

Pearson BTEC Level 2 Adult Social Care Certificate

Specification

BTEC Specialist qualification

First registration January 2026

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1 Introducing the qualification

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3. The qualifications put learning into the context of the world of work, giving students the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

Qualification purpose

Learners will work in adult social care and have responsibility for providing person-centred, values-driven care and support for those accessing the service. They will typically work under the direction of their manager or supervisor. We would expect employer-specific induction and mandatory training to be completed prior to the learner starting the level 2 Adult Social Care Certificate qualification. However, the employer can decide if the level 2 Adult Social Care Certificate qualification can be completed alongside employer-specific induction and mandatory training.

The level 2 Adult Social Care Certificate qualification does not replace the need for employer-specific induction or mandatory training.

Learners will gain a nationally recognised Level 2 qualification and develop own personal growth and engagement in learning.

Industry support and recognition

This qualification is approved by Skills for Care and meets the Skills for Care qualification design criteria.

Funding

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Adult Social Care Certificate
Qualification Number (QN)	610/6704/0
Regulation start date	01/12/25
Operational start date	01/01/26
Approved age ranges	16+.
Total qualification time (TQT)	360 hours.
Guided learning hours (GLH)	185.
Credit value	36.
Assessment	Internal assessment.
Grading information	The qualification and units are graded Pass/Fail.
Delivery requirements	Learners must be working in an adult care setting.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. Learners must be aged 16+.
Progression	Learners who achieve the Pearson BTEC Level 2 Adult Social Care Certificate can progress to a Level 3 Diploma in Adult Care qualification or Lead Adult Care Worker Apprenticeship.

3 Qualification structure

Pearson BTEC Level 2 Adult Social Care Certificate

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	15
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Unit number	Mandatory units	Level	Guided learning hours	Credit
1	Understand own role	2	11	2
2	Personal development	2	11	3
3	Duty of care	2	10	2
4	Equality, diversity, inclusion and human rights	2	12	2
5	Work in person-centred way	2	21	3
6	Communication	2	13	3
7	Privacy and dignity	2	16	3
8	Nutrition and hydration	2	9	2
9	Awareness of mental health and dementia	2	16	3
10	Adult safeguarding	2	16	3
11	Safeguarding children	2	5	1
12	Health, safety and principles of basic life support	2	16	3
13	Handling information	2	4	1
14	Infection prevention and control	2	9	2
15	Awareness of learning disability and autism	2	16	3

4 Assessment requirements

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Internal assessment (centre-devised assessments).

The qualification must be assessed in line with the Skills for Care Assessment Principles, which can be accessed through the following link to the Skills for Care Website:

[Assessment Principles](#)

Language of assessment

Learners must use English only during the assessment of this qualification.

A learner taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

Internal assessment

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

To pass each internally assessed unit, learners must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. For the occupational area, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Assessment expertise can be evidenced by qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification

- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

Learners who do not successfully pass an assignment, are allowed to resubmit evidence for the assignment or to retake another assignment.

Assessment of qualification units

To pass each unit, learners must show that the learning outcomes and assessment criteria for the unit have been met, as appropriate to the unit, through:

- independently completing assignment(s), which can include both practical and written tasks and all or parts of units can be combined into a single assignment
- gathering evidence from their course in a portfolio showing that they have met the required standard specified in the learning outcomes, assessment criteria and Pearson's quality assurance arrangements
- having an assessment record that shows how each individual assessment criterion has been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. The evidence provided for each unit must reference clearly the unit that is being assessed and learners should be encouraged to signpost evidence. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

Examples of forms of evidence include observation records, reflective accounts, witness testimony and products of learners' work. Learners must provide evidence of their achievement of the knowledge-based learning outcomes and the associated assessment criteria in skills units – achievement cannot be inferred from performance.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 4 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson Work Based Learning Centre Guide to Quality Assurance*
- *Pearson Work Based Learning Delivery Guidance and Quality Assurance Requirements.*

9 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Understand own role

Level: 2

Credit value: 2

Guided learning hours: 11

Unit introduction

This unit introduces learners to their responsibilities in the adult social care setting. It explores roles, behaviours, values and standards of work that are expected of adult social care workers. It introduces the knowledge and skills to understand the nature of working relationships, working in ways that are agreed with employers, and partnership working.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand own role	<p>1.1 Describe own main duties and responsibilities.</p> <p>1.2 List the standards and codes of conduct and practice that relate to own role.</p> <p>1.3 Describe how own experiences, attitudes, values and beliefs may affect the way you work.</p> <p>1.4 Identify the different opportunities for professional and career development in the sector.</p>

Learning outcomes	Assessment criteria
2. Work in ways that have been agreed with the employer	<p>2.1 Describe employment rights and responsibilities.</p> <p>2.2 Describe aims, objectives and values of the service in which you work.</p> <p>2.3 Explain why it is important to work in ways that are agreed with your employer.</p> <p>2.4 Demonstrate how to access full and up-to-date details of agreed ways of working that are relevant to own role.</p> <p>2.5 Demonstrate working in accordance with the agreed ways of working with the employer.</p> <p>2.6 Explain how and when to escalate any concerns in line with organisational policy or ways of working.</p> <p>2.7 Explain why it is important to be honest and identify where errors may have occurred, and to tell the appropriate person.</p>
3. Understand working relationships in social care	<p>3.1 Describe responsibilities to the individuals being supported as well as key people, advocates and others who are significant to an individual.</p> <p>3.2 Explain how a working relationship is different from a personal relationship.</p> <p>3.3 Outline different working relationships in adult social care settings.</p>
4. Work in partnership with others	<p>4.1 Explain why it is important to work in teams and in partnership with others.</p> <p>4.2 Explain why it is important to work in partnership with key people, advocates and others who are significant to individuals being supported.</p> <p>4.3 Demonstrate behaviours, attitudes and ways of working that can help improve partnership working.</p> <p>4.4 Demonstrate how and when to access support and advice about:</p> <ul style="list-style-type: none"> • partnership working • resolving conflicts.

Unit content

What needs to be learned
Learning outcome 1: Understand own role
Standards <ul style="list-style-type: none">• May include Codes of Practice, regulations, minimum standards, national occupational standards and any other standards and good practice relevant to the setting. <p>Criterion 1.4: While it is recognised that learners will have their own aspirations, the achievement of this criterion 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.</p>
Learning outcome 2: Work in ways that have been agreed with the employer
Agreed ways of working <ul style="list-style-type: none">• These will include policies and procedures, job descriptions and less formal agreements and expected practices. <p>Criterion 2.6: This should include reference to whistleblowing procedures: where a person (the whistle blower) exposes any kind of information or activity that is deemed illegal, unethical, or incorrect.</p>
Learning outcome 3: Understand working relationships in social care
Individuals <ul style="list-style-type: none">• Individuals or the individual will normally refer to the person or people the learner is providing care and support for. Key people and others <ul style="list-style-type: none">• In this context, this may include, but is not limited to:<ul style="list-style-type: none">◦ the friends, family and loved ones of those accessing care and support services◦ peers, team members and other colleagues◦ managers and senior management◦ professionals from other organisations involved in the individual's care◦ paid workers and volunteers from other organisations and teams.
Learning outcome 4: Work in partnership with others
Individuals <ul style="list-style-type: none">• Individuals or the individual will normally refer to the person or people the learner is providing care and support for.

What needs to be learned

Key people and others

- In this context, this may include but not limited to:
 - the friends, family and loved ones of those accessing care and support services
 - peers, team members and other colleagues
 - managers and senior management
 - professionals from other organisations involved in the individual's care
 - paid workers and volunteers from other organisations and teams.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criterion 4.4: Requires the learner to provide performance evidence, however, the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

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

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 2: Personal development

Level: 2

Credit value: 3

Guided learning hours: 11

Unit introduction

This unit introduces the concept of personal development and reflective practice. It covers the process of creating both a personal and professional development plan. It requires learners to take account of feedback and reflection in order to improve practice.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Agree a personal development plan	<p>1.1 Outline the processes for:</p> <ul style="list-style-type: none">identifying own learning needsagreeing a personal development plan and who should be involved. <p>1.2 Explain why feedback from others is important in helping to develop and improve approaches to own work.</p> <p>1.3 Contribute to and agree own personal development plan.</p>

Learning outcomes	Assessment criteria
2. Develop own knowledge, skills and understanding	<p>2.1 Describe sources of support for own learning and development.</p> <p>2.2 Explain how learning activities have improved own knowledge, skills and understanding.</p> <p>2.3 Identify the level of literacy, numeracy, digital and communication skills needed to carry out own role.</p> <p>2.4 Describe where to find information and support on how to check and develop own current level of:</p> <ul style="list-style-type: none"> • literacy • numeracy • digital • communication skills. <p>2.5 Explain how reflecting on a situation has improved own knowledge, skills and understanding.</p> <p>2.6 Explain how feedback from others has developed own knowledge, skills and understanding.</p> <p>2.7 Demonstrate how to measure own knowledge, performance and understanding against relevant standards.</p> <p>2.8 Describe the learning opportunities available and how they can be used to improve ways of working.</p> <p>2.9 Demonstrate how to record progress in relation to own personal development.</p>

Unit content

What needs to be learned
Learning outcome 1: Agree a personal development plan
Personal development plan <ul style="list-style-type: none">• May be known by different names, but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives and timescales for review.
Others <ul style="list-style-type: none">• In this context, could refer to others the learner has contact with:<ul style="list-style-type: none">○ the individual accessing care and support○ the friends, family and loved ones of those accessing care and support services○ peers, team members and senior colleagues○ managers and senior management○ professionals from other organisations involved in the individual's care.
Learning outcome 2: Develop own knowledge, skills and understanding
Sources of support <ul style="list-style-type: none">• May include:<ul style="list-style-type: none">○ formal or informal support○ support mechanisms provided throughout induction period○ supervision○ appraisal○ peer support○ from within and outside the organisation.
Literacy, numeracy, digital and communication skills <ul style="list-style-type: none">• Will be appropriate to the learner's individual learning and development needs. This could include exploring different options available to develop such skills. Ongoing development of all these skills will support all aspects of the learner's practice and could reference to an appropriate functional skill level needed where applicable.
Reflecting <ul style="list-style-type: none">• Involves thinking about what needs to be changed to improve future practice.

What needs to be learned

Others

- In this context, could refer to others the learner has contact with:
 - the individual accessing care and support
 - the friends, family and loved ones of those accessing care and support services
 - peers, team members and senior colleagues
 - managers and senior management
 - professionals from other organisations involved in the individual's care.

Standards

- May include Codes of Practice, regulations, minimum standards and any other standards and good practice relevant to the service.

Continuing professional development

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

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 3: Duty of care

Level:	2
Credit value:	2
Guided learning hours:	10

Unit introduction

This unit requires learners to consider both duty of care and duty of candour. It also explores ways of identifying and managing dilemmas, incidents, errors, near misses and confrontational situations. Finally, it includes how to respond to comments and complaints in line with agreed ways of working.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand duty of care and duty of candour	<p>1.1 Define:</p> <ul style="list-style-type: none">• duty of care• duty of candour. <p>1.2 Describe how duty of care and duty of candour affect own work role.</p>
2. Understand the support available for addressing dilemmas that may arise about duty of care	<p>2.1 Identify dilemmas that may arise between the duty of care and an individual's rights.</p> <p>2.2 Explain what you must and must not do within own role in managing conflicts and dilemmas.</p> <p>2.3 Describe where to get additional support and advice about how to resolve such dilemmas.</p>

Learning outcomes	Assessment criteria
3. Deal with comments and complaints	<p>3.1 Demonstrate how to respond to comments and complaints in line with agreed ways of working and legislation.</p> <p>3.2 Outline who to ask for advice and support in handling comments and complaints.</p> <p>3.3 Explain the importance of learning from comments and complaints to improve the quality of service.</p>
4. Know how to respond to incidents, errors and near misses	<p>4.1 Describe how to recognise:</p> <ul style="list-style-type: none"> • adverse events • incidents, errors and near misses. <p>4.2 Explain what you must and must not do in relation to adverse events, incidents, errors and near misses.</p> <p>4.3 Describe agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses.</p>
5. Deal with confrontation and difficult situations	<p>5.1 Identify factors and difficult situations that may cause confrontation.</p> <p>5.2 Explain how communication can be used to solve problems and reduce the likelihood or impact of confrontation.</p> <p>5.3 Explain how to assess and reduce risks in confrontational situations.</p> <p>5.4 Demonstrate how and when to access support and advice about resolving conflicts.</p> <p>5.5 Outline agreed ways of working for reporting any confrontations.</p>

Unit content

What needs to be learned
Learning outcome 1: Understand duty of care and duty of candour
No additional guidance.
Learning outcome 2: Understand the support available for addressing dilemmas that may arise about duty of care
Dilemmas <ul style="list-style-type: none">• A situation in which a difficult choice has to be made. Individuals <ul style="list-style-type: none">• A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. Conflict <ul style="list-style-type: none">• In this context, a conflict could be a disagreement, or a clash of opinions, that could upset or harm the individual.
Learning outcome 3: Deal with comments and complaints
Comments and complaints <ul style="list-style-type: none">• Both should be included as per agreed ways of working in the setting. Agreed ways of working <ul style="list-style-type: none">• These will include policies and procedures, job descriptions and less formal agreements and expected practices. <p>Criterion 3.1: Responding should incorporate the formal reporting procedures in the workplace.</p>
Learning outcome 4: Know how to respond to incidents, errors and near misses
Agreed ways of working <ul style="list-style-type: none">• These will include policies and procedures, job descriptions and less formal agreements and expected practices. Reporting <ul style="list-style-type: none">• In line with agreed ways of working within the setting, and may include manual and electronic records.
Learning outcome 5: Deal with confrontation and difficult situations
Communication <ul style="list-style-type: none">• In this context, a range of communication methods could be considered with the individual and appropriate others.

What needs to be learned

Conflict

- In this context, a conflict could be a disagreement, or clash of opinions, that could upset or harm the individual.

Agreed ways of working

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

Reporting

- In line with agreed ways of working within the setting and may include manual and electronic records.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criteria 3.1 and 5.4 require the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 4: Equality, diversity, inclusion and human rights

Level:	2
Credit value:	2
Guided learning hours:	12

Unit introduction

This unit introduces the learner to the importance of legislation and codes of practice relating to equality, diversity, inclusion and human rights. It supports learners to understand and be able to work in an inclusive way. The learner will know and be able to access information, advice and support about equality, diversity, inclusion and human rights.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand the importance of equality, diversity, inclusion and human rights	<p>1.1 Describe what is meant by:</p> <ul style="list-style-type: none">• human rights• protected characteristics. <p>1.2 Describe what is meant by discrimination and the potential effects on individuals and others.</p> <p>1.3 Explain how practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination.</p> <p>1.4 Explain what is meant by disability hate crime, mate crime and bullying.</p> <p>1.5 Explain how to recognise, challenge and report discrimination in line with your employers' policies and procedures, in a way that encourages positive change.</p>

Learning outcomes	Assessment criteria
2. Work in an inclusive way	<p>2.1 Outline the key concepts of the legislation and codes of practice relating to equality, diversity, inclusion and human rights and how these apply to own role and practice.</p> <p>2.2 Describe approaches and practices which support culturally appropriate care.</p> <p>2.3 Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values and preferences.</p>
3. Access information, advice and support about equality, diversity, inclusion and human rights	<p>3.1 Describe a range of sources, including those made available by your employer, with information, advice and support about equality, diversity, inclusion and human rights.</p> <p>3.2 Explain how and when to access information, advice and support about equality, diversity, inclusion and human rights.</p>

Unit content

What needs to be learned
Learning outcome 1: Understand the importance of equality, diversity, inclusion and human rights
Protected characteristics <ul style="list-style-type: none">As defined by the Equality Act 2010
Effects <ul style="list-style-type: none">Could also include assumptions and may include effects on the individual, their loved ones, those who inflict discrimination and the wider community and society.
Individuals <ul style="list-style-type: none">A person accessing care and support. The individuals, or individual, will normally refer to the person or people that the learner is providing care and support for.
Others <ul style="list-style-type: none">In this context, can refer to everyone a learner is likely to come into contact with, including:<ul style="list-style-type: none">carers, loved ones, family, friends of those accessing care and support servicescolleagues and peers, managers and supervisorsprofessionals from other services, volunteers, visitors to the work setting and members of the community.
Mate crime <ul style="list-style-type: none">Mate crime is someone says they are your friend, but they do things that take advantage of you, such as asking for money a lot. Please see a definition provided by Mencap here: https://www.mencap.org.uk/advice-and-support/bullying-and-discrimination/mate-and-hate-crime.
Learning outcome 2: Work in an inclusive way
Legislation <ul style="list-style-type: none">These must relate to equality, diversity, inclusion, discrimination and human rights and will include the Equality Act 2010, the Human Rights Act 1998 and the Health and Social Care Act 2012.
Culturally appropriate care <ul style="list-style-type: none">The Care Quality Commission describes this as being sensitive to people's cultural identity or heritage. It means being alert and responsive to beliefs or conventions that might be determined by cultural heritage. It can cover a range of things, e.g. ethnicity, nationality, religion, or it might be to do with the individual's sexuality or gender identity.

What needs to be learned

Individuals

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

Others

- In this context, can refer to everyone a learner is likely to come in to contact with, including:
 - carers, loved ones, family, friends of those accessing care and support services
 - colleagues and peers, managers and supervisors
 - professionals from other services volunteers, visitors to the work setting and members of the community.

Learning outcome 3: Access information, advice and support about equality, diversity, inclusion, and human rights

Sources

- Should include those available within the work setting and external.
- External sources could include:
 - <https://www.equalityhumanrights.com/en/equality-and-diversity>
 - <https://www.equalityhumanrights.com/en/human-rights/human-rights-act>
 - <https://www.equalityhumanrights.com/en/equality-act/equality-act-2010>.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 5: Work in a person-centred way

Level: 2

Credit value: 3

Guided learning hours: 21

Unit introduction

This unit introduces the concept of person-centred values, how to work in a person-centred way and understanding of mental capacity. The unit requires practical application when supporting individuals to be comfortable, maintaining identity, self-esteem, spiritual and overall wellbeing. Finally, this unit requires the application of person-centred values in practice.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand person-centred values	<ul style="list-style-type: none">1.1 Identify person-centred values.1.2 Explain how to put person-centred values into practice in your day-to-day work.1.3 Explain why it is important to work in a way that promotes person-centred values when providing support to individuals.1.4 Explain ways to promote dignity in your day-to-day work.1.5 Describe the importance of relationships significant to the individual being supported when working in a person-centred way.

Learning outcomes	Assessment criteria
2. Understand working in a person-centred way	<p>2.1 Describe the importance of finding out the history, preferences, wishes and needs of the individual.</p> <p>2.2 Explain why the changing needs of an individual must be reflected in their care and/or support plan.</p> <p>2.3 Describe the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care.</p>
3. Understand the meaning of mental capacity when providing person-centred care	<p>3.1 Identify relevant legislation and codes of practice relating to mental capacity.</p> <p>3.2 Outline what is meant by the term 'capacity'.</p> <p>3.3 Explain why it is important to assume that an individual has capacity unless there is evidence that they do not.</p> <p>3.4 Outline what is meant by 'consent', and factors that influence an individual's mental capacity and ability to express consent.</p> <p>3.5 Describe situations where an assessment of capacity might need to be undertaken, and the meaning and significance of best interest decisions or advance statements regarding future care which the individual has already made.</p>
4. Support the individual to be comfortable and make changes to address factors that may be causing pain, discomfort or emotional distress	<p>4.1 Ensure that where individuals have restricted movement or mobility, they are comfortable.</p> <p>4.2 Recognise the signs that an individual is in pain, discomfort or emotional distress.</p> <p>4.3 Take appropriate steps to remove or minimise factors which may be causing pain, discomfort or emotional distress to the individual.</p> <p>4.4 Raise any concerns directly and appropriately with others concerned and report any concerns you have following agreed ways of working.</p>

Learning outcomes	Assessment criteria
5. Support the individual to maintain their identity, self-esteem, spiritual wellbeing and overall wellbeing	<p>5.1 Explain how individual identity and self-esteem are linked to emotional, spiritual wellbeing, and overall wellbeing.</p> <p>5.2 Demonstrate that own attitudes and behaviours promote emotional, spiritual wellbeing, and overall wellbeing of the individual.</p> <p>5.3 Support and encourage individual's own sense of identity and self-esteem.</p> <p>5.4 Report any concerns about the individual's emotional, spiritual wellbeing, and overall wellbeing to the appropriate person.</p>
6. Support the individual using person-centred values	6.1 Demonstrate a range of actions which promote person-centred values .

Unit content

What needs to be learned
Learning outcome 1: Understand person-centred values
Person-centred values <ul style="list-style-type: none">• Individuality• Independence• Privacy• Partnership• Choice• Dignity• Respect• Rights Individual and individuals <ul style="list-style-type: none">• A person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for. Relationships <ul style="list-style-type: none">• Learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality and sexual relationships.
Learning outcome 2: Understand working in a person-centred way
Individual and individuals <ul style="list-style-type: none">• A person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for. Wellbeing <ul style="list-style-type: none">• Is a broad concept referring to the person's quality of life. It considers health, happiness and comfort. It may include aspects of social, emotional, cultural, mental, intellectual, economic, physical and spiritual wellbeing. <p>Criterion 2.3: In reference to planning for End of Life Care, everyone should have the opportunity to develop an Advance Care Plan, this helps people to have a good end of life experience by ensuring their wishes and respecting the person's treatment and support preferences are known and can be supported. The Advance Care Plan should be reviewed regularly. The plan may include a Do Not Attempt Cardiopulmonary Resuscitation (DNACPR) decision, which means the person does not want</p>

What needs to be learned
<p>cardiopulmonary resuscitation (CPR) if their heart or breathing stops. This does not mean the withdrawal of all treatment. Part of this plan may also include a Recommended Summary Plan for Emergency Care and Treatment (ReSPECT) form, which records an individual's wishes about a range of health care and treatments.</p>
Learning outcome 3: Understand the meaning of mental capacity when providing person-centred care
<p>Legislation and codes of practice</p> <ul style="list-style-type: none"> As a minimum: <ul style="list-style-type: none"> Mental Capacity Act 2005. <p>Capacity</p> <ul style="list-style-type: none"> Means the ability to use and understand information to make a decision, at the time a decision needs to be made. <p>Individual and individuals</p> <ul style="list-style-type: none"> A person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for. <p>Advance statements</p> <ul style="list-style-type: none"> As per the individual's Advance Care Plan, if they have chosen to have one in place.
Learning outcome 4: Support the individual to be comfortable and make changes to address factors that may be causing pain, discomfort or emotional distress
<p>Individual and individuals</p> <ul style="list-style-type: none"> A person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for. <p>Signs</p> <ul style="list-style-type: none"> Could include, but is not limited to, verbal reporting from the individual, non-verbal communication and changes in behaviour. <p>Emotional distress</p> <ul style="list-style-type: none"> Could include a range of negative feelings being displayed by the individual, such as sadness, anxiety, fear, anger or despair. <p>Take appropriate steps</p> <ul style="list-style-type: none"> Could include, but is not limited to, removing or minimising any environmental factors causing the pain, discomfort or emotional distress, such as: <ul style="list-style-type: none"> following the plan of care, e.g. repositioning or giving prescribed pain relief medication

What needs to be learned

- reporting to a more senior member of staff
- ensuring equipment or medical devices are working or in the correct position, e.g. wheelchairs, prosthetics, catheter tubes
- seeking additional advice when needed
- providing emotional support and reassurance to the individual
- adjusting lighting, volume/noise and temperature
- removing unpleasant odours
- minimising disruption by others
- providing a private/quiet space and other reasonable adjustments.

Others

- In this context, 'others' refer to the person who may be causing discomfort or distress to the individual.

Report

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

Agreed ways of working

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

Learning outcome 5: Support the individual to maintain their identity, self-esteem, spiritual wellbeing and overall wellbeing

Individual and individuals

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

Wellbeing

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

Report

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

What needs to be learned

Learning outcome 6: Support the individual using person-centred values

Person-centred values

- Individuality
- Independence
- Privacy
- Partnership
- Choice
- Dignity
- Respect
- Rights.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

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

Criteria 4.1, 4.2, 4.3 and 4.4 require the learner to provide performance evidence; however, the opportunity to do this may not arise during the period of the qualification. Direct observation is the preferred main source of evidence; however, other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 6: Communication

Level:	2
Credit value:	3
Guided learning hours:	13

Unit introduction

This unit explores different ways to communicate with individuals and others in the workplace. It covers how to meet an individual's communication needs, wishes and preferences and how to reduce barriers to communication. Finally, this unit also deals with the practices and principles relating to confidentiality.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand the importance of effective communication in the workplace	<p>1.1 Identify the different ways that people communicate in the workplace.</p> <p>1.2 Explain how communication affects relationships at work.</p>
2. Understand how to meet the communication and language needs, wishes and preferences of individuals	<p>2.1 Explain how to establish an individual's communication and language needs, wishes and preferences.</p> <p>2.2 Outline a range of methods, styles, communication aids and assistive technologies that could help meet an individual's communication needs, wishes and preferences.</p> <p>2.3 Outline a range of digital communication tools that can be used to support and enhance the individual's communication needs, wishes, preferences and connections.</p>

Learning outcomes	Assessment criteria
3. Understand how to promote effective communication with individuals	<p>3.1 Describe barriers to effective communication with individuals and how they can be reduced.</p> <p>3.2 Explain how an individual's behaviour may be a form of communication.</p> <p>3.3 Explain where to find information and support or services to help individuals communicate more effectively.</p>
4. Use appropriate communication with individuals and support the safe use of communication aids and technologies	<p>4.1 Demonstrate the use of appropriate verbal and non-verbal communication when communicating with individuals.</p> <p>4.2 Demonstrate the appropriate and safe use of communication aids, assistive technologies and digital tools.</p> <p>4.3 Check whether you have been understood when communicating with individuals.</p> <p>4.4 Explain why it is important to observe and be receptive to an individual's reactions when communicating with them.</p> <p>4.5 Report any concerns about communication aids or technologies to the appropriate person.</p>
5. Understand the principles and practices relating to confidentiality	<p>5.1 Outline what confidentiality means in relation to your role.</p> <p>5.2 Describe legislation and agreed ways of working which maintain confidentiality across all types of communication.</p> <p>5.3 Describe situations where information, normally considered to be confidential, might need to be passed on.</p> <p>5.4 Outline who you should ask for advice and support about confidentiality.</p>

Unit content

What needs to be learned
Learning outcome 1: Understand the importance of effective communication in the workplace
Different ways <ul style="list-style-type: none">• Should also include digital communication methods which are used within the workplace.
Workplace and work <ul style="list-style-type: none">• In this context may include one specific location or a range of locations, depending on the context of the learner's role, and should encompass everyone the learner communicates with, but not limited to:<ul style="list-style-type: none">◦ individuals accessing care and support services◦ peers, team members, other colleagues, managers and senior management◦ the friends, family and loved ones of those accessing care and support services◦ paid workers and volunteers from other organisations and teams.
Communication aids <ul style="list-style-type: none">• Aids which can support individuals to communicate in a way they understand. This could include but is not limited to signs, symbols and pictures, objects of reference, communication boards, Makaton, British Sign Language, hearing aids, glasses and Braille.
Learning outcome 2: Understand how to meet the communication and language needs, wishes and preferences of individuals
Individuals <ul style="list-style-type: none">• A person accessing care and support. The individuals, or individual, will normally refer to the people or persons the learner is providing care and support for.
Needs, wishes and preferences <ul style="list-style-type: none">• These may be based on experiences, desires, values, beliefs or culture and may change over time.
Communication aids <ul style="list-style-type: none">• Aids which can support individuals to communicate in a way they understand. This could include, but is not limited to, signs, symbols and pictures, objects of reference, communication boards, Makaton, British Sign Language, hearing aids, glasses and Braille.

What needs to be learned

Assistive technologies

- Technologies which support, assist and enable the individual to communicate using alternative means and could include a range of software, such as: light writers, eye gaze devices, voice recognition, speech synthesisers and symbol-making software. Other technologies which could also support the individual and others, could be considered here, for example alerting devices, virtual assistants, sensors, hearing loops and Artificial Intelligence.

Digital communication tools

- Could include the use of virtual communications platforms, e.g. a PC, tablet, telephone/text, smartphone/watch, and encompass a range of technical platforms such as using online services, monitoring platforms, forums, video calling, email, social media and chatbots.

Connections

- Could include family, friends, loved ones and their community.

Learning outcome 3: Understand how to promote effective communication with individuals

Barriers

- May include, but are not limited to:
 - environment
 - time
 - own physical, emotional, or psychological state
 - own skills, abilities, or confidence to use communication aids, assistive technologies and digital communication tools
 - own or others' prejudices
 - conflict.

Individuals

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

Support or services

- In this context may include:
 - translation services
 - interpretation services
 - speech and language services
 - advocacy services.

What needs to be learned

Needs, wishes and preferences

- These may be based on experiences, desires, values, beliefs or culture and may change over time.

Communication aids

- Aids which can support individuals to communicate in a way they understand. This could include, but is not limited to, signs, symbols and pictures, objects of reference, communication boards, Makaton, British Sign Language, hearing aids, glasses and Braille.

Connections

- Could include family, friends, loved ones and their community.

Learning outcome 4: Use appropriate communication with individuals and support the safe use of communication aids and technologies

Appropriate and safe

- Could include, but not limited to, ensuring that any aids and technologies used are:
 - available
 - clean
 - working properly, and software is updated where needed
 - in good repair
 - fitted appropriately where applicable.
 - used safely and securely when online.

Individuals

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

Communication aids

- Aids which can support individuals to communicate in a way they understand. This could include, but is not limited to, signs, symbols and pictures, objects of reference, communication boards, Makaton, British Sign Language, hearing aids, glasses and Braille.

What needs to be learned

Assistive technologies

- Technologies which support, assist and enable the individual to communicate using alternative means and could include a range of software such as: light writers, eye gaze devices, voice recognition, speech synthesisers, symbol-making software. Other technologies which could also support the individual and others could be considered here, for example alerting devices, virtual assistants, sensors, hearing loops and Artificial Intelligence.

Criterion 4.1: Requires the learner to demonstrate appropriate use of verbal and non-verbal communication with individuals. This would include consideration and appropriate use of:

- language
- words
- tone, pitch
- volume
- position/proximity
- eye contact
- touch
- gestures
- body language
- active listening skills
- interpretation of non-verbal communication.

Criterion 4.2: Will be relevant to the learner's role and ideally should relate to the support the learner is providing to the individual. If this is not achievable, then as a minimum, this can be evidenced within daily practices and the use of digital tools in the workplace.

Criterion 4.5: Could include reporting using recommended and agreed ways of working and systems, such as:

- senior member of staff
- family member/carer
- professional responsible for the communication aid
- the appropriate technical support.

What needs to be learned

Learning outcome 5: Understand the principles and practices relating to confidentiality

Relevant legislation

- The learner should consider how different legislation relates to and influences practice. This may include, but is not limited to:
 - Human Rights Act 1998
 - Data Protection Act 2018
 - The General Data Protection Regulation (GDPR) 2016
 - Care Act 2014
 - Health and Social Care Act 2012.

Agreed ways of working

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

Communication aids

- Aids which can support individuals to communicate in a way they understand. This could include, but is not limited to, signs, symbols and pictures, objects of reference, communication boards, Makaton, British Sign Language, hearing aids, glasses and Braille.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criterion 4.5: Requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 7: Privacy and dignity

Level:	2
Credit value:	3
Guided learning hours:	16

Unit introduction

This unit explores the principles of maintaining privacy and dignity for individuals receiving care. It covers topics such as understanding what privacy and dignity mean, how they can be compromised, and techniques for maintaining privacy and dignity, as well as for supporting individuals in making informed choices. Finally, the unit considers the importance of promoting active participation.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand the principles that underpin privacy and dignity in care	<p>1.1 Outline what is meant by privacy and dignity.</p> <p>1.2 Describe situations where an individual's privacy and dignity could be compromised.</p> <p>1.3 Describe different ways to maintain privacy and dignity of individuals in your care and support.</p>
2. Maintain the privacy and dignity of the individuals in their care	<p>2.1 Demonstrate that your actions promote and maintain the privacy and dignity of individuals.</p> <p>2.2 Explain why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so.</p>

Learning outcomes	Assessment criteria
3. How to support an individual's right to make choices	<p>3.1 Describe ways of supporting individuals to make informed choices.</p> <p>3.2 Explain how risk assessment processes can be used to support the rights of individuals to make their own decisions.</p> <p>3.3 Explain why your own personal views must not influence an individual's own choices or decisions.</p> <p>3.4 Explain why there may be times when you need to support an individual to question or challenge decisions made about them by others.</p>
4. Support individuals in making choices about their care	<p>4.1 Demonstrate how to support individuals to make informed choices.</p> <p>4.2 Use risk assessment processes to support the rights of individuals to make their own decisions.</p> <p>4.3 Ensure your own personal views do not influence an individual's own choices or decisions.</p>
5. Understand how to support active participation	<p>5.1 Describe how valuing individuals contributes to active participation.</p> <p>5.2 Explain how to enable individuals to make informed choices about their lives.</p> <p>5.3 Describe a range of ways you can support active participation with individuals.</p> <p>5.4 Explain the importance of enabling individuals to be as independent as possible and to maintain their own network of relationships and connections with their community.</p>
6. Support individuals in active participation of their own care	<p>6.1 Demonstrate how to support the active participation of individuals.</p> <p>6.2 Explain how your own personal views could restrict the individual's ability to actively participate.</p>

Unit content

What needs to be learned
Learning outcome 1: Understand the principles that underpin privacy and dignity in care
Individual and individuals <ul style="list-style-type: none">• A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
Learning outcome 2: Maintain the privacy and dignity of the individuals in their care
Individual and individuals <ul style="list-style-type: none">• A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. Private <ul style="list-style-type: none">• Could include, but not limited to, health condition, sexual orientation, personal history and social circumstances. <p>Criteria 1.3 and 2.1 could include, but not limited to:</p> <ul style="list-style-type: none">○ using appropriate volume to discuss the care and support of an individual○ discussing care and support activities in a place where others cannot overhear○ using the individual's preferred form of address/name○ making sure doors, screens or curtains are in the correct position○ getting permission before entering someone's personal space○ knocking before entering the room○ ensuring any clothing is positioned correctly○ ensuring the individual is positioned appropriately, and the individual is protected from unnecessary exposure of any part of their body that they would not want others to be able to see○ supporting the individual with their identity, e.g. personal appearance○ providing consideration of the individual's preferred routine and personal space.

What needs to be learned
Learning outcome 3: How to support an individual's right to make choices
<p>Individual and individuals</p> <ul style="list-style-type: none"> • A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. <p>Risk assessment processes</p> <ul style="list-style-type: none"> • Should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk taking). <p>Others</p> <ul style="list-style-type: none"> • In this context, may include, but is not limited to: <ul style="list-style-type: none"> ◦ carers, loved ones, family and friends ◦ colleagues in the setting ◦ professionals from other services.
Learning outcome 4: Support individuals in making choices about their care
<p>Individual and individuals</p> <ul style="list-style-type: none"> • A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. <p>Risk assessment processes</p> <ul style="list-style-type: none"> • Should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk taking).
Learning outcome 5: Understand how to support active participation
<p>Individual and individuals</p> <ul style="list-style-type: none"> • A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. <p>Active participation</p> <ul style="list-style-type: none"> • A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. <p>Connections</p> <ul style="list-style-type: none"> • Could include family, friends, loved ones and their community.

What needs to be learned

Learning outcome 6: Support individuals in active participation of their own care

Individual and individuals

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

Active participation

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

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 8: Nutrition and hydration

Level: 2

Credit value: 2

Guided learning hours: 9

Unit introduction

This unit provides the learner with the understanding of food safety and the principles of nutrition and hydration, including signs and symptoms indicating poor nutrition and hydration. The learner will also be able to support individuals with their nutritional and hydration needs and preferences.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand the principles of food safety	1.1 Explain the importance of food safety, including hygiene in the preparation and handling of food.
2. Understand the principles of nutrition and hydration	<div>2.1 Explain the importance of good nutrition and hydration in maintaining health and wellbeing.</div> <div>2.2 Describe signs and symptoms of poor nutrition and hydration.</div> <div>2.3 Describe ways to promote and support adequate nutrition and hydration.</div> <div>2.4 Describe how to identify and report changes or risks relating to nutrition and hydration needs.</div>

Learning outcomes	Assessment criteria
3. Support individuals with nutrition and hydration	<p>3.1 Describe how to identify the nutrition and hydration care and support needs of individuals.</p> <p>3.2 Outline factors that can affect an individual's nutrition and hydration care and support needs.</p> <p>3.3 Support individuals with their nutrition and hydration in line with their preferences, needs and care or support plan.</p> <p>3.4 Monitor and record (where required) the nutrition and hydration care and support provided to individuals.</p> <p>3.5 Explain when you might need to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs, and how to gain this.</p>

Unit content

What needs to be learned
Learning outcome 1: Understand the principles of food safety
No additional guidance.
Learning outcome 2: Understand the principles of nutrition and hydration
Identify <ul style="list-style-type: none">Will include being able to recognise any changes or risks to the individual's care and support needs and being able to monitor changes or risks in line with the individual's preferences, assessed needs and care and support plan requirements. Risks <ul style="list-style-type: none">In line with agreed ways of working within the setting, and may include use of appropriate monitoring tools.
Learning outcome 3: Support individuals with nutrition and hydration
Individuals <ul style="list-style-type: none">The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. Factors <ul style="list-style-type: none">Which can affect the nutrition and hydration needs and choices of individuals may include, but not limited to:<ul style="list-style-type: none">health needs and conditions: diabetes, coeliac disease, heart diseasedietary requirementsphysical factors: eating, drinking or swallowing difficulties, aspiration/chokingimpact of poor oral healthfood allergiesappetitemoral or ethical beliefsreligious requirement or cultural preferencepersonal choice and controlmental capacity, mental health and wellbeingeating disordersside effects of medication.

What needs to be learned

Preferences

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

Needs

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

Care or Support plan

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

Monitor

- Within the context of the individual's care/support plan, this may include, but not limited to, recording preferences and changes in needs, planning and recording daily intake (if required), planning meals and approaches to maintaining a healthy lifestyle.

Record

- Where learners are required to use both electronic and manual recording systems, assessment must include both ways of record keeping.

Additional advice and guidance

- Will vary depending on the learner's role, agreed ways of working, and area of advice and support needed. Action may include, but not limited to, referring to a senior colleague, a family carer, a professional practitioner, e.g. general practitioner, dietitian, speech and language therapist, occupational therapist or other practitioner/professional/specialist service who would be able to provide advice, guidance and support to the learner, setting and individual.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Guidance notes:

While supporting individuals with meeting their nutritional and hydration needs may not seem to be part of every role in adult social care, it is important to ensure the learner has good transferable competency. This will ensure that wherever they are working, individuals have appropriate access to nutrition and hydration, and safe care and support.

It is acknowledged that individuals have a range of care and support needs in this area of care. This unit does require the learner to provide performance evidence (3.3 and 3.4), and this needs to reflect and be contextualised to the needs of the individuals the learner is providing care and support for. Here are some examples of how the required performance evidence might be contextualised and confirmed in the learner's practice:

- Encouraging regular nutrition and hydration/fluid intake and ensuring refreshed drinks and meals/snacks are placed within reach of the individual during care visits.
- Providing appropriate assistance to enable the individual to eat and drink comfortably and with dignity.
- Supporting an individual with nutrition and hydration aspects, such as healthy eating, which could include meal planning and preparation, along with budgeting and purchasing food items.
- Supporting an individual to access, understand and follow recommended dietary advice provided by a health professional or similar.
- Supporting an individual with specific nutrition support, which could include the use of special nutrient-rich foods, nutritional supplements and fortified foods, as well as enteral feeding tubes.
- Being able to discuss and report any changes, concerns or dilemmas they may face with nutrition and hydration when supporting individuals.
- Responding to any changes in the individual's health which may impact their ability to self-manage their nutrition and hydration needs.
- Signposting and supporting the individual to gain and follow healthy eating advice or advice from another professional which has an impact on their nutrition and hydration needs.

The above examples are not exhaustive, nor are they all required; the purpose of the examples is to show how the performance evidence required can be contextualised and reflected across a range of settings in practice.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criteria 3.3 and 3.4: Both criteria should be evidenced in normal work activity, and assessment advice has been provided above of how this could be contextualised and achieved. It is acknowledged that there may still be situations where learners may not have the opportunity to demonstrate these skills. Other sufficient appropriate evidence to show that the learner would be able to do this is permissible. An assessment method, such as a Professional Discussion, could be planned and used to achieve this. Justification for this must be standardised and documented by the centre delivering the qualification.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 9: Awareness of mental health and dementia

Level:	2
Credit value:	3
Guided learning hours:	16

Unit introduction

This unit will develop an understanding of the needs and experiences of people living with mental health conditions and dementia. This unit provides understanding of the importance of early identification and provision of personalised care, reasonable adjustments and the legal framework associated with mental health conditions and dementia. Where mental health or dementia is stated within criteria, then the learner should include understanding of both.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand the needs and experiences of people living with mental health or dementia	<p>1.1 Outline what is meant by the terms:</p> <ul style="list-style-type: none">• mental health• mental wellbeing. <p>1.2 List common types of mental health conditions.</p> <p>1.3 Outline what is meant by the term dementia.</p> <p>1.4 Explain how living with a mental health condition or dementia can impact an individual's:</p> <ul style="list-style-type: none">• everyday life and the lives of their families and carers• health and wellbeing• care and support needs.

Learning outcomes	Assessment criteria
2. Understand the importance of early identification of mental health conditions and dementia	<p>2.1 Explain how to recognise early indicators of mental health deterioration.</p> <p>2.2 List early signs and symptoms of dementia.</p> <p>2.3 Identify why early identification of mental health needs or dementia is important.</p> <p>2.4 Explain how an individual's care and support needs may change when a mental health condition or dementia is identified or there is a decline in the individual's condition.</p> <p>2.5 Describe ways to engage with and signpost individuals living with a mental health condition or dementia and their families and carers to other services and support.</p>
3. Understand aspects of personalised care which support an individual living with a mental health condition or dementia	<p>3.1 Explain how positive attitudes can support individuals living with a mental health condition or dementia.</p> <p>3.2 Explain why it is important to recognise a person living with a mental condition or dementia as a unique individual.</p> <p>3.3 Explain how using person-centred approaches and encouraging active participation can enable and encourage an individual living with a mental health condition or dementia to keep well and maintain independence.</p> <p>3.4 Describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services.</p>
4. Understand the reasonable adjustments which may be necessary in health and care delivery for an individual living with a mental health condition or dementia	<p>4.1 Identify reasonable adjustments which can be made in health and care services accessed by individuals living with a mental health condition or dementia, and the importance of planning these in advance.</p> <p>4.2 Explain how to report concerns associated with unmet health and care needs which may arise for individuals living with a mental health condition or dementia.</p>

Learning outcomes	Assessment criteria
5. Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia	5.1 Explain how key pieces of legislation and guidelines support and promote human rights, inclusion, equal life chances and citizenship of individuals living with a mental health condition or dementia.

Unit content

What needs to be learned
Learning outcome 1: Understand the needs and experiences of people living with mental health or dementia
<p>Criterion 1.1: While this unit is specifically around mental health conditions and dementia, the learner should acknowledge and reflect that mental health and wellbeing relate to every person.</p> <p>Types</p> <ul style="list-style-type: none">As a minimum, the learner's response should include psychosis, depression and anxiety. <p>Meant</p> <ul style="list-style-type: none">As a minimum, the learner's response should include key facts, causes and different types of dementia. The learner should also be able to reflect that dementia will be different for every individual that has it. <p>Impact</p> <ul style="list-style-type: none">The issues may be physical, social or psychological, and the impact will be different for every person. <p>Individual</p> <ul style="list-style-type: none">Individual/s: in this context, 'individual' will usually mean the person supported by the learner, but it may include those for whom there is no formal duty of care. <p>Carers</p> <ul style="list-style-type: none">In this context means those who provide unpaid care for anyone aged 16 or over with health or social care needs.
Learning outcome 2: Understand the importance of early identification of mental health conditions and dementia
<p>Individual</p> <ul style="list-style-type: none">Individual/s: in this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care. <p>Carers</p> <ul style="list-style-type: none">In this context means those who provide unpaid care for anyone aged 16 or over with health or social care needs. <p>Other services and support</p> <ul style="list-style-type: none">Learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals, their families and carers.

What needs to be learned
<p>Learning outcome 3: Understand aspects of personalised care which support an individual living with a mental health condition or dementia</p> <p>Individual</p> <ul style="list-style-type: none"> Individual/s: in this context, ‘individual’ will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care. <p>Person-centred approaches</p> <ul style="list-style-type: none"> Should include the principles and values of person-centred care: including individuality, rights, choice, privacy, independence, dignity, respect and partnership. <p>Active participation</p> <ul style="list-style-type: none"> A way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. <p>Criterion 3.2 additional information: A strength-based approach focuses on individuals’ strengths, resources and what they can do themselves to keep well and maintain independence. While the Level 2 learner may not yet be familiar with this term, they should be encouraged to understand how this term relates to and builds on person-centred approaches and active participation.</p>
<p>Learning outcome 4: Understand the reasonable adjustments which may be necessary in health and care delivery for an individual living with a mental health condition or dementia</p> <p>Reasonable adjustments</p> <ul style="list-style-type: none"> Steps, adaptations and changes which can be made to meet the needs and preferences of an individual, including but not limited to: <ul style="list-style-type: none"> providing the person with more time using easy read information using pictures adjusting pace of communication using simple, easy language making changes to the environment. <p>Individual:</p> <ul style="list-style-type: none"> Individual/s: in this context, ‘individual’ will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.

What needs to be learned
<p>Report:</p> <ul style="list-style-type: none"> • In line with agreed ways of working within the setting and could include verbal, written and electronic systems.
<p>Learning outcome 5: Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia</p>
<p>Legislation and guidance:</p> <ul style="list-style-type: none"> • Including but not limited to: <ul style="list-style-type: none"> ○ Equality Act 2010 ○ Human Rights Act 1998 ○ Mental Capacity Act 2005 ○ Care Act 2014 ○ Health and Social Care Act 2012 ○ Mental Health Act 1983 ○ Accessible Information Standard. <p>Within criterion and response for 5.1, the learner should be encouraged to reflect on their existing knowledge of the appropriate legislation and guidance and how this supports individuals living with a mental health condition or dementia.</p> <p>Individual</p> <ul style="list-style-type: none"> • Individual/s: in this context, 'individual' will usually mean the person supported by the learner but it may include those for whom there is no formal duty of care.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 10: Adult safeguarding

Level:	2
Credit value:	3
Guided learning hours:	16

Unit introduction

In this unit, learners will develop an understanding of the principles of adult safeguarding, including how to identify potential abuse. This unit explores the different ways in which individuals may be harmed, including the use of restrictive practices and through the misuse of technology. Learners will understand and demonstrate how practice that promotes person-centred values, dignity and respect can help to protect individuals. Finally, it considers the impact of legislation, national and local policies and lessons learned from Safeguarding Adult Reviews.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Be able to apply the principles of Adult Safeguarding	<ul style="list-style-type: none">1.1 Explain the term adult safeguarding.1.2 Outline the legal definition of an adult at risk.1.3 Describe own role and responsibilities in adult safeguarding.1.4 Outline what constitutes harm.1.5 Describe the main types of abuse.1.6 Describe possible indicators of abuse.1.7 Describe a range of factors which have featured in adult abuse and neglect.1.8 Identify the range of potential risks with using technology and how to support individuals to be safe without being risk-averse.

Learning outcomes	Assessment criteria
	<p>1.9 Demonstrate that individuals are treated with dignity and respect when providing care and support services.</p> <p>1.10 Explain where to get information and advice about own role and responsibilities in preventing and protecting individuals from harm and abuse.</p>
2. Know how to reduce the likelihood of abuse	<p>2.1 Explain why an individual may be at risk from harm or abuse.</p> <p>2.2 Describe how care environments can promote or undermine people's dignity.</p> <p>2.3 Explain the importance of individualised and person-centred care.</p> <p>2.4 Explain how to apply basic principles of supporting individuals to keep themselves safe.</p> <p>2.5 Identify how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> • working with person-centred values • enabling active participation • promoting choice and rights • working in partnership with others.
3. Know how to respond to suspected or disclosed abuse	<p>3.1 Explain what to do if abuse of an adult is suspected, including how to raise concerns within local freedom to speak up/whistleblowing policies or procedures.</p>
4. Know how to protect people from harm and abuse – locally and nationally	<p>4.1 Outline relevant legislation, principles, local and national policies and procedures which relate to safeguarding adults.</p> <p>4.2 Outline the local arrangements for the implementation of multi-agency Adult Safeguarding policies and procedures.</p> <p>4.3 Explain the importance of sharing appropriate information with the relevant agencies.</p> <p>4.4 Describe the actions to take if you experience barriers in alerting or referring to relevant agencies.</p>

Learning outcomes	Assessment criteria
5. Understand restrictive practices	<p>5.1 Outline what is meant by 'restrictive practice'.</p> <p>5.2 Describe organisational policies and procedures in relation to restrictive practices and own role in implementing these.</p> <p>5.3 Explain the importance of seeking the least restrictive option for the individual.</p>

Unit content

What needs to be learned
Learning outcome 1: The principles of Adult Safeguarding
<p>Legal definition</p> <ul style="list-style-type: none">• According to the Care Act 2014. <p>Types of abuse</p> <ul style="list-style-type: none">• Must include:<ul style="list-style-type: none">○ physical abuse○ domestic abuse○ sexual abuse○ psychological abuse○ financial/material abuse○ modern slavery○ discriminatory abuse○ organisational abuse○ neglect/acts of omission○ self-neglect. <p>Potential risks with using technology</p> <ul style="list-style-type: none">• Could include use of electronic communication devices, use of the internet, use of social networking sites and carrying out financial transactions online, and how the individual can be supported to be kept safe. <p>Risk-averse</p> <ul style="list-style-type: none">• The importance of balancing safety measures with the benefits individuals can gain from accessing and using technology, such as online systems, and the individual's right to make informed decisions. <p>Featured</p> <ul style="list-style-type: none">• This should include reference to adult safeguarding reviews and lessons learned.
Learning outcome 2: Know how to reduce the likelihood of abuse
<p>Risk</p> <ul style="list-style-type: none">• May include:<ul style="list-style-type: none">○ a setting or situation○ the individuals and their care and support needs.

What needs to be learned
<p>Person-centred values</p> <ul style="list-style-type: none"> Values include individuality, rights, choices, privacy, independence, dignity, respect, care, compassion, courage, communication, competency and partnership. <p>Active participation</p> <ul style="list-style-type: none"> A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
<p>Learning outcome 3: Know how to respond to suspected or disclosed abuse</p> <p>No additional guidance.</p>
<p>Learning outcome 4: Protect people from harm and abuse – locally and nationally</p> <p>Legislation</p> <ul style="list-style-type: none"> Learners should consider how the different legislations relate to and interact with adult safeguarding. This should include, but is not limited to: <ul style="list-style-type: none"> Mental Capacity Act 2005 Human Rights Act 1998 Equality Act 2010 Mental Health Act 1998 Health and Social Care Act 2012 Care Act 2014. <p>Principles</p> <ul style="list-style-type: none"> Including, but not limited to, the 6 principles of safeguarding embedded within the Care Act 2014: Empowerment, Prevention, Proportionality, Protection, Partnership, Accountability. <p>Local and national policies and frameworks</p> <ul style="list-style-type: none"> Including, but not limited to, Making Safeguarding Personal. Local systems should include the appropriate detail and reference to: <ul style="list-style-type: none"> employer/organisation policies and procedures multi-agency adult protection arrangements for a locality.

What needs to be learned

Learning outcome 5: Understand restrictive practices

Restrictive practice

Learners should consider restrictions and restraints. They should consider practices which intend to restrict and restrain individuals as well as practices that do so inadvertently. An awareness should be demonstrated of physical, mechanical, chemical, seclusion, segregation, psychological restraint and the threat of restraint.

Policies and procedures

In relation to restrictive practice: may include the reference to ensuring that any restrictive practice is legally implemented and may take into account the Mental Capacity Act 2005.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

The final assessment decision must show application of knowledge which relates to the work environment and the specific local authority procedures and arrangements for Safeguarding Adults.

Unit 11: Safeguarding children

Level: 2

Credit value: 1

Guided learning hours: 5

Unit introduction

This unit introduces learners to the basic principles of safeguarding children and young people. It explores the different types of abuse and considers signs and symptoms that might indicate a child or young person is being harmed, abused or exploited, including how to respond.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Know how to safeguard children	<p>1.1 Describe circumstances where there could be contact with a child or young person in the normal course of work within adult social care.</p> <p>1.2 Describe factors that may contribute to a child or young person being more at risk of abuse.</p> <p>1.3 Identify types of abuse that a child or young person could be at risk from.</p> <p>1.4 Explain how to respond to a risk, suspicion or disclosure that a child or young person is being abused or neglected in line with relevant legislation, agreed ways of working and local procedures.</p>

Unit content

What needs to be learned

Learning outcome 1: Know how to safeguard children

The learner's understanding for this unit should be demonstrated as an independent element and not inferred from Adult Safeguarding.

Circumstances

- For example, when relatives or groups visit individuals, when providing support in the community or when providing care in an individual's own home.
- The learner must show awareness:
 - there may be occasions when there is contact with a child or young person when working in adult social care
 - as an adult social care worker, there is a responsibility to ensure the child or young person's wellbeing is safeguarded at all times.

Factors

- May include, but are not limited to:
 - a setting or situation
 - the child or young person and their care and support needs.

Types of abuse

- Could include, but are not limited to:
 - sexual
 - physical
 - neglect
 - emotional
 - domestic
 - bullying and cyberbullying, and online abuse
 - exploitation
 - trafficking
 - female genital mutilation
 - grooming.

Respond

- This should include raising concerns in accordance with employer/organisational policies and procedures and local multi-agency arrangements. This should also consider any relevant legislation, such as the Mental Capacity Act 2005, which applies to people aged 16 and over.

What needs to be learned

Additional information

Every adult social care worker needs to know what to do if they suspect a child or young person is being abused or neglected. As a minimum adult social care workers should be able to explain what they must do if they suspect a child, young person (met in any circumstances) is being subjected to neglect, harm, abuse, exploitation, or violence. This will include the worker knowing how to recognise such situations and how to respond.

If the adult social care worker is also in a role which involves working directly with children and young people, for example:

- in a transitional social care service i.e., supporting young people under 18 who are moving from children's service provision to adult care service provision
- in a registered adult care service i.e., a domiciliary care agency which is also registered to provide care to children and young people
- or is working in a healthcare setting.

Then the organisation and worker must meet the most up to date national minimum training standards for Safeguarding Children at the level appropriate to their workplace/role and duties as set out in the current guidance issued by the Intercollegiate Royal College of Paediatrics and Child Health. There will also be requirements set within the Local Authority area.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

The final assessment decision must show application of knowledge which relates to the work environment and local policies, procedures and arrangements.

Unit 12: Health, safety, and principles of basic life support

Level:	2
Credit value:	3
Guided learning hours:	16

Unit introduction

This unit will provide learners with awareness of their responsibilities and those of the employers for health and safety. Learners will be aware of how health and safety legislation affects the workplace and how to follow risk assessments to help keep themselves and others safe. Learners will gain knowledge of safe working practices and procedures, including moving and assisting, accidents, sudden illnesses, basic life support, carrying out healthcare tasks, handling medications, hazardous substances and promoting fire safety. Finally, learners will know how to work safely and securely in the workplace, while managing their own mental health and personal wellbeing.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	<p>1.1 Identify legislation relating to general health and safety in an adult social care working setting.</p> <p>1.2 Outline the main points of the health and safety policies and procedures agreed with the employer.</p> <p>1.3 Outline the main health and safety responsibilities of:</p> <ul style="list-style-type: none">• self• the employer or manager• others in the work setting. <p>1.4 Describe tasks relating to health and safety that should not be carried out without special training.</p> <p>1.5 Explain how to access additional support and information relating to health and safety.</p>

Learning outcomes	Assessment criteria
	1.6 Identify a range of sustainable approaches which can be applied in own role.
2. Understand risk assessment	<p>2.1 Explain why it is important to assess the health and safety risks posed by work settings, situations, or activities.</p> <p>2.2 Explain how and when to report health and safety risks in the workplace.</p>
3. Move and assist safely	<p>3.1 Identify key pieces of legislation that relate to moving and assisting.</p> <p>3.2 Describe tasks relating to moving and assisting you are not allowed to carry out until they are competent.</p> <p>3.3 Demonstrate how to move and assist people and/or objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working.</p>
4. Understand procedures for responding to accidents, sudden illness and providing basic life support	<p>4.1 Describe different types of accidents and sudden illness that may occur in the course of your work.</p> <p>4.2 Identify the workplace procedures to be followed if:</p> <ul style="list-style-type: none"> • an accident • a sudden illness should occur • basic life support is required. <p>4.3 Describe the emergency basic life support and first aid actions you are and are not allowed to carry out in your role.</p>
5. Understand medication and healthcare tasks	<p>5.1 Describe agreed ways of working in relation to:</p> <ul style="list-style-type: none"> • medication in the setting • healthcare tasks. <p>5.2 Describe the tasks relating to medication and health care procedures that you must not carry out until you are competent.</p>
6. Handle hazardous substances	<p>6.1 Describe common hazardous substances in the workplace.</p> <p>6.2 Demonstrate safe practices for storing, using, and disposing of hazardous substances.</p>

Learning outcomes	Assessment criteria
7. How to promote fire safety	<p>7.1 Explain how to prevent fires from starting or spreading.</p> <p>7.2 Explain what to do in the event of a fire.</p>
8. Know how to work safely and securely	<p>8.1 Describe the measures that are designed to protect your own safety and security at work, and the safety of those you support.</p> <p>8.2 Describe agreed ways of working for checking the identity of anyone requesting access to premises or information.</p>
9. Know how to manage own mental health and personal wellbeing	<p>9.1 Describe common factors that can affect own mental health and wellbeing.</p> <p>9.2 Identify circumstances that tend to trigger these factors in self.</p> <p>9.3 Describe the resources which are available to support own mental health and wellbeing.</p> <p>9.4 Explain how to access and use the available resources which are available to support own mental health and wellbeing.</p>

Unit content

What needs to be learned

Learning outcome 1: Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting

Legislation

- Could include:
 - Health and Safety at Work Act 1974 (HSWA)
 - Manual Handling Operations Regulations 1992 (MHOR)
 - The Management of Health and Safety at Work Regulations 1999
 - Provision and Use of Work Equipment Regulations 1998 (PUWER)
 - Lifting Operations and Lifting Equipment Regulations 1998 (LOLER).

Policies and procedures

- May include other agreed ways of working as well as formal policies and procedures.

Others

- In this context could include:
 - individuals accessing care and support services
 - carers, loved ones, family, friends of those accessing care and support services
 - colleagues and peers
 - professionals visiting the work setting
 - visitors to the work setting.

Sustainable approaches

- Human, social, economic and environmental considerations, e.g. eco-friendly approaches, appropriate reuse of items and reduction of waste, recycling and efficient use of resources. Adherence to relevant workplace initiatives, policies and procedures where these exist, and local/national priorities, and also encouraging and supporting individuals who access care and support to live in a more sustainable way, could also be considered by the learner.

Tasks

- May include
 - use of equipment
 - basic life support and first aid
 - medication

What needs to be learned
<ul style="list-style-type: none"> ○ healthcare procedures ○ food handling and preparation.
Learning outcome 2: Understand risk assessment
Reporting <ul style="list-style-type: none"> • In line with agreed ways of working within the setting, and could include verbal, written and electronic systems.
Learning outcome 3: Move and assist safely
Legislation <ul style="list-style-type: none"> • Could include: <ul style="list-style-type: none"> ○ Health and Safety at Work Act 1974 (HSWA) ○ Manual Handling Operations Regulations 1992 (MHOR) ○ The Management of Health and Safety at Work Regulations 1999 ○ Provision and Use of Work Equipment Regulations 1998 (PUWER) ○ Lifting Operations and Lifting Equipment Regulations 1998 (LOLER). Moving and assisting <ul style="list-style-type: none"> • May also be known as ‘moving and positioning’ in adult social care. Individual <ul style="list-style-type: none"> • A person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support to. Agreed ways of working: <ul style="list-style-type: none"> • These will include policies and procedures, job descriptions and less formal agreements and expected practices.
Learning outcome 4: Understand procedures for responding to accidents, sudden illness and providing basic life support
<p>Learning outcome 4: Achievement of this learning outcome does not enable learner competency in being able to respond safely to basic life support or first aid situations. It is the employer’s statutory responsibility to determine workplace needs and provide the appropriate level of training. When basic life support training is provided by the employer, it should meet the Resuscitation Council UK guidelines.</p>
Learning outcome 5: Understand medication and healthcare tasks
Agreed ways of working: <ul style="list-style-type: none"> • These will include policies and procedures, job descriptions and less formal agreements and expected practices.

What needs to be learned
Healthcare tasks and healthcare procedures: <ul style="list-style-type: none"> This may include reference to workplace guidance for carrying out delegated healthcare tasks and other clinical-type procedures carried out as part of the individual's care or support plan.
Learning outcome 6: Handle hazardous substances
No additional guidance.
Learning outcome 7: How to promote fire safety
No additional guidance.
Learning outcome 8: Know how to work safely and securely
Agreed ways of working <ul style="list-style-type: none"> These will include policies and procedures, job descriptions, and less formal agreements and expected practices.
Learning outcome 9: Know how to manage own mental health and personal wellbeing
Own <ul style="list-style-type: none"> Relates to the learner undertaking this qualification. Wellbeing <ul style="list-style-type: none"> Is a broad concept referring to a person's quality of life. It considers health, happiness and comfort. It may include aspects of social, emotional, cultural, mental, intellectual, economic, physical and spiritual wellbeing. <p>Criterion 9.4 should include how the learner can access the support available to them in the workplace.</p>

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criterion 3.3: Some learners may not be employed in settings where moving and handling of individuals is required. Other evidence to show that the learner would be able to do is permissible. The learner is expected to demonstrate safe moving and handling of objects within normal work activity.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 13: Handling information

Level: 2

Credit value: 1

Guided learning hours: 4

Unit introduction

This unit covers the knowledge and skills required to handle information securely in care settings. It introduces the learners to agreed ways of working and legislation that will support them to handle information appropriately. Learners will understand how to maintain confidentiality and report data breaches.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Know how to handle information	<p>1.1 Explain why it is important to have secure systems and follow the agreed ways of working for:</p> <ul style="list-style-type: none">• accessing• recording• storing• sharing information. <p>1.2 Explain the support an individual may need to keep their information safe and secure.</p> <p>1.3 Demonstrate how to keep records that are up to date, complete, accurate and legible.</p> <p>1.4 Explain how, and to whom, to report if:</p> <ul style="list-style-type: none">• agreed ways of working and legislation have not been followed• there has been a data breach or risk to data security.

Unit content

What needs to be learned
Learning outcome 1: Handle information
Secure systems for accessing, recording, storing and sharing of information: <ul style="list-style-type: none">• This includes both manual/written recording and electronic systems, where learners are required to use different systems within the setting.
Agreed ways of working <ul style="list-style-type: none">• How they work in accordance with their employer, , these will include policies, procedures and job descriptions, and will include approaches to maintaining and promoting confidentiality. This will also include the learner's personal responsibility for handling data safely and the importance of data and cybersecurity.
Legislation <ul style="list-style-type: none">• The learner should consider how different legislation impacts practice. This may include, but is not limited to:<ul style="list-style-type: none">○ Data Protection Act 2018○ The General Data Protection Regulation (GDPR) 2016○ Freedom of Information Act 2000○ Care Act 2014○ Health and Social Care Act 2012○ Human Rights Act 1998.
Individual <ul style="list-style-type: none">• A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. This will include supporting the individual to understand their rights and choices with regard to their personal information, such as how their information is stored and used.
Report <ul style="list-style-type: none">• In line with agreed ways of working within the setting and could include the use of verbal, written and electronic systems.
Data breach <ul style="list-style-type: none">• This is the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal or secure data.
Criteria 1.1 and 1.2, achievement should reflect handling information both manual/written and electronically where learners are required to use different systems within the setting.

What needs to be learned

Criterion 1.3, the learner should avoid the use of abbreviations and jargon and use respectful and inclusive language when contributing to records and reports.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 14: Infection prevention and control

Level: 2

Credit value: 2

Guided learning hours: 9

Unit introduction

This unit aims to help learners understand the meaning and importance of infection control. It explores the causes of infections and the ways that they can be spread. It also covers how to use methods to prevent and control infection spread, including personal protective equipment (PPE), cleaning and decontamination.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Prevent the spread of infection	<p>1.1 Describe the causes of infection, the main ways infection can get into the body and the chain of infection.</p> <p>1.2 Outline the standard Infection Prevention and Control (IPC) precautions that must be followed to protect you and others in your workplace, and where to find the most up-to-date information.</p> <p>1.3 Describe your role in preventing infection in the area you work.</p> <p>1.4 Demonstrate effective hand hygiene using appropriate products.</p> <p>1.5 Explain how your own health, hygiene, vaccination status and exposure to infection at work might pose a risk to the individuals you support and others you meet.</p>

Learning outcomes	Assessment criteria
	<p>1.6 Identify common types of personal protective equipment (PPE) and clothing and describe how and when to use them.</p> <p>1.7 Demonstrate effective use of PPE appropriate to the care activity, including putting on and taking off (donning and doffing) safely.</p> <p>1.8 Describe the appropriate methods for cleaning and/or decontamination of the care environment/equipment.</p> <p>1.9 Describe the process for safe handling of blood/bodily fluids spills.</p> <p>1.10 Explain the principles of safe handling and disposal of infected or soiled linen/equipment and clinical waste.</p>

Unit content

What needs to be learned
Learning outcome 1: Prevent the spread of infection
<p>Precautions</p> <ul style="list-style-type: none">• Will relate to service type and current organisational, national and local policy/procedure and guidance. <p>Hand hygiene</p> <ul style="list-style-type: none">• Refers to following recommended hand-washing techniques and the use of appropriate sanitiser. <p>Individuals</p> <ul style="list-style-type: none">• A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. <p>Others</p> <ul style="list-style-type: none">• In this context, this refers to everyone a learner is likely to come in to contact with, including but not limited to:<ul style="list-style-type: none">◦ individuals accessing care and support services◦ carers, loved ones, family, friends of those accessing care and support services◦ colleagues and peers◦ managers and supervisors◦ professionals from other services◦ visitors to the work setting◦ members of the community◦ volunteers. <p>Appropriate use of Personal Protective Equipment (PPE)</p> <ul style="list-style-type: none">• This should include the different equipment recommended, available and donning/doffing and disposal. <p>Clothing</p> <ul style="list-style-type: none">• Where appropriate to the setting, this may include reference to uniform requirements. <p>Decontamination</p> <ul style="list-style-type: none">• After cleaning, environments and equipment may require disinfection and sterilisation.

What needs to be learned

Clinical waste

- Is defined as a type of waste that has the potential to cause infection or disease and includes 'sharps', such as needles, bodily fluids, incontinence products and used dressings.

Criterion 1.5: The learner should consider the factors which may contribute to the individual being more vulnerable to infection.

Methods, processes and principles within criteria 1.8, 1.9 and 1.10 should include reference to local procedures where applicable.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Unit 15: Awareness of learning disability and autism

Level:	2
Credit value:	3
Guided learning hours:	16

Unit introduction

This unit provides an awareness of the specific needs of people with a learning disability and autistic people. Learners will consider how a learning disability or autism may affect a person's day-to-day life, including communication, health and support needs. Learners will explore how reasonable adjustments can be made to reduce the likelihood of health inequalities. Finally, learners will recognise how relevant legislation and guidance can uphold the rights of people with a learning disability or autistic people.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand the needs and experiences of people with a learning disability and autistic people	<p>1.1 Outline what is meant by the term learning disability.</p> <p>1.2 Outline what is meant by the term autism.</p> <p>1.3 Identify other mental or physical conditions that a person with a learning disability or an autistic person is more likely to live with than the general population.</p> <p>1.4 Explain how a learning disability or autism can impact a person's:</p> <ul style="list-style-type: none">• everyday life• health and wellbeing• care and support needs. <p>1.5 Describe barriers people with a learning disability or an autistic person can face in accessing healthcare services.</p>

Learning outcomes	Assessment criteria
	1.6 Describe the different health inequalities experienced by people with a learning disability and autistic people.
2. Understand how to meet the communication and information needs of people with a learning disability and autistic people	<p>2.1 Identify key differences in communication for:</p> <ul style="list-style-type: none"> • a person with a learning disability • an autistic person. <p>2.2 Explain how sensory issues can impact autistic people.</p> <p>2.3 Explain the importance of meeting a person's unique communication and information needs.</p> <p>2.4 Explain ways to adapt own communication when supporting people with a learning disability and autistic people.</p> <p>2.5 Identify different ways to engage with and signpost people with a learning disability, autistic people and their families and carers to information, services, and support.</p>
3. Understand reasonable adjustments which may be necessary in health and care delivery	<p>3.1 Identify reasonable adjustments which can be made in health and care services accessed by people with a learning disability and autistic people and the importance of planning these in advance.</p> <p>3.2 Explain how to report concerns associated with unmet health and care needs which may arise for people with a learning disability and autistic people when reasonable adjustments are not made.</p>
4. Understand how legislation and guidance support people with a learning disability and autistic people	4.1 Explain how key pieces of legislation and guidance support and promote human rights, inclusion, equal life chances and citizenship of people with learning disability and autistic people.

Unit content

What needs to be learned
Learning outcome 1: Understand the needs and experiences of people with a learning disability and autistic people
Meant <ul style="list-style-type: none">For learning disability, as a minimum, the learner's response should recognise the cause of a learning disability, that a learning disability is lifelong, there are different types and it can be different for every person that has one. For autism, as a minimum, the learner's response should include how common it is, that autism is neurodevelopmental and lifelong and that every autistic person has a different combination of traits and sensitivities and is unique.
Other mental or physical conditions <ul style="list-style-type: none">This could include, but is not limited to, physical impairments, mental health conditions, autism, learning difficulties and disabilities, intellectual disabilities, neurological conditions – such as epilepsy, health-related conditions, visual or hearing impairment, exceptional cognitive skills – and the impact of trauma. The learner's response should recognise that conditions and impact will be very different for a person with a learning disability and for an autistic person.
Impact <ul style="list-style-type: none">The learner's response should reflect that this will be different for every person.
Barriers accessing healthcare services <ul style="list-style-type: none">This could include, but not limited to, the associated additional health conditions a person may have, the need for reasonable adjustments which are not recognised or applied, accessibility issues including transport, communication and language differences, support to access health procedures, checks and screening, misuse of the Mental Capacity Act, lack of understanding of learning disability and autism and diagnostic overshadowing.
Health inequalities <ul style="list-style-type: none">Reference should be made to LeDeR reviews and findings from the <i>Learning from lives and deaths – people with a learning disability and autistic people</i> (LeDeR) programme. This should include, but is not limited to, differences in life expectancy, prevalence of avoidable medical conditions, overmedication (STOMP), and issues with access to treatment and support for behaviour that challenges (STAMP).

What needs to be learned

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

Key differences in communication

- This could include, but is not limited to, people who may use different methods to communicate, may interpret communication differently, may not recognise non-verbal communication, may not recognise emotional and social cues, may need longer to process communication and information, may need longer to express themselves, how communication may be displayed through behaviours, may take language literally and social interaction.

Sensory issues

- This could include, but is not limited to, over-sensitivity or under-sensitivity to lighting, sound, temperature, touch and smell, and how anxiety and stress can contribute to sensory tolerance.

Individual's unique communication and information needs

- The learner's response should recognise differences and individuality.

Ways to adapt own communication

- This could include but is not limited to: adjusting pace, tone, and volume, adjusting space, provide more time when communicating, provide a quiet space, making environmental changes, active listening, use preferred methods of communication, alternative methods of communication and using simple easy language.

Carers

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

Learning outcome 3: Understand reasonable adjustments which may be necessary in health and care delivery

Reasonable adjustments

- Steps, adaptations and changes which can be made to meet the needs and preferences of a person with a learning disability or an autistic person. Including, but not limited to, providing the person with more time, using easy-to-read information, pictures, adjusting pace of communication, using simple, easy language and making changes to the environment, including opportunities to avoid sensory overload (e.g. turning off unnecessary lights, TV/radio, offering quiet space, enabling the use of sensory protection such as noise-cancelling headphones) and considering the use of an alternative location.

What needs to be learned

- Within criteria and response for 3.1, the learner should recognise and consider not only the reasonable adjustments which may be needed in the care and support service accessed by the person, also reflection of the adjustments which may be needed when they are supporting a person to access other care and health services.

Report

- In line with agreed ways of working within the setting, and could include verbal, written and electronic systems.

Learning outcome 4: Understand how legislation and guidance supports people with a learning disability and autistic people

Legislation and guidance

- Including but not limited to:
 - Equality Act 2010
 - Human Rights Act 1998
 - Mental Capacity Act 2005
 - Care Act 2014
 - Health and Social Care Act 2012
 - Accessible Information Standard
 - Autism Act 2009
 - Down Syndrome Act 2022.

Within the response for Criterion 4.1, the learner should be encouraged to reflect on their current knowledge of the appropriate legislation and guidance in relation to supporting people with a learning disability and autistic people.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

All knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Supporting note:

- The Learning Outcomes for Standard 15 have been updated to be consistent with learning outcomes from the Core Capabilities Frameworks for supporting people with a learning disability and autistic people.
- These learning outcomes also reflect the minimum expected learning set out in standard one of the Oliver McGowan Code of Practice on statutory learning disability and autism training for health and social care staff.
- They also align with the learning outcomes in Tier 1 of the Oliver McGowan Mandatory Training on Learning Disability and Autism, which is the government's preferred and recommended package for all health and social care staff which meets the code of practice standards.

- Undertaking the Oliver McGowan Mandatory Training on Learning Disability and Autism to Tier 1 or equivalent training, which meets all the standards of the Code, will support a learner to achieve Standard 15. Learners will still need to evidence their learning to an assessor.

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

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

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

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

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples. It details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete a JCQ Form M1 (www.jcq.org.uk/malpractice) and email it, along with any accompanying documents (such as signed statements from the learner, invigilator and copies of evidence), to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ Form M2 (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (e.g. Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (www.jcq.org.uk/exams-office/appeals).

12 Further information and publications

- Edexcel, BTEC and Pearson work-based learning contact details:
<https://support.pearson.com/uk/s/>.
- Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access Arrangements, Reasonable Adjustments and Special Consideration* (JCQ).
- *A guide to the special consideration process* (JCQ).
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson).
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).
- *Distance learning and assessment policy* (Pearson).

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

13 Glossary

Part A – General terminology used in specification

Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Credit value	All unit(s) in this qualification have a credit value – the unit in this qualification has a credit value. The minimum credit value is 1, and credits can be awarded in whole numbers only.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, e.g. lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, e.g. private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.

Term	Description
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

Part B – Terms used in knowledge and understanding criteria

Term	Description
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events). Description shows recall and in some cases application.
Explain	<p>Provide details and give reasons and/or evidence to support an opinion, view or argument.</p> <p>OR</p> <p>Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.</p>
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.

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