |  |
| AC1.6 Describe the different health inequalities that may be experienced by people with a learning disability and autistic people | Describe at least **two** health inequalities | What health inequalities might they experience? |  |  |
| AC1.5 Describe barriers people with a learning disability or an autistic person can face in accessing healthcare services | Describe at least **two** barriers that individuals may face when accessing healthcare | What barriers might they face in trying to access healthcare services? |  |  |
| AC3.1 Identify reasonable adjustments which can be made in health and care services accessed by people with a learning disability and autistic people | At least **two** reasonable adjustments that could be made | * Tell me about the types of reasonable adjustments that might be needed to support a person with a learning disability and autistic person accessing or using care or healthcare services? |  |  |
| AC3.2 Explain the importance of planning reasonable adjustments in advance | Recognise that failing to plan and provide reasonable adjustments in advance can cause distress and lead to inadequate care or healthcare service.  Candidate must provide at least **one** example of a potential outcome if reasonable adjustments are not planned and made. | * Explain to me why is it important to ensure reasonable adjustments are arranged in advance of the care or healthcare provided. * Give me an example of what might happen if reasonable adjustments are not planned in advance. |  |  |
| AC3.3 Outline how to report concerns associated with unmet health and care needs when reasonable adjustments are not made | Outline what action they should take including:   * who they should report this to * how they should report the concern * what to do if the person they should report to is not available or takes no action * the importance of prompt reporting | What actions should be taken if reasonable adjustments are not being made? |  |  |
| **Thinking of possible communication needs of people who have a learning disability or an autistic person. It may help to refer to your learning from Unit 225 ‘Communication’ when discussing these points.** | | | | |
| AC2.1 Identify key differences in communication for   * a person with a learning disability * an autistic person | Identify at least **two** potential differences in communication for each of the following   * a person with a learning disability * an autistic person | Tell me about specific differences in communication you might need to be aware of if the person has:   * a learning disability * autism |  |  |
| AC2.4 Describe ways to adapt own communication when supporting people with a learning disability and autistic people | At least **two** ways overall, suitably anonymised, showing how to adapt communication to meet specific needs. The examples may come from their own experience, or be fictitious | Give me some examples of how you might adapt your communication to meet specific needs |  |  |
| AC2.3 Explain the importance of meeting a person's unique communication and information needs | Explanation of the importance of recognising individuality and personal communication preferences.  Candidate must provide **one** potential outcome if specific communication needs are not met. | * Tell me why it is important to understand and meet the specific communication needs of each individual. * Give me an example of potential outcomes if specific communication needs are not met. |  |  |
| AC2.2 Describe  how sensory issues  can impact  autistic people | At least **two** sensory issues **and** describe how they may impact on autistic people. | Some autistic people experience sensory issues that can impact on communication.  Tell me about types of sensory issues you might encounter in your own work setting, that an autistic person might experience and how they might impact on communication. |  |  |
| **Thinking about legislation, guidance and support service answer the following questions** | | | | |
| AC4.1 Explain how key pieces of legislation supports and promotes the following for people with learning disabilities and autistic people:   * human rights * inclusion * equal life chances * citizenship | Awareness of current and relevant legislation and be able to explain how it supports individuals with a learning disability or autistic people.  Candidate may explain it with examples from their own experiences, recent media reports or findings from investigations/CQC reports | * Explain to me how current legislation supports inclusion, human rights, equal life chances and citizenship for people with a learning disability or an autistic person |  |  |
| AC4.2 Explain how  local and national  guidance  supports and  promotes the  following for people  with learning  disabilities and  autistic people   * human rights * inclusion * equal life chances * citizenship | Awareness of both local and national guidance, including how national guidance is implemented in their own locality and service.  Candidate must provide **one** example of how the guidance (either a specific local initiative or national guidance) supports and promotes individuals. | * What guidance, both local and national, supports inclusion, human rights, equal life chances and citizenship for people with learning disabilities and autistic people? * Give me an example of how local and national guidance supports and promotes the welfare of individuals. |  |  |
| AC2.5 Identify different ways to engage with and signpost, people with a learning disability, autistic people, their families and carers, to information, services, and support | Identify at least **two** ways in which they could signpost to relevant information about services and support. | Tell me how you could signpost individuals or others to relevant services and support. |  |  |
| **Overall comments following the discrete discussion** | | | | |
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**I confirm that the evidence presented here is an accurate account of the assessment that took place.**

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| **Candidate signature:** |  | **Date** | Click or tap to enter a date. |
| **Assessor signature:** |  | **Date** |  |
| **IQA signature (if sampled):** |  | **Date** |  |

Evidence Matrix/tracking sheet

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| Candidate  name |  | Enrolment  Number |  |
| **Assessor Name** |  | | |

The purpose of this document is to track the candidate’s progress from the activities completed through the candidate’s journey.

This document must be completed by the assessor following each assessment activity, including following any meetings with the candidate.

Below there is a coded list of type of evidence. The Assessor will need to identify which Assessment criteria have been met and by which type of evidence putting a tick in the relevant box. The assessor will also need to indicate where the evidence can be located eg EV1 pg2 (ie evidence 1 page 2)

For the knowledge content within the units please refer to the ‘Indicative Content’ (this is not exhaustive, and any other relevant evidence is acceptable) to ensure this is fully evidenced. Where this is not fully evidenced, this will inform the basis of the assessor led-discussions and discrete discussion.

**Note: It is the assessor’ s responsibility to ensure that before an assessment criterion is identified to have been covered, that the evidence has also fully covered the range requirements indicated within the handbook. Please refer to the Qualification handbook for range requirements.**

RPL: Record of Prior Learning

OBS 1: Observation 1

ALD 1: Assessor-led discussion 1

OBS 2: Observation 2

ALD 2: Assessor-led discussion 2

DD: Discrete assessor-led discussion

Personal Development Portfolio: including

* PDP: Personal Development Plan
* RJ: Reflective Journal:
* EWT: Expert Witness Testimony
* WT: Witness Testimony
* OT: other evidence

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **Unit 220 Understand Own Role in Adult Social Care** | | | | | | | | |
| **LO 1 Understand own role**  AC1.1 Describe own duties and responsibilities | Candidate’s responses must be linked to the observation of their practice. Candidate needs to demonstrate understanding on their role and limit of their responsibility.  Candidate must be aware of how and why their work practices link to standards, codes of conduct and practice. |  |  |  |  |  |  |  |
| AC1.2 List the **standards** and codes of conduct and practice that relate to own role |  |  |  |  |  |  |  |
| AC1.3 Describe how experiences, attitudes, values, and beliefs may affect work practice | Candidate must recognise that their experiences, attitudes, values and beliefs may have a positive and adverse effect on their care practice and individuals. Candidate must be mindful of the need to adopt a person-centred approach and the risks associated with unconscious bias. – *Depending on candidate response this may also relate to 224 Work in person-centred way.* |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.4 Identify opportunities for professional and career development in the sector | Candidate must reflect on the observation and identify at least **two** opportunities for CPD and how they plan to achieve this. - *Depending on candidate response this may also relate to 221 AC1.1, 2.1, 2.3.*  AC1.4: 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. |  |  |  |  |  |  |  |
| **LO2 Understand working relationships in adult social care**    AC2.1 Outline working relationships in adult social care settings | Candidate must be able to outline at least **three** different working relationships relevant to their service/setting (the relationship is the requirement not the identity)    Candidate must recognise that they have specific professional responsibilities to individuals in receipt of care and these may be different to their professional responsibilities towards the individual’s family and friends.  Candidate must demonstrate understanding of professional boundaries within their role as opposed to their family and friends. Candidate may explain it using examples from their own experience. |  |  |  |  |  |  |  |
| AC2.2 Explain how a working relationship is different from a personal relationship |  |  |  |  |  |  |  |
| 2.3 Describe professional responsibilities to:   * individuals * others who are significant to individuals |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO3 Work in ways that have been agreed with the employer**  AC3.1 Describe employment rights and responsibilities | Candidate must demonstrate knowledge of at least **two** of each of the following:   * employment rights * responsibilities |  |  |  |  |  |  |  |
| AC3.2 Outline the aims, objectives, and values of the service | Candidate must demonstrate awareness of the service’s aims, objectives and values and outline how they have applied them in practice. |  |  |  |  |  |  |  |
| AC3.3 Explain the importance of working in ways agreed with the employer | Candidate must demonstrate knowledge of agreed ways of working within the observation and explain its importance. Example of what might happen if agreed ways of working are not followed may be based on personal experience/CQC report/ recent media report. Fictious examples are acceptable. |  |  |  |  |  |  |  |
| AC3.4 Identify how concerns should be reported in line with organisational procedures |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC3.5 Identify when concerns should be reported in line with organisational procedures | Candidate must identify how and when to report any issues/concerns and is aware of relevant procedures for reporting.   *AC3.6 ‘Relevant person’: this may be the manager or a senior member of staff.*     Candidate must explain the importance of ensuring their report is given to the relevant person, is honest, accurate and provided in timely manner.  Candidates may provide examples of what might happen if issues/concerns are not reported appropriately. *Depending on candidate response for AC 3.4-3.6 this may also relate to 222 Duty of Care.* |  |  |  |  |  |  |  |
| AC3.6 Explain the importance of reporting errors:   * honestly * accurately * promptly * to relevant person |  |  |  |  |  |  |  |
| **LO4 Work in partnership with others**  AC4.1 Explain the importance of working in partnership with others | Candidate must explain at least **two** reasons why it is important to work in partnership with others. Candidates may provide examples from their own practice suitably anonymised. |  |  |  |  |  |  |  |
| AC4.2 Outline when to access support and advice about:   * working in partnership with others * resolving conflicts within partnerships | Candidate must provide **one** example of when they would need to access support and advice about partnership working.    Candidate must provide an example of when they would access support and advice to resolve a conflict within a partnership. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC4.3 Access support and advice about:   * working in partnership with others * resolving conflicts within partnerships |  |  |  |  |  |  |  |  |
| AC4.4 Work in ways that show behaviours and attitudes that can help improve partnership working |  |  |  |  |  |  |  |  |
| **Unit 221 Personal Development** | | | | | | | | |
| **LO1 Agree own personal**  **development plan**  AC1.1 Outline:   * processes for identifying own learning needs * process for agreeing a personal development plan * who is able to support the personal development plan | Candidate must outline:   * at least **two** ways of identifying their learning needs based on their role and responsibilities * the main headings in a personal development plan including objectives, timescales, and how they will recognise achievement * how their personal development is agreed with others * who supports them through this process |  |  |  |  |  |  |  |
| AC1.2 Explain why feedback from others is important in helping to develop and improve approaches to own work | Candidate must identify any feedback received on their practice.  Candidate must explain why it is important. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.3 Contribute to and agree own personal development plan |  |  |  |  |  |  |  |  |
| **LO2 Develop own knowledge, skills and understanding**  AC2.1 Identify learning opportunities available | Candidate must identify at least **three** learning opportunities available to them within their current working role. |  |  |  |  |  |  |  |
| AC2.2 Explain how learning opportunities can improve ways of working | Candidate must explain how completing the identified learning opportunities can improve their practice when working with individuals. |  |  |  |  |  |  |  |
| AC2.3 Outline sources of support for own learning and development | Candidate must outline:   * at least **two** sources of support |  |  |  |  |  |  |  |
| AC2.4 Outline the level of literacy, numeracy, digital and communication skills needed to carry out own role | Candidate must outline the literacy, numeracy, digital and communication skills needed in their job role. |  |  |  |  |  |  |  |
| AC2.5 Outline where to find information and support to develop own current skill level of:   * literacy * numeracy * digital * communication | Candidate must outline source of information and support to develop their level of skills. |  |  |  |  |  |  |  |
| AC2.6 Explain how learning activities have improved own knowledge, skills and understanding | Candidate can identify at least **three** development activities and explain how these have improved their skills and knowledge to carry out their role. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC2.7 Reflect on how a situation has improved own knowledge, skills and understanding | Candidate must reflect on an situation they experienced within their role and how this has improved their practice. |  |  |  |  |  |  |  |
| AC2.8 Explain how feedback from others has developed own knowledge, skills and understanding | Candidate must explain ow they have used feedback to develop and improve their practice. |  |  |  |  |  |  |  |
| AC2.9 Measure own knowledge, performance and understanding against relevant standards |  |  |  |  |  |  |  |  |
| AC2.10 Record progress in relation to own continuing professional development |  |  |  |  |  |  |  |  |
| **Unit 222 Duty of Care** | | | | | | | | |
| **LO1 Understand duty of care and duty of candour**  AC1.1 Define:   * duty of care * duty of candour | Candidate must define duty of care and duty of candour in their own words.  Candidates may illustrate the points they are making with examples. |  |  |  |  |  |  |  |
| AC1.2 Describe how the following affect own work role:   * duty of care * duty of candour | Candidate must make links between their care practice and their duty of care.  This must relate to the observation.  Candidate may use an example of how they applied their duty of candour that has not been observed by the assessor. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO2 Understand how to manage dilemmas that may arise about duty of care**  AC2.1 Describe dilemmas that may arise between the duty of care and an individual’s rights | Candidate must describe at least two dilemmas they may encounter when their duty of care.conflicts with and individuals’s rights. |  |  |  |  |  |  |  |
| AC2.2 Describe actions to take within own role when managing conflicts and dilemmas | Candidate must describe the actions they must and must not take when faced with conflicts and dilemmas. |  |  |  |  |  |  |  |
| AC2.3 Describe actions that must not be taken when managing conflicts and dilemmas |  |  |  |  |  |  |  |
| AC2.4 Identify where to obtain additional support and advice about how to resolve conflicts and dilemmas | Candidate must identify two sources of support and advice on how to resolve conflicts and dilemmas (This may cross reference to AC4.1) |  |  |  |  |  |  |  |
| **LO3 Know how to respond to incidents, errors and near misses**  AC3.1 Describe how to recognise:   * an adverse event * an incident * an error * a near miss | Candidate must provide one example of how to recognise each of the following:   * an adverse event * an incident * an error * a near miss |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC3.2 Describe actions to take in relation to adverse events, incidents, errors and near misses | Candidate must describe the actions they must and must not take when faced with any of the above. |  |  |  |  |  |  |  |
| AC3.3 Describe actions that must not be taken in relation to adverse events, incidents, errors and near misses |  |  |  |  |  |  |  |
| AC3.4 Describe agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses | Candidate must describe the agreed ways of working for their service/setting relating to reporting any of the above.  (This may cross reference to AC5.5) |  |  |  |  |  |  |  |
| **LO4 Deal with comments and complaints**  AC4.1 Identify sources of advice and support in handling comments and complaints | Candidate must identify at least two sources of advice and support about dealing with comments and complaints.  (This may cross reference to AC2.4) |  |  |  |  |  |  |  |
| AC4.2 Explain the importance of learning from comments and complaints to improve the quality of service | Candidate must explain how comments and complaints can be used to review and revise care practice.  Candidate may provide examples from their own experience or from recent reviews/CQC reports to explain the points made. |  |  |  |  |  |  |  |
| AC4.3 Respond to comments and complaints in line with agreed ways of working |  |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| LO5 Recognise issues and access support relating to confrontation  AC5.1 Describe factors and difficult situations that may cause confrontation | Candidate must be able to describe at least two factors which, if they arose, might have caused a confrontation. |  |  |  |  |  |  |  |
| AC5.2 Explain how communication can be used to solve problems and reduce the likelihood or impact of confrontation | Candidate must explain how communication techniques can be used to minimise or resolve confrontation.  Candidate may refer to their observation or other occasions where they have had to use communication skills to solve problems or minimise the risk of confrontation. |  |  |  |  |  |  |  |
| AC5.3 Outline how to assess risks in confrontational situations | Candidate must outline how they assess and reduce the risks associated with confrontations.  Candidate may illustrate their points with examples from their practice, suitably anonymised. |  |  |  |  |  |  |  |
| AC5.4 Outline how to of reduce risks in confrontational situations |  |  |  |  |  |  |  |
| AC5.5 Describe agreed ways of working for reporting any confrontations | Candidate must describe the agreed ways of working for reporting confrontations in their own service/setting. (This may cross reference to AC 3.4) |  |  |  |  |  |  |  |
| AC5.6 Outline when it may be necessary to access support and advice about resolving conflicts | Candidate must provide one example of a situation where it may necessary to obtain support and advice about resolving conflicts that may lead to confrontation.  This may be from their own experience, suitably anonymised, a recent CQC or media report or a fictitious situation. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC5.7 Access support and advice about resolving conflicts |  |  |  |  |  |  |  |  |
| **Unit 223 Equality, Diversity, Inclusion, and Human Rights** | | | | | | | | |
| **LO1 Understand the**  **importance of equality,**  **diversity, inclusion, and**  **human rights**  AC1.1 Outline what is meant by:   * human rights * protected characteristics | Candidate must outline the meaning of **each** of the following terms using their own words:   * human rights * protected characteristics * discrimination     Candidate must correctly identify the protected characteristics appliable to a specific individual. |  |  |  |  |  |  |  |
| AC1.2 Outline what is meant by discrimination | Candidate must outline the meaning of the term discrimination using their own words. |  |  |  |  |  |  |  |
| AC1.3 Explain the potential effects of discrimination on   * individuals * others | Candidate must explain the potential impact of discrimination on:   * individuals * others   They may use examples from their practice or from relevant CQC reports etc. |  |  |  |  |  |  |  |
| AC1.4 Describe how practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination | Candidate must describe how by supporting and promoting equality, diversity, inclusion, and human rights their practice can reduce the likelihood of discrimination.    They may use examples from their previous experiences |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.5 Describe what is meant by   * disability hate crime * mate crime * bullying | Candidate must describe each of the following terms using their own words:   * disability hate crime * mate crime * bullying   Candidate may use examples to demonstrate understanding for each of the above. |  |  |  |  |  |  |  |
| AC1.6 Describe how to:   * recognise discrimination in line with agreed ways of working * challenge discrimination in line with agreed ways of working * report discrimination in line with agreed ways of working | Candidate must describe the agreed ways of working and how they utilise them for each of the following:   * recognising discrimination * challenging discrimination * reporting discrimination   Candidate may use examples to demonstrate understanding for each of the above. |  |  |  |  |  |  |  |
| AC1.7 Explain how positive change is promoted by recognising, challenging and reporting discrimination | Candidate must explain how doing recognising challenging and reporting discrimination promotes positive change and they may explain the consequences of not doing so. They may use examples from their practice or relevant CQC reports etc. |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO2 Understand when and how to access information, advice and support about equality, diversity, inclusion, and human rights**  AC2.1 Identify sources of information, advice and support about:   * equality * diversity * inclusion * human rights | Candidate must provide at least **one** internal and **one** external source of information, advice and support about equality, diversity, inclusion and human rights.  They must demonstrate an understanding of how and when they may need to access this.  Candidate may use examples for their previous experiences. |  |  |  |  |  |  |  |
| AC2.2 Explain when to access information, advice and support about equality, diversity, inclusion, and human rights |  |  |  |  |  |  |  |
| AC2.3 Describe how to access information, advice and support about equality, diversity, inclusion, and human rights |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO3 Work in an inclusive way**  AC3.1 Outline the key concepts within the legislation and codes of practice relating to equality, diversity, inclusion, and human rights | Candidate must outline at least **one** piece of current and relevant legislation and at least **one** code of practice relating to equality, diversity, inclusion and human rights.  Candidate must demonstrate an understanding of how these apply to their role and setting. They may use examples from their practice. |  |  |  |  |  |  |  |
| AC3.2 Explain how legislation and codes of practice relating to equality, diversity, inclusion, and human rights apply to own role and practice |  |  |  |  |  |  |  |
| AC3.3 Describe approaches and practices which support culturally appropriate care | Candidate must outline what it is meant the term ‘culturally appropriate care’.  Candidate must describe approaches and practices which support and promote culturally appropriate care. They may use examples from their own practice. |  |  |  |  |  |  |  |
| AC3.4 Interact with individuals and others in a way that respects their:   * lifestyle * beliefs * culture * values * preferences |  |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **Unit 224 Work in a Person-Centred Way** | | | | | | | | |
| **LO1 Understand person-**  **centred values**  AC1.1 Identify person-  centred values | Candidate must identify at least **four** person-centred values (this may link to unit 229  Candidate must explain how they put person-centred values into practice in their day-to-day work.  Candidates may explain using examples from their work, suitably anonymised. |  |  |  |  |  |  |  |
| AC1.2 Explain how to put person-centred values into practice in day-to-day work |  |  |  |  |  |  |  |
| AC1.3 Explain why it is important to work in a way that promotes person-centred values when providing support to individuals | Candidate must explain the importance of promoting person-centred values when supporting individuals.  Candidate may explain by considering the impact on the individual and others if they do not promote person-centred values. |  |  |  |  |  |  |  |
| AC1.4 Outline ways to promote dignity in day-to-day work | Candidate must outline at least **two** ways of promoting dignity in their day-to-day work. Candidates may explain using examples from their work, suitably anonymised. |  |  |  |  |  |  |  |
| AC1.5 Explain the importance of supporting relationships significant to the individual | Candidate must explain the benefits to the individual of maintaining relationships that are important to them.    Candidates may explain by considering the impact on the individual and others if they do not maintain relationships.    Candidate may explain using examples from their work, suitably anonymised. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO2 Understand how to work in a person-centred way**  AC2.1 Explain the importance of finding out the history, preferences, wishes and needs of the individual | Candidate must explain the benefits of establishing the history, personal preferences, wishes and needs of individuals.  Candidate may use examples to explain how they have used this knowledge in their practice to provide person-centred care. |  |  |  |  |  |  |  |
| AC2.2 Explain why the changing needs of an individual must be reflected in their care or support plan | Candidate must explain at least **two** reasons why changing needs have to be reflected in their care/support plan.  Candidate must explain at least **two** potential consequences of not updating care/support plans when needs change. |  |  |  |  |  |  |  |
| AC2.3 Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care | Candidate must explain the importance of supporting individuals to make plans to maintain their sense of wellbeing and fulfilment.  Candidate must consider when and how they might support an individual to plan for their end of life, for example having an advanced care plan.    Candidate may explain using examples from their work, suitably anonymised. |  |  |  |  |  |  |  |
| **LO3 Understand the meaning of mental capacity when providing person-centred care**  AC3.1 Identify legislation and codes of practice relating to mental capacity | Candidate must identify at least **one current** piece of legislation and **one current** code of practice relating to mental capacity. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC3.2 Define what is meant by the term capacity | Candidate must define ‘capacity’ using their own words. Candidate may explain their definition with an example. |  |  |  |  |  |  |  |
| AC3.3 Explain why it is important to assume that an individual has capacity unless there is evidence that they do not | Candidate must describe at least **two** reasons why it is important to assume an individual has capacity unless there is sufficient evidence to indicate otherwise.  Candidate may explain the potential implications for the individual and others if they do not assume the individual has capacity. |  |  |  |  |  |  |  |
| AC3.4 Define what is meant by ‘consent’ | Candidate must define the term ‘consent’ in the context of mental capacity using their own words. Candidate may explain their definition with an example. |  |  |  |  |  |  |  |
| AC3.5 Identify factors that influence an individual’s mental capacity and ability to express consent | Candidate must identify at least **three** factors that may affect an individual’s capacity to make decisions or express consent. |  |  |  |  |  |  |  |
| AC3.6 Describe situations where an assessment of capacity might need to be undertaken | Candidates must describe at least **two** circumstances where an assessment of capacity might be required. |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC3.7 Explain the meaning and significance of:   * best interest decisions * advance statements | Candidate must describe what is meant by   * Best Interest Decisions * Advance Statements     Candidate must explain that a Best Interests Decision is carried out by a qualified assessor, and links to deprivation of liberty.  Candidate must understand that an Advance Statement is similar to an Advanced Care Plan but may contain more general information about the individual’s wishes and preferences.    Candidate must explain the implications of both a Best Interests Decision and an Advance Statement for an individual |  |  |  |  |  |  |  |
| **LO4 Support an individual to be comfortable and make adaptations to address pain, discomfort or emotional distress**  AC4.1 Provide support where individualshave restricted movement or mobility to ensure they are comfortable |  |  |  |  |  |  |  |  |
| AC4.2 Recognise signs that might indicate an individual is in pain, discomfort, or emotional distress |  |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC4.3 Remove or minimise factors which may be causing pain, discomfort, or emotional distress to the individual |  |  |  |  |  |  |  |  |
| AC4.4 Raise concern directly and appropriately with others who may be causing pain, discomfort, or emotional distress to the individual |  |  |  |  |  |  |  |  |
| AC4.5 Report concerns following agreed ways of working |  |  |  |  |  |  |  |  |
| **LO5 Support an individual to maintain their identity, self-esteem, spiritual and overall wellbeing through person-centred practice**  AC5.1 Explain how individual identity and self-esteem are linked to emotional, spiritual, and overall wellbeing | Candidate must explain how individuals identity and self-esteem contribute to **both** theiremotional and spiritual well-being.    Candidate must explain how an individual’s identity and self-esteem are linked to aspects of their overall wellbeing.    Candidate may explain using examples from their work, suitably anonymised. |  |  |  |  |  |  |  |
| AC5.2 Promote emotional, spiritual wellbeing, and overall wellbeing of an individual through own attitudes and behaviours |  |  |  |  |  |  |  |  |
| AC5.3 Work in a way which promotes person-centred values |  |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC5.4 Encourage and support individual’s sense of identity and self-esteem |  |  |  |  |  |  |  |  |
| AC5.5 Reportconcerns about an individual’semotional, spiritual and overall wellbeingin line with agreed ways of working |  |  |  |  |  |  |  |  |
| **Unit 225 Communication** | | | | | | | | |
| **LO1 Understand the**  **importance of effective**  **communication in the**  **workplace**  AC1.1 Identify ways people communicate in the workplace | Candidate must identify at least **two** people they communicate with.  Candidate must identify at least **two** ways people communicate.  Candidates may explain using examples from their own experience. |  |  |  |  |  |  |  |
| AC1.2 Explain how communication affects relationships at work | Candidate must explain at least **two** ways communication impacts on relationships at work.  Candidate may explain using examples from their own experience. |  |  |  |  |  |  |  |

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| **LO2 Understand how to meet the communication and language needs, wishes and preferences of individuals**  AC2.1 Explain how to establish an individual's communication and language needs, wishes and  preferences | Candidate must explain how they have established communication with individuals to meet their needs, wishes and preferences.  Candidate may explain using examples from their own experience. |  |  |  |  |  |  |  |
| AC2.2 Describe methods and styles, that could help meet an individual's communication   * needs * wishes * preferences | Candidate must describe at least **two** methods they have used to support individuals' communication needs, wishes and preferences. |  |  |  |  |  |  |  |
| AC 2.3 Describe communication aids that could help meet an individual's communication needs, wishes and preferences | Candidate must describe at least **three** aids to communication that can meet an individual's needs, wishes and preferences. |  |  |  |  |  |  |  |

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| AC 2.4 Describe assistive technologies that could help meet an individual's communication needs, wishes and preferences | Candidate must describe at least three for each of the following:   * assistive technology tools that can be used to promote effective communication for individuals. * digital tools that can be used to promote effective communication for individuals. |  |  |  |  |  |  |  |
| AC2.5 outline digital communication tools that can be used to support and enhance an individual’s communication needs, wishes, preferences and connections |  |  |  |  |  |  |  |
| **LO3 Understand how to promote effective communication with individuals**  AC3.1 Identify potential barriers to effective communicationwith individuals | Candidate must identify at least two barriers to effective communication they have experienced with individuals and describe what they have put in place to overcome these. |  |  |  |  |  |  |  |
| AC3.2 Describe how barriers to effective communication can be reduced |  |  |  |  |  |  |  |
| AC3.3 Explain how an individual'sbehaviour may be a form of communication | Candidate must explain how the behaviour of individuals can be a form of communication. Candidate may explain using examples from their own experience. |  |  |  |  |  |  |  |
| AC3.4 Outline where to find information and support or services, to help individualscommunicate effectively | Candidate must outline at least two sources they can access to support effective communication for individuals. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO4 Understand the principles and practices relating to confidentiality**  AC4.1 Explain what confidentiality means in relation to own role | Candidate must explain what confidentiality means, providing at least **two** examples of this in practice. |  |  |  |  |  |  |  |
| AC4.2 Identify legislation and agreed ways of working which support confidentiality across all types of communication | Candidate must be able to identify:   * current legislation relevant to confidentiality * agreed ways of working relating to confidentiality |  |  |  |  |  |  |  |
| AC4.3 Explain situations where information, normally considered to be confidential, might need to be passed on | Candidate must provide an explanation of at least **three** situations where confidentiality may need to be breached. Candidates may explain using examples from their own experience. |  |  |  |  |  |  |  |
| AC4.4 State who to ask for advice and support about confidentiality | Candidate must state at least **two** sources of advice and support relating to confidentiality. |  |  |  |  |  |  |  |
| **LO5 Use appropriate communication with individuals and support safe use of communication aids and technologies**  AC5.1 Explain why it is important to observe and be receptive to an individual’s reactions when communicating with them | Candidate must explain the importance of observing an individual’s behaviour and reactions, whilst communicating/interacting with them.  Candidate may explain using examples from their own experience. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC5.2 Use appropriate verbal and non-verbal communication with individuals |  |  |  |  |  |  |  |  |
| AC5.3 Use the following aappropriately and safely:   * communication aids * assistive technologies * digital tools |  |  |  |  |  |  |  |  |
| AC5.4 Check understanding when communicating with individuals |  |  |  |  |  |  |  |  |
| AC5.5 Report concerns about communication aids or technologies to the appropriate person |  |  |  |  |  |  |  |  |
| **Unit 226 Privacy and Dignity** | | | | | | | | |
| **LO1 Maintain the privacy**  **and dignity of individuals**  AC1.1 State what is meant by the term ‘privacy’ | Candidate must use their own words to state what is meant by the terms privacy and dignity within the context of adult care. |  |  |  |  |  |  |  |
| AC1.2 State what is meant the term ‘dignity’ |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.3 Describe situations where an individual's privacy and dignity could be compromised | Candidate must describe at least **two** situations which might occur during their day-to-day work when the individuals’ privacy and dignity might be compromised.  Candidates responses may be based on real examples suitably anonymised. |  |  |  |  |  |  |  |
| AC1.4 Describe ways to maintain privacy and dignity of individuals | Candidate must describe at least **three** ways of maintaining an individual’s privacy and dignity linked to their practice. |  |  |  |  |  |  |  |
| AC1.5 Explain why it is important not to disclose details about the individual that they may wish to be kept private | Candidate must identify at least **two** details that an individual may wish to remain confidential **and** explain why they must usually respect that wish. |  |  |  |  |  |  |  |
| AC1.6 Explain circumstances where it may be appropriate to disclose details that are private | Candidate must identify at least **two** circumstances where they may need to disclose details **and** explain why that is.  Candidate responses may be based on real examples suitably anonymised |  |  |  |  |  |  |  |
| AC1.7 Promote the privacy and dignity of individuals |  |  |  |  |  |  |  |  |
| AC1.8 Maintain the privacy and dignity of individuals |  |  |  |  |  |  |  |  |
| **LO2 Support individuals to make choices**  AC2.1 Outline ways to support individuals to make informed choices | Candidate must outline at least **two** ways of supporting an individual to make an informed choice. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC2.2 Describe how risk assessment processes can be used to support individuals’ rights to make their own decisions | Candidate must describe how carrying out a risk assessment can help when supporting an individual to make a decision.  Candidate should include how assessment can support positive risk taking. |  |  |  |  |  |  |  |
| AC2.3 Explain why own personal views must not influence an individual’s choices or decisions | Candidate must explain the importance of not allowing their own views to influence an individual’s decision or choice.  Candidates may use examples. |  |  |  |  |  |  |  |
| AC2.4 Explain when it may be necessary to support an individual to challenge decisions made about them by others | Candidate must identify at least **two** examples of people who might make decisions that an individual wishes to challenge **and** provide at least **two** examples of decisions made by others that the individual may require support to challenge. |  |  |  |  |  |  |  |
| AC2.5 Support individualsto make informed choices |  |  |  |  |  |  |  |  |
| AC2.6 Follow risk assessment processes to support the rights of individualsto make their own decisions |  |  |  |  |  |  |  |  |
| AC2.7 Enable individuals to make choices or decisions without influencing them with own views |  |  |  |  |  |  |  |  |

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| **LO3 Support individuals in active participation**  AC3.1 Explain how valuing individuals contributes to active participation | Candidate must explain the link between valuing an individual and encouraging, supporting and sustaining their active participation. |  |  |  |  |  |  |  |
| AC3.2 Describe how to enable individuals to make informed choices about their lives | Candidate need to be clear about what constitutes an informed choice **and** must describe at least **two** ways of enabling an individual to make an informed choice about their life. |  |  |  |  |  |  |  |
| AC3.3 Outline ways to support active participation with individuals | Candidate must outline at least **two** ways of supporting individuals with active participa |  |  |  |  |  |  |  |
| AC3.4 Explain the importance of enabling individuals to be as independent as possible | Candidate must explain the benefits of remaining as independent as possible and why it is important to enable independence. |  |  |  |  |  |  |  |
| AC3.5 Explain the importance of individuals maintaining relationships and connections with their community | Candidate must provide at least **two** examples of relationships and community links that an individual may wish to maintain **and** explain why they are important for the individual. |  |  |  |  |  |  |  |
| AC3.6 Explain how personal views may restrict the individual's ability to actively participate | Candidate must show that they understand what is meant by active participation **and** explain how their personal views may have an adverse impact on an individual’s ability to participate in their care or decision making. |  |  |  |  |  |  |  |
| AC3.7 Support active participation for individuals |  |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **Unit 227 Nutrition and Hydration** | | | | | | | | |
| **LO1 Understand the**  **principles of food safety**  AC1.1 Explain the importance of food safety | Candidate must explain why they should follow food safety protocols when preparing and handling food for individuals.  Candidate may explain it by providing examples of potential consequences of not following protocols. |  |  |  |  |  |  |  |
| AC1.2 Explain the importance of hygiene in the preparation and handling of food | Candidate must explain the importance of at least **two** examples of hygiene with regards to preparation and handling of food. Candidate may explain it by providing examples of potential consequences of not following hygiene protocols. |  |  |  |  |  |  |  |
| **LO2 Understand the principles of nutrition and hydration**  AC2.1 Explain the importance of the following in maintaining health and wellbeing:   * good nutrition * good hydration | Candidate must explain the importance of maintaining good nutrition and hydration including the consequences if this not being maintained.  Candidate may explain it using examples from their practice suitably anonymised. |  |  |  |  |  |  |  |
| AC2.2 Identify signs and symptoms of poor:   * nutrition * hydration | Candidate must be able to identify at least **three** signs and symptoms for each of the following:   * poor nutrition * poor hydration |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC2.3 Outline ways to promote and support adequate:   * nutrition * hydration | Candidate must provide an example of how they can support and promote and individual with the following:   * good nutrition * good hydration |  |  |  |  |  |  |  |
| AC2.4 Outline how to identify changes or risks relating to:   * nutritional needs * hydration needs | Candidate must provide an outline of how they would identify any changes or risks within an individual’s condition relating to poor nutrition and hydration. |  |  |  |  |  |  |  |
| AC2.5 Outline how to report changes or risks relating to nutrition and hydration needs | Candidate must be able to outline how to report any concerns or observations. |  |  |  |  |  |  |  |
| **LO3 Support individuals with nutrition and hydration**  AC3.1 Outline how to identify the nutrition and hydration care and support needs of individuals | Candidate must be able to outline **two** ways of finding out the nutrition and hydration needs of an individual. |  |  |  |  |  |  |  |
| AC3.2 Describe factors that can affect an individual’s care and support needs with regards to nutrition and hydration | Candidate must describe at least **three** factors that might impact on an individuals care and support needs relating to nutrition and hydration. |  |  |  |  |  |  |  |
| AC3.3 Explain when to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs | Candidate must explain at least **two** examples of when they would seek additional advice and guidance with regards to their concerns over an individual’s nutrition and hydration needs. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC3.4 Explain how to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs | Candidate must explain who they would contact providing one example for each of the following:   * within the service * external to the service |  |  |  |  |  |  |  |
| AC3.5 Support individuals with nutrition and hydration in line with their:   * preferences * needs * care or support plan |  |  |  |  |  |  |  |  |
| AC3.6 Monitor and record the nutrition and hydration care and support provided to individuals in line with agreed ways of working |  |  |  |  |  |  |  |  |
| **Unit 228 Awareness of mental health and dementia** | | | | | | | | |
| **LO1 Understand the needs and experiences of individuals living with mental health conditions or dementia**  AC1.1 Explain what is meant by the terms:   * mental health * mental well-being * dementia | Candidate must explain the terms   * mental health * mental well-being   Explanation of the term dementia to include:   * potential causes * different types of dementia * prevalence in UK |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.2 List common typesof mental health conditions | Candidate must list at least **three** types of mental health conditions |  |  |  |  |  |  |  |
| AC1.3 Outline how living with a mental health condition or dementia can impact an individual's:   * everyday life and the lives of their families and carers * health and well-being * care and support needs | Candidate must outline at least **two** ways how dementia or a mental health condition may impact each of the following   * on the everyday lives of family or carers * the health and wellbeing of an individual * the care and support needs of an individual |  |  |  |  |  |  |  |
| **LO2 Understand the importance of early identification of mental health conditions and dementia**  AC2.1 Outline early indicators of mental health deterioration | Candidate must outline at least **three** indicators of mental health deterioration |  |  |  |  |  |  |  |
| AC2.2 List early signs and  indicators of  dementia | Candidate must list at least **three** signs and indicators of dementia |  |  |  |  |  |  |  |

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| AC2.3 Explain why early identification of mental health conditions or dementia is important | Candidate must explan the **benefit** **of early identification** for both an individual and others and may include expansion on factors such as:   * access to services * reassurance of a diagnosis * limiting or delaying progress of the condition * support for family or loved ones |  |  |  |  |  |  |  |
| AC2.4 Describe how an individual’s needs may change when a mental health condition, or dementia:   * is identified * has declined | Candidate must describe at least **two** descriptions of how needs may change for each of the following:   * when dementia is identified * condition of an individual with dementia has declined * when a mental condition is identified * mental condition has declined |  |  |  |  |  |  |  |
| AC2.5 Outline ways to engage with and signpost individuals, their families and carers to other services and support | Candidate must outline at least **two** ways in which they signpost to relevant information about services and support.  Candidate may provide examples suitably anonymised, from their own experience or that of others about how best to communicate information about services and support. |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO3 Understand aspects of personalised care which support an individual living with a mental health condition or dementia**  AC3.1 Explain how positive attitudes can support individuals living with a mental health condition or dementia | Candidate must explain the impact of the following:   * the benefit of having a positive attitude in self and others * the benefit of person-centred approaches * the value of strengths-based approaches * how active participation can help to maintain or increase independence |  |  |  |  |  |  |  |
| AC3.2 Explain why it is important to recognise an individual living with a mental health condition or dementia as a unique individual | Candidate must explain the importance and benefits of aspects including:   * recognising each person will have a unique experience of their condition * recognising each person has unique physical, social and emotional circumstances * care provision must be person-centre |  |  |  |  |  |  |  |
| AC3.3 Explain how using person-centred approaches and active participation can enable an individual to keep well and maintain independence | Candidate may include suitably anonymised examples of how they have used or could use both person-centred approaches and active participation to enable individuals to keep well or be independent. |  |  |  |  |  |  |  |
| AC3.4 Describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services | Candidate must describe at least **two** barriers that people may face when accessing healthcare. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO4 Understand how reasonable adjustments support individuals living with a mental health condition or dementia to access care or health services**  AC4.1 Identify reasonable adjustments which can be made to support individuals living with a mental health condition or dementia to access care and health services | Candidate must identify at least **two** reasonable adjustments that could be made |  |  |  |  |  |  |  |
| AC4.2 Explain the importance of planning reasonable adjustments in advance | Candidate must recognise that failing to plan and provide reasonable adjustments in advance can cause distress and lead to inadequate care or healthcare service.  At least **one** example of a potential outcome if reasonable adjustments are not planned and made. |  |  |  |  |  |  |  |
| AC4.3 Outline how to report concerns associated with an individual’s unmet needs when reasonable adjustments are not made | Candidate must outline what action they should take including:   * who they should report this to * how they should report the concern * what to do if the person they should report to is not available or takes no action * the importance of prompt reporting |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO5 Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia**  AC5.1 Explain how legislation supports and promotes the following for individuals living with a mental health condition or dementia   * human rights * inclusion * equal life chances * citizenship | Awareness of current and relevant legislation and be able to explain how it supports individuals with mental health conditions or dementia.  Candidate may explain it with examples from their own experiences, recent media reports or findings from investigations/CQC reports. |  |  |  |  |  |  |  |
| AC5.2 Explain how local and national guidance supports and promotes the following for individuals living with a mental health condition or dementia:   * human rights * inclusion * equal life chances * citizenship | Awareness of both local and national guidance, including how national guidance is implemented in their own locality and service.  Candidate must provide **one** example of how the guidance (either a specific local initiative or national guidance) supports and promotes individuals. |  |  |  |  |  |  |  |

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| **Unit 229 Adult Safeguarding** | | | | | | | | |
| **LO1 Understand the principles of**  **adult safeguarding**  AC1.1 Explain the terms:   * adult safeguarding * adult at risk * harm | Candidate must explain what the following terms mean.  Candidates must include the current legal definition of ‘adult at risk’.   * adult safeguarding * adult at risk * harm   Candidate may use examples to provide the explanation. |  |  |  |  |  |  |  |
| AC1.2 Describe types of  abuse | Candidate must describe **ten** differenttypes of abuse. |  |  |  |  |  |  |  |
| AC1.3 Describe possible  indicators of abuse | Candidate must describe at least **two** indicators of potential abuse. |  |  |  |  |  |  |  |
| AC1.4 Outline factors which  have featured in cases of  adult abuse and neglect | Candidate must outline at least **three** factors that have featured in cases of adult abuse and neglect.  Candidate must demonstrate an awareness of and refer to findings from Safeguarding Adult Reviews |  |  |  |  |  |  |  |
| AC1.5 Describe potential  risks for individuals when  using technology | Candidate must describe at least **two** potential risks to individuals associated with the use of technology. |  |  |  |  |  |  |  |
| AC1.6 Describe how to  support individuals to be safe  when using technology  without being risk averse | Candidate must describe at least **two** ways of supporting individuals to be safe while using technology, and describe why their support should not be risk averse. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.7 Describe own role and responsibilities in adult safeguarding | Candidate must describe their own role and responsibilities to keep adults safe from harm, abuse or exploitation, providing at least **two** examples. |  |  |  |  |  |  |  |
| AC1.8 Outline where to get  information and advice about  own role and responsibilities  in preventing and  protecting individuals from  harm and abuse | Candidate must outline at least **two** sources of information and advice about their role and responsibilities to prevent and protect adults from harm and abuse. |  |  |  |  |  |  |  |
| **LO2 Know how respond to suspected or disclosed abuse**  AC2.1 Describe what to do if  abuse of an adult is known  or suspected | Candidate must describe the correct actions to take if they know or suspect an adult is at risk of abuse. |  |  |  |  |  |  |  |
| AC2.2 Describe how to raise  concerns within local  ‘freedom to speak  up/whistleblowing policies or  procedures | Candidate must identify the whistle blowing policy or ‘freedom to speak up’ policy that operates in their setting/service and describe how to implement the relevant procedure. |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO3 Understand local and national systems for protecting individuals from harm and abuse**  AC3.1 Outline legislation,  principles, local and national  policies, and procedures  which relate to safeguarding  adults legislation | Candidate must outline at least **two** examples of legislation or local and national policies/procedures relating to adult safeguarding. |  |  |  |  |  |  |  |
| AC3.2 Outline the local  arrangements for the  implementation of  multiagency Adult  Safeguarding policies and  procedures | Candidate must demonstrate their awareness of the local multi-agency safeguarding organisation and outline how the agencies’ policies and procedures are implemented.  Candidate responses should reflect their own work role and their particular service |  |  |  |  |  |  |  |
| AC3.3 Explain the  importance of sharing  appropriate information with  the relevant  agencies | Candidate must explain the importance of sharing appropriate information with relevant agencies.  Candidate may explain the consequences of not sharing information.  Candidate may provide examples of what might be considered appropriate information and who may be considered as a relevant agency. |  |  |  |  |  |  |  |
| AC3.4 Describe the actions  to take if barriers are faced  when alerting or referring  to relevant agencies | Candidate must describe at least **two** actions to take if they face barriers when alerting or referring relevant agencies |  |  |  |  |  |  |  |

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| **LO4 Understand restrictive practices**  AC4.1 Explain what is meant  by ‘restrictive practice’ | Candidate must explain the term ‘restrictive practices’ using their own words.  Candidate must provide at least **two** examples of restrictive practices. |  |  |  |  |  |  |  |
| AC4.2 Outline organisational  policies and procedures in  relation to restrictive  practices | Candidate must identify and give a brief outline of organisational policies and procedures relating to restrictive practices. Where no such policy or procedure exists the candidate must outline what they would expect to be included in policies and procedures on restrictive practices. |  |  |  |  |  |  |  |
| AC4.3 Describe own role in  implementing policies and  procedures in relation to  restrictive practices | Candidate must describe at least **two** ways they ensure they are implementing policies and procedures relating to restrictive practices. |  |  |  |  |  |  |  |
| AC4.4 Explain the  importance of seeking the  least restrictive option  for the individual | Candidate must explain the importance of adopting the least restrictive option.  They may explain their response with examples from their own practice or that of others. |  |  |  |  |  |  |  |
| **LO5 Reduce the likelihood of abuse**  AC5.1 Explain why an  individual may be at risk from  harm or abuse | Candidate must identify and explain at least **two** risk factors that make individuals more likely to be harmed or abused. |  |  |  |  |  |  |  |
| AC5.2 Describe how care environments can promote people’s dignity | Candidate must describe **two** ways a care environment may promote the dignity of an individual. |  |  |  |  |  |  |  |
| **Unit title, Learning**  **Outcome, Assessment**  **Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC5.3 Describe how care  environments may  undermine people’s dignity | Candidate must describe **two** ways a care environment may undermine the dignity of an individual*.*    *Depending on candidate response this may cross reference with unit 226 Privacy* & *Dignity AC1.3, AC1.4.* |  |  |  |  |  |  |  |
| AC5.4 Explain the importance of individualised and person-centred care in reducing the likelihood of abuse | Candidate must provide an explanation of the important part person-centred care and recognising the uniqueness of each individual plays in reducing the likelihood of abuse.  Candidate may explain it by identifying potential consequences of not doing so. |  |  |  |  |  |  |  |
| AC5.5 Describe how to apply  the principles of supporting  individuals to stay safe | Candidate must outline the principles of adult safeguarding as set out in current legislation.  Candidate must describe at least **two** ways they could apply the principles of supporting individuals to keep safe in their own practice.  Candidate may describe it with examples. |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC5.6 Explain how the likelihood of abuse may be reduced by:   * working with person-centred values * enabling active participation * promoting choice and rights * working in partnership with others | Candidate must:   * identify at least **three** person-centred values and explain how they can reduce the likelihood of abuse * explain how active participation helps to reduce the likelihood of abuse * explain how promoting choice and upholding the rights of an individual may reduce the likelihood of abuse * identify at least **two** people/agencies who may be involved in partnership working and explain how effective partnerships can help to reduce the likelihood of abuse     Candidate may explain the above using examples from their practice or that of others. |  |  |  |  |  |  |  |
| AC5.7 Treat individuals with  dignity and respect when  providing care and support  services |  |  |  |  |  |  |  |  |

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| **Unit 230 Safeguarding Children and Young People** | | | | | | | | |
| **LO1 Understand how to safeguard children and young people**  AC1.1 Describe circumstances where there could be contact with a child or young person in the normal course of work within adult social care | Candidate must describe at least **two** situations |  |  |  |  |  |  |  |
| AC1.2 Outline factors that  may contribute to a child or  young person being  vulnerable to harm, abuse or  exploitation | Candidate must outline at least **two** factors. Examples from known cases are not necessary but will help to show understanding. |  |  |  |  |  |  |  |
| AC1.3 Outline types of  abuse, harm or exploitation a  child or young person could  be at risk from | Candidate must outline at least **two** examples for each of the following:   * abuse * harm * exploitation |  |  |  |  |  |  |  |

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| AC1.4 Describe signs and  symptoms that might indicate  a child or young person is  being harmed, abused or  exploited | Candidate must describe at least **two** examples of signs and symptoms for each of the following   * physical * behavioural * financial/rewards   Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom. |  |  |  |  |  |  |  |
| AC1.5 Explain how to respond if it is known or suspected that a child or young person is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures | Candidate must explain actions they must take **and** must not take.  Explain how such action is governed, demonstrating awareness that they have a legal duty to report their concerns including:   * internal agreed ways of working * legal requirement to act as set out in Working Together to Safeguard Children * the role of the local Children’s Social Care Teams * the role of their local Safeguarding Children Partnership Board |  |  |  |  |  |  |  |

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| **Unit 231 Health, Safety, and Principles of Basic Life Support** | | | | | | | | |
| **LO1 Understand own responsibilities, and the responsibilities of others, relating to health and safety, security, medication and healthcare tasks in the work setting**    AC1.1 Identify legislation relating to health and safety in an adult social care work setting | Candidate must identify at least **one** piece of legislation relevant to health and safety. |  |  |  |  |  |  |  |
| AC1.2 Outline workplace health and safety policies and procedures relevant to own role | Candidate must be able to outline at least **two** policies and procedures relevant to their role and practice. |  |  |  |  |  |  |  |
| AC1.3 Describe the workplace health and safety responsibilities of:   * self * the employer or manager * others | Candidate must be able to describe at least **two** responsibilities for each of the following:   * self * employer or manager * others |  |  |  |  |  |  |  |

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| AC1.4 Explain the agreed ways of working in relation to:   * medication in the setting * healthcare tasks | Candidate must describe the agreed ways of working for medication and healthcare tasks.    Candidate must explain own role and responsibilities in relation to handling or administering medication and carrying out healthcare tasks. |  |  |  |  |  |  |  |
| AC1.5 Describe tasks relating to health and safety that should not be carried out without special training | Candidate must be able to describe at least **two** specific tasks that they should not carry out unless trained. |  |  |  |  |  |  |  |
| AC1.6 Identify sustainable approaches which can be applied in own role | Candidate must be able to identify at least **two** sustainable approaches they used in their practice. If candidates did not complete this in the observation, they may identify examples from their own previous experience. |  |  |  |  |  |  |  |
| AC1.7 Outline the measures that are designed to protect the following at work:   * personal safety and security * safety and security of individuals | Candidate must provide at least **two** protective measures for each of the following:   * personal safety and security * safety and security of individuals. |  |  |  |  |  |  |  |
| AC1.8 Describe the agreed ways of working for checking the identity of anyone requesting access to:   * premises * information | Candidate must provide a description of the agreed ways of working for each of the following:   * checking identity of anyone requesting access to premises * checking identity of anyone requesting  access to information. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.9 Describe how to access additional support and information relating to health and safety | Candidate must also be able to describe at least **one** way to access additional support and guidance about health and safety. |  |  |  |  |  |  |  |
| **LO2 Understand risk assessment**  AC2.1 Explain why it is important to assess the health and safety risks posed by the work settings, situations and activities | Candidate must demonstrate understanding of how they assess risks related to health and safety and what the consequences may be if they do not address the risks posed by work settings, situations and activities. |  |  |  |  |  |  |  |
| AC 2.2 Explain how to report health and safety risks in the workplace | Candidate must provide at least **one** example in line with agreed ways of working for each of the following:   * how to report any risks in the workplace * when to report any risks in the workplace     Candidate may explain using examples from their own experience. |  |  |  |  |  |  |  |
| AC 2.3 Explain when to report health and safety risks in the workplace |  |  |  |  |  |  |  |
| **LO3 Understand how to promote fire safety**  AC3.1 Explain how to prevent fires from:   * starting * spreading | Candidate must explain at least **two** for each of the following:   * preventing a fire from starting * preventing a fire from spreading |  |  |  |  |  |  |  |

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| AC3.2 Describe what to do in  the event of a fire | Candidate must describe at least **two** actions they should take in the event of a fire. |  |  |  |  |  |  |  |
| **LO4 Understand procedures for responding to accidents, sudden illness and providing basic life support**  AC4.1 Outline types of accidents that may occur in the workplace | Candidate must outline at least **two** examples for each of the following, relevant to their workplace/ service:   * accidents * sudden Illnesses |  |  |  |  |  |  |  |
| AC4.2 Outline types of sudden illnesses that may occur in the workplace |  |  |  |  |  |  |  |
| AC4.3 Describe the workplaceprocedures to be followed if:   * an accident occurs * a sudden illness occurs * basic life support is required | Candidate must describe the procedures to follow for:   * accidents * sudden Illnesses * basic life support is required |  |  |  |  |  |  |  |

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| AC4.4 Describe the emergency basic life support and first aid actions that:   * are permitted to be taken as part of own role. * are not permitted to be taken as part of own role | Candidate must describe their role and responsibilities in relation to:   * basic life support * first aid |  |  |  |  |  |  |  |
| **LO5 Know how to manage own mental health and personal wellbeing**  AC5.1 Identify factors that can affect own mental health and wellbeing | Candidate must provide at least **two** factors that affect their mental health and wellbeing.  They must describe how these circumstances may affect their mental health and wellbeing. (Response can focus on both positive and negative impact.) |  |  |  |  |  |  |  |
| AC5.2 Describe  circumstances that may  trigger factors that can affect  own mental health and  wellbeing |  |  |  |  |  |  |  |
| AC5.3 Outline resources available to support own mental health and wellbeing | Candidate must provide at least **two** resources available to them in order to support their mental health and wellbeing |  |  |  |  |  |  |  |
| AC5.4 Describe how to access and use available resources to support own mental health and wellbeing | Candidate must describe how to make best use of available resources to support their mental health and wellbeing. Candidate may use examples from their own experience. |  |  |  |  |  |  |  |

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| **LO6 Handle hazardous substances**  AC6.1 Identify hazardous substances in the workplace | Candidate must provide at least **two** hazardous substances they may encounter at work. |  |  |  |  |  |  |  |
| AC6.2 Follow safe practices for:   * storing hazardous substances * using hazardous substances * disposing of hazardous substances |  |  |  |  |  |  |  |  |
| **LO7 Move and assist safely**  AC7.1 Outline agreed ways of working when moving and assisting people and/or objects | Candidate must demonstrate an understanding of at least **two** agreed ways of working relating to moving and assisting people and/or objects. |  |  |  |  |  |  |  |
| AC7.2 Maintain individual’sdignity when moving and assisting, in line with legislationand agreed ways of working |  |  |  |  |  |  |  |  |
| AC7.3 Move and handle objects in line with legislation and agreed ways of working |  |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **Unit 232 Handling Information** | | | | | | | | |
| **LO1 Handle information**  **securely**  AC1.1 Explain why it is important to have secure systems for:   * accessing information * recording information * storing information * sharing information | Candidate must explain the importance of having secure systems for each of the following:   * accessing * recording * storing * sharing   Candidate may explain their point by providing examples of the potential consequences if they do not have secure systems. |  |  |  |  |  |  |  |
| AC1.2 Explain why it is important to follow the agreed ways of working for:   * accessing information * recording information * storing information * sharing information | Candidate must outline the relevant agreed ways of working for each of the following:   * accessing information * recording information * storing information * sharing information   Candidate must explain the importance of following agreed ways of working for each of the following:   * accessing information * recording information * storing information * sharing information   Candidate may explain their point by providing examples of the potential consequences if they do not follow agreed ways of working. |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.3 Explain the support an individual may need to keep their information safe and secure | Candidate must provide at least **two** ways they supported individuals to keep information safe and secure. If candidate did not demonstrate this in the observation, they may explain using examples from previous experience. |  |  |  |  |  |  |  |
| AC 1.4 Describe how to report if:   * agreed ways of working and legislation have not been followed * there has been a data breach or risk to data security | Candidate must provide at least **one** example for each of the following describing:   * how to report it * who to report to |  |  |  |  |  |  |  |
| AC1.5 Outline who to report to if:   * agreed ways of working and legislation have not been followed * there has been a data breach or risk to data security |  |  |  |  |  |  |  |  |
| AC1.6 Keep records that are up to date, complete, concise, accurate and legible |  |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **Unit 233 Infection Prevention and Control** | | | | | | | | |
| **LO1Prevent the spread of**  **infection**  AC1.1 Describe the causes of infection | Candidate must describe at least **two** causes of infection. |  |  |  |  |  |  |  |
| AC1.2 Describe the main ways infection can get into the body | Candidate must describe at least **two** ways infection can get into the body. |  |  |  |  |  |  |  |
| AC1.3 Describe the chain of infection | Candidate must describe the **six** links of the chain of infection. |  |  |  |  |  |  |  |
| AC1.4 Describe standard  Infection Prevention and  Control (IPC) precautions  which must be followed to  protect:   * self * others | Candidate must describe at least **two** precautions for infection prevention and control to protect themselves and others. |  |  |  |  |  |  |  |
| AC1.5 Outline where to find the most up to date information about Infection Prevention and Control (IPC) precautions | Candidate must provide at least **two** sources of up to date information about infection prevention and control precautions. |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.6 Explain how the following might pose a risk to others:   * own health * own personal hygiene * own vaccination status * own exposure to infections | Candidate must explain how aspects of their health and hygiene might pose a risk to the health of individuals.    Candidate must explain how their exposure to infections might pose a risk to individuals and the impact of their own vaccination status. |  |  |  |  |  |  |  |
| AC1.7 Summarise own job role in preventing infection at work | Candidate must provide an overview of their role in preventing infections in their service/ setting. They may use examples from their experiences. |  |  |  |  |  |  |  |
| AC1.8 Use products to perform effective hand hygiene |  |  |  |  |  |  |  |  |
| **LO2 Protect individuals from the risk of infection**  AC2.1 Identify common types of personal protective equipment (PPE) and clothing | Candidate must identify at least **two** common types of PPE and clothing. |  |  |  |  |  |  |  |
| AC2.2 Describe when to use common types of personal protective equipment (PPE) and clothing | Candidate must describe **two** occasions/ tasks when it is appropriate to use common types of PPE and clothing. They may use examples from their previous experiences. |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC2.3 Describe how to use common types of personal protective equipment (PPE) and clothing | Candidate must describe at least **two** ways of how to use common types of PPE and clothing appropriately. |  |  |  |  |  |  |  |
| AC2.4 Describe the safe handling for spillages of bodily fluids | Candidate must describe the appropriate procedure within their setting/ service for the safe handling of spillages of bodily fluids. They may use examples from their previous experiences. |  |  |  |  |  |  |  |
| AC2.5 State the principles of safe handling and disposal of:   * infected or soiled linen * infected or soiled equipment * clinical waste | Candidate must state at least **one** way (in line with agreed ways of working) for their service/ setting for handling and disposal for each of the following:   * infected or soiled linen * infected or soiled equipment * clinical waste |  |  |  |  |  |  |  |
| AC2.6 Describe appropriate methods for cleaning and/or decontamination of the care environment | Candidate must describe appropriate methods for cleaning and/or decontamination of the care environment. |  |  |  |  |  |  |  |
| AC2.7 Describe appropriate methods for cleaning and/or decontamination of care equipment | Candidate must describe appropriate methods for cleaning and decontamination of care equipment. |  |  |  |  |  |  |  |
| AC2.8 use PPE appropriate to the care activity including putting on and taking off safely |  |  |  |  |  |  |  |  |
| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **Unit 234 Awareness of Learning Disability and Autism** | | | | | | | | |
| **LO1 Understand the needs and experiences of people with a learning disability and autistic people**  AC1.1 Describe  what is meant by  the term  learning disability | Candidate must recognise that individuals may experience both autism and a learning disability.  Description must include the following:   * these are lifelong conditions * there are different types of learning disability * potential causes of a learning disability * each individuals' experience is unique although there may be some similar characteristics * prevalence of autism within the UK |  |  |  |  |  |  |  |
| AC1.2 Describe what is meant by the term autism |  |  |  |  |  |  |  |
| AC1.3 Identify other mental or physical conditions that a person with a learning disability or autistic person are more likely to experience | Candidate must identify at least **two** mental or physical conditions. |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC1.4 Explain how learning disability or autism may impact on a person’s:   * everyday life * health and well-being * care and support needs | Candidate must provide **three** examples explaining how a learning disability or autism may impact on:   * everyday life of an individual * their health and wellbeing * their care and support needs   Candidate must recognise that the impact will depend on the nature of the learning disability or autism.  Candidate may also consider positive impacts. |  |  |  |  |  |  |  |
| AC1.5 Describe barriers people with a learning disability or an autistic person can face in accessing healthcare services | Candidate must describe at least **two** barriers that individuals may face when accessing healthcare |  |  |  |  |  |  |  |
| AC1.6 Describe the different health inequalities that may be experienced by people with a learning disability and autistic people | Candidate must describe at least **two** health inequalities |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| **LO2 Understand how to meet the communication and information needs of people with a learning disability and autistic people**  AC2.1 Identify key differences in communication for   * a person with a learning disability * an autistic person | Candidate must identify at least **two** potential differences in communication for each of the following   * a person with a learning disability * an autistic person |  |  |  |  |  |  |  |
| AC2.2 Describe how sensory  issues can impact autistic  people | Candidate must describe at least **two** sensory issues **and** describe how they may impact on autistic people. |  |  |  |  |  |  |  |
| AC2.3 Explain the importance of meeting a person's unique | Candidate must explain the importance of recognising individuality and personal communication preferences. |  |  |  |  |  |  |  |
| AC2.4 Describe ways to adapt own communication when supporting people with a learning disability and autistic people | Candidate must describe at least **two** ways overall, suitably anonymised, showing how to adapt communication to meet specific needs. The examples may come from their own experience, or be fictitious |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC2.5 Identify different ways to engage with and signpost, people with a learning disability, autistic people, their families and carers, to information, services, and support | Candidate must identify at least **two** ways in which they could signpost to relevant information about services and support. |  |  |  |  |  |  |  |
| **LO3 Understand reasonable adjustments which may be necessary in health and care delivery**  AC3.1 Identify reasonable adjustments which can be made in health and care services accessed by people with a learning disability and autistic people | Candidate must identify at least **two** reasonable adjustments that could be made |  |  |  |  |  |  |  |
| AC3.2 Explain the importance of planning reasonable adjustments in advance | Candidate must recognise that failing to plan and provide reasonable adjustments in advance can cause distress and lead to inadequate care or healthcare service.  Candidate must provide at least **one** example of a potential outcome if reasonable adjustments are not planned and made. |  |  |  |  |  |  |  |

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| **Unit title, Learning Outcome, Assessment Criteria** | **Indicative content** | **RPL** | **OBS**  **1** | **ALD1** | **OBS**  **2** | **ALD**  **2** | **DD** | **Personal Development Portfolio**  (please state) |
| AC3.3 Outline how to report concerns associated with unmet health and care needs when reasonable adjustments are not made | Candidate must outline what action they should take including:   * who they should report this to * how they should report the concern * what to do if the person they should report to is not available or takes no action * the importance of prompt reporting |  |  |  |  |  |  |  |
| **LO4 Understand how legislation and guidance support people with a learning disability and autistic people**  AC4.1 Explain how key pieces of legislation supports and promotes the following for people with learning disabilities and autistic people:   * human rights * inclusion * equal life chances * citizenship | Awareness of current and relevant legislation and be able to explain how it supports individuals with a learning disability or autistic people.  Candidate may explain it with examples from their own experiences, recent media reports or findings from investigations/CQC reports |  |  |  |  |  |  |  |
| AC4.2 Explain how  local and national  guidance  supports and  promotes the  following for people  with learning  disabilities and  autistic people   * human rights * inclusion * equal life chances * citizenship | Awareness of both local and national guidance, including how national guidance is implemented in their own locality and service.  Candidate must provide **one** example of how the guidance (either a specific local initiative or national guidance) supports and promotes individuals. |  |  |  |  |  |  |  |

Summative discussion progress record

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| --- | --- | --- | --- |
| Candidate  name |  | Enrolment  Number |  |
| **Assessor Name** |  | | |

The purpose of this document is for the assessor to track the candidate’s progress from the activities completed through the candidate’s journey, against the holistic grading descriptors.

This document must be completed by the assessor following each assessment activity, including following any meetings with the candidate

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| **Holistic Grading Descriptors and Pass Criteria** | **Observation**  **1** | **Assessor-led discussion 1** | **Observation 2** | **Assessor-led discussion 2** | **Discrete assessor-led discussion** | **Personal Development Portfolio (including PDP, Reflective Journal/EWT, WT, other evidence)** |
| **Consistently works in ways that follow agreed ways of working**  Evidence of: | | | | | | |
| understanding  how to access information about agreed ways of working |  |  |  |  |  |  |
| following agreed ways of working |  |  |  |  |  |  |
| working in partnership with others |  |  |  |  |  |  |
| **Holistic Grading Descriptors and Pass Criteria** | **Observation**  **1** | **Assessor-led discussion 1** | **Observation**  **2** | **Assessor-led discussion 2** | **Discrete assessor-led discussion** | **Personal Development Portfolio (including PDP, Reflective Journal/EWT, WT, other evidence)** |
| **Consistently works within the scope of own role in the workplace**  Evidence of: | | | | | | |
| understanding own role including duty of care and the duty of candour |  |  |  |  |  |  |
| understanding of working relationships in adult social care |  |  |  |  |  |  |
| working within the limitations of own role and where to get support when unsure |  |  |  |  |  |  |
| knowing about the relevance of ‘Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England’ to own role |  |  |  |  |  |  |
| **Understands the importance of Safeguarding Adults**  Evidence of: | | | | | | |
| knowing types of abuse |  |  |  |  |  |  |
| understanding signs and symptoms of abuse |  |  |  |  |  |  |
| **Holistic Grading Descriptors and Pass Criteria** | **Observation**  **1** | **Assessor-led discussion 1** | **Observation**  **2** | **Assessor-led discussion 2** | **Discrete assessor-led discussion** | **Personal Development Portfolio (including PDP, Reflective Journal/EWT, WT, other evidence)** |
| understanding own responsibilities regarding safeguarding adults |  |  |  |  |  |  |
| understanding local and national systems for protecting individuals from harm and abuse |  |  |  |  |  |  |
| **Consistently works in a person-centred and inclusive way**  Evidence of: | | | | | | |
| understanding the importance of equality, diversity and human rights from the individuals perspective of the care and support they receive |  |  |  |  |  |  |
| understanding how to access information, advice and support about equality, diversity, inclusion, and human rights |  |  |  |  |  |  |
| knowing about protected characteristics in equality legislation |  |  |  |  |  |  |
| understanding of person-centred values |  |  |  |  |  |  |
| **Holistic Grading Descriptors and Pass Criteria** | **Observation**  **1** | **Assessor-led discussion 1** | **Observation**  **2** | **Assessor-led discussion 2** | **Discrete assessor-led discussion** | **Personal Development Portfolio (including PDP, Reflective Journal/EWT, WT, other evidence)** |
| providing person-centred care and support that meets individual’s needs |  |  |  |  |  |  |
| working in a way that respects individual’s rights, needs and wants, demonstrating person-centred approaches to own work |  |  |  |  |  |  |
| understanding of the importance of supporting individuals with nutrition and hydration needs |  |  |  |  |  |  |
| understanding the importance of monitoring nutrition and hydration and what to do when there are changes |  |  |  |  |  |  |
| knowing signs of poor nutrition and hydration |  |  |  |  |  |  |
| supporting individuals to maintain independence with nutrition and hydration |  |  |  |  |  |  |
| understanding of mental capacity and the impact of individuals being able to make choices |  |  |  |  |  |  |
| working in ways that reduce the likelihood of abuse |  |  |  |  |  |  |
| **Holistic Grading Descriptors and Pass Criteria** | **Observation**  **1** | **Assessor-led discussion 1** | **Observation**  **2** | **Assessor-led discussion 2** | **Discrete assessor-led discussion** | **Personal Development Portfolio (including PDP, Reflective Journal/EWT, WT, other evidence)** |
| **Consistently works in ways that show understanding of the importance of health and safety**  Evidence of: | | | | | | |
| understanding the responsibilities of self and others relating to health and safety with regards to the following:   * risk assessments * appropriate use of restrictive practices * fire safety procedures * emergency procedures including basic life support * duties of care and candour * food safety |  |  |  |  |  |  |
| knowing how to respond to incidents, errors and near misses |  |  |  |  |  |  |
| effective Infection prevention and control including the use of Personal Protective Equipment (PPE) and why PPE is important |  |  |  |  |  |  |
| **Holistic Grading Descriptors and Pass Criteria** | **Observation**  **1** | **Assessor-led discussion 1** | **Observation**  **2** | **Assessor-led discussion 2** | **Discrete assessor-led discussion** | **Personal Development Portfolio (including PDP, Reflective Journal/EWT, WT, other evidence)** |
| working with hazardous substances |  |  |  |  |  |  |
| moving and handling objects safely |  |  |  |  |  |  |
| maintaining individual’s dignity when moving and assisting (if applicable) or knowing how to do this |  |  |  |  |  |  |
| **Uses relevant methods of communication to meet individuals needs, wishes and preferences**  Evidence of: | | | | | | |
| using relevant methods of communication, maintaining confidentiality, to meet the needs of:   * individuals * colleagues * others   i |  |  |  |  |  |  |
| understanding the importance of using different methods of communication to suit different needs, wishes and preferences |  |  |  |  |  |  |
| **Holistic Grading Descriptors and Pass Criteria** | **Observation**  **1** | **Assessor-led discussion 1** | **Observation**  **2** | **Assessor-led discussion 2** | **Discrete assessor-led discussion** | **Personal Development Portfolio (including PDP, Reflective Journal/EWT, WT, other evidence)** |
| using and supporting others to use digital communication technologies safely and appropriately |  |  |  |  |  |  |
| recognising and reducing potential barriers to communication |  |  |  |  |  |  |
| **Recognise how to deal with challenges and unexpected occurrences**  Evidence of: | | | | | | |
| dealing with comments, and complaints (if applicable), following agreed ways of working, or knowing how to do this. |  |  |  |  |  |  |
| recognising issues and accessing support when dealing with confrontation or trying to resolve conflict (if applicable), or knowing how to do this |  |  |  |  |  |  |
| understanding agreed ways of working regarding managing dilemmas regarding duty of care |  |  |  |  |  |  |
| knowing how to respond to incidents, errors and near misses |  |  |  |  |  |  |
| **Holistic Grading Descriptors and Pass Criteria** | **Observation**  **1** | **Assessor-led discussion 1** | **Observation**  **2** | **Assessor-led discussion 2** | **Discrete assessor-led discussion** | **Personal Development Portfolio (including PDP, Reflective Journal/EWT, WT, other evidence)** |
| **Reflects on learning, from the topics below, to inform practice and future development plans**   * **mental health** * **dementia** * **autism** * **learning disabilities** * **safeguarding children and young people**   **Evidence of:** | | | | | | |
| reflecting on how learning relating to the following has influenced own practice and awareness:   * mental health * dementia * autism * learning disabilities * safeguarding children and young people |  |  |  |  |  |  |

Summative discussion

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Candidate  name |  | Location |  | Enrolment  Number |  |
| **Assessor Name** |  | | | **Assessment date** | Click or tap to enter a date. |

This form should be used by the assessor for the summative discussion as the final assessment activity.

The assessor must ask a minimum **11 mandatory questions** (**9 assessor devised and 2 set questions) as follows:**

* **one** setquestion from ‘*Demonstrates a commitment to own personal development and wellbeing*’ (already provided in this form)
* **one** setquestion from ‘*Reflects on learning to inform practice and future development plans’* (already provided in this form)
* **at least three** assessor devisedquestions from **three** pass criteria from ‘*Consistently works in a person-centred and inclusive way’*
* **at least one** assessor devisedquestion from **one** of the pass criteria (please state in the form) from **each** of the holistic descriptors:
* *Consistently works in ways that follow agreed ways of working*
* *Consistently works within the scope of their role in the workplace.*
* *Understands the importance of Safeguarding Adults*
* *Consistently works in ways that show understanding of the importance of health and safety*
* *Uses relevant methods of communication to meet individuals needs*
* *Recognise how to deal with challenges and unexpected occurrences*

In addition follow-up questions can also be asked, these questions must also be recorded in this form.

**Note: It is the assessor’ s responsibility to ensure that before an holistic descriptor is identified as met, that the evidence has also fully met all the pass criteria within each descriptor**

The assessor is encouraged to use DVR to record the assessor-led discussions, in which case the time stamp column must be completed to identify where the evidence lies on the DVR recording. If DVR is not used, then candidate’s responses must be captured in detail in the ‘response’ column.

The assessor should complete the summary section at the end of the form to provide overall comments following summative discussion.

Assessor must provide feedback to the candidate using the ‘Feedback form’, notifying the candidate of the outcome, subject to final Internal and External Quality Assurance processes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Holistic grading descriptors** | **Pass Criteria**  (please state) | **Questions asked** | **Response** | **DVR Time stamp** |
| **Demonstrates a commitment to own personal development and wellbeing** |  | Reflecting on your development journey and Personal Development plan, how has this supported you in developing and improving your practice? What is your plan for the future? |  |  |
| **Reflects on learning, from the topics below, to inform practice and future development plans**   * **mental health** * **dementia** * **autism** * **learning disabilities** * **safeguarding children and young people** |  | Reflecting on your learning about mental health and dementia, autism, learning disabilities, safeguarding children and young people, how has this influenced your practice or your future career plans |  |  |
| **Consistently works in a person-centred and inclusive way** |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Consistently works in ways that follow agreed ways of working** |  |  |  |  |
| **Consistently works within the scope of own role in the workplace** |  |  |  |  |
| **Understands the importance of safeguarding adults** |  |  |  |  |
| **Consistently works in ways that show understanding of the importance of health and safety** |  |  |  |  |
| **Uses relevant methods of communication to meet individuals needs, wishes and preferences** |  |  |  |  |
| **Recognise how to deal with challenges and unexpected occurrences** |  |  |  |  |
| **Any follow-up questions asked including responses:** | | | | |
| **Overall comments following the summative discussion** | | | | |
|  | | | | |

**I confirm that the evidence presented here is an accurate account of the assessment that took place.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Candidate signature:** |  | **Date** | Click or tap to enter a date. |
| **Assessor signature:** |  | **Date** |  |
| **IQA signature (if sampled):** |  | **Date** |  |

Expert Witness (EWT) Testimony Form

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Expert Witness** |  | | |
| **Job role/Title** |  | | |
| **Relationship to learner** |  | | |
| **Name of learner** |  | **Enrolment number** |  |
| **Testimony completed by** |  |

At the discretion of the Assessor/Trainer:

* The number of practice examples could be specified and over a specific period of time if/where required

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification title** | Level 2 Adult Social Care Certificate | **Qualification number** | 3096-02 |
| **Unit title** |  | **Unit number** |  |
| **Assessment Criteria** | **Testimony:** to include examples of learner practice to demonstrate consistency | | |
|  |  | | |
| **Expert Witness signature** |  | **Date** | DD/MM/YY |
| **Candidate signature** |  | **Date** | DD/MM/YY |

|  |  |  |  |
| --- | --- | --- | --- |
| **I agree as the Expert Witness that the above statement, written by the named candidate, is a true reflection of the events in respect of their practice.**  **Further comments by the Expert Witness** | | | |
|  | | | |
| **Expert Witness signature** |  | **Date** | DD/MM/YY |
| **IQA signature** (if sampled) |  | **Date** | DD/MM/YY |

Witness Testimony Form

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Witness** |  | | |
| **Job role/Title** |  | | |
| **Relationship to learner** |  | | |
| **Name of learner** |  | **Enrolment number** |  |
| **Testimony completed by** |  |

At the discretion of the Assessor/Trainer:

* The number of practice examples could be specified and over a specific period of time if/where required

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification title** | Level 2 Adult Social Care Certificate | **Qualification number** | 3096-02 |
| **Unit title** |  | **Unit number** |  |
| **Assessment Criteria** | **Testimony:** to include examples of learner practice to demonstrate consistency | | |
|  |  | | |
| **Witness signature** |  | **Date** | DD/MM/YY |
| **Candidate signature** |  | **Date** | DD/MM/YY |

|  |  |  |  |
| --- | --- | --- | --- |
| **I agree as the Witness that the above statement, written by the named candidate, is a true reflection of the events in respect of their practice.**  **Further comments by the Witness** | | | |
|  | | | |
| **Witness signature** |  | **Date** | DD/MM/YY |
| **IQA signature** (if sampled) |  | **Date** | DD/MM/YY |

Feedback form

**Qualification title – Level 2 Adult Social Care Certificate**

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate name |  | Enrolment number |  |
| Assessor name |  | Date of submission |  |

|  |
| --- |
| Feedback relating to:  Observation of practice 1  Assessor-led discussion 1  Observation of practice 2  Assessor-led discussion 2  Discrete assessor-led discussion  Summative discussion underpinned by Personal Development Portfolio |

|  |  |
| --- | --- |
| **Feedback** (including any actions) | **Target date for completion of action(s)** |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate signature: |  | Date |  |
| Confirmation of assessor signature |  | Date |  |
| IQA signature (if sampled) |  | Date |  |

Declaration of Authenticity

|  |  |
| --- | --- |
| **Qualification title:** | Level 2 Adult Social Care Certificate |

**Candidate declaration**

I confirm that the evidence provided for this qualification is my own work.

|  |  |
| --- | --- |
| **Candidate name:** |  |
| **Candidate Signature:** |  |
| **Date:** |  |
| **Enrolment number:** |  |

**Assessor declaration**

I confirm that this candidate has achieved all the requirements for this qualification with

the evidence provided.

Assessment was conducted under the specified conditions and context, and is valid,

authentic, reliable, current and sufficient.

(Where there is more than one assessor, the co-ordinating assessor for the qualification

should sign this declaration.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor name:** |  | | |
| **Assessor Signature:** |  | **Date** |  |
| **Countersignature**  **(if applicable):** |  | **Date** |  |

**Internal Quality Assurer declaration**

I have internally quality assured the assessment work for this qualification by carrying

out the following (please tick):

|  |  |  |
| --- | --- | --- |
| sampling candidate and assessment evidence | **Date** |  |
| discussion with candidate | **Date** |  |
| observation of assessment practice | **Date** |  |
| other – please state | **Date** |  |

I confirm that the candidate’s sampled work meets the standards specified for this qualification and may be presented for external quality assurance and/or certification.

|  |  |  |  |
| --- | --- | --- | --- |
| **Internal Quality**  **Assurer name:** |  | **Date** |  |
| **Internal Quality**  **Assurer Signature:** |  | **Date** |  |
| **Countersignature**  **(if applicable):** |  | **Date** |  |

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