Regulated Qualifications (RQF)



VQA Level 2 Adult Social Care Certificate (RQF)

Qualification Number: 610/4174/9
Version 2.4

Approved by

skillsforcare

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
V2	Assessment guidance numerical errors corrected.
September 2025, V2.1	Age range changed from 19+ to 16+
October 2025, V2.2	Unit H/651/1485, the assessment guidance for AC 5.1 has been changed from 'challenging behaviour' to 'behaviour that challenges'.
November 2025, V2.3	Unit 15: Awareness of learning disability and autism. Removed the word '[draft]' from assessment guidance/supporting notes as Oliver McGowan code of practice is now live. Live link to code of practice inserted.
December 2025, V2.4	Skills for Care and Development Assessment Principles guidance link updated Pg 8.

Introduction

Welcome to VQA

VQA is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland. VQA offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated VQA qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and coming soon developments.

Centre Recognition

To offer a VQA qualification, a centre must be recognised by VQA.

The VQA centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a VQA qualification and the integrity of VQA's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification VQA offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the VQA Centre Handbook. Details of VQA's procedures and policies can be found on our website.

Qualification specifications can also be found on our website. If you have any further questions, please contact VQA.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of VQA Logo, Name and Qualifications

VQA is a professional organisation and the use of its name and logo is restricted. VQA's name may only be used by recognised centres to promote VQA qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to VQA qualifications, printed brochures, leaflets, or exhibition stands.

When using VQA's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as VQA's logo. Any representation of VQA's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of VQA's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. VQA must be made aware of centre relationships with re-sellers of VQA qualifications. VQA must be made aware of any additional websites where the centre intends to use VQA's name and/or logo. If this information is changed, VQA should be notified immediately. VQA is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a VQA centre, it must immediately discontinue the use of VQA's logo, name, and qualifications from all websites and documents.

The Qualification

The VQA Level 2 Adult Social Care Certificate is regulated by Ofqual.

The qualification was developed in association with Skills for Care and the Department of Health and Social Care.

Qualification Purpose

The purpose of the VQA Level 2 Adult Social Care Certificate (RQF) is to develop the learner's knowledge and understanding of the underlying principles and skills required for a variety of job roles in the adult health and social care sector including: equality and diversity, safeguarding, duty of care, health and safety, person-centred approaches and handling information. This qualification develops competence therefore learners must be in paid work to enable assessment to take place.

Entry Requirements

This qualification is suitable for learners of 16 years of age and above.

Employer specific induction and mandatory training is to be completed prior to the learner starting the qualification. However, the employer can decide if the qualification can be completed alongside employer specific induction and mandatory training.

Progression

Successful learners can progress to other qualifications in health and social care, such as:

- VQA Level 2 Certificate in Preparation to Work in Adult Social Care (RQF)
- VQA Level 2 Diploma in Care (RQF)
- VQA Level 3 Diploma in Adult Care (RQF) 603/2553/7
- VQA Level 3 Certificate in Preparing to Work in Adult Social Care (RQF) 601/4041/0
- Level 3 Lead Adult Care Worker apprenticeship

Successful learners can apply for job roles such as:

- Care support worker in adult social care residential or domiciliary services
- healthcare assistants in the community
- primary care and acute health environments
- supported living or day services
- community-based support workers.

Structure

Learners must achieve all credits from all mandatory units.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand own role	A/651/1482	2	24	2
Personal development	D/651/1483	2	20	2
Duty of Care	H/651/1485	2	22	2
Equality, diversity, inclusion, and human rights	J/651/1486	2	22	2
Work in a person-centred way	K/651/1487	2	30	3
Communication	L/651/1488	2	26	3
Privacy and dignity	M/651/1489	2	26	3
Nutrition and hydration	Y/651/1490	2	16	2
Awareness of mental health and dementia	A/651/1491	2	24	3
Adult Safeguarding	D/651/1492	2	26	3
Safeguarding Children	F/651/1493	2	10	2
Health, safety, and principles of basic life support	H/651/1494	2	30	3
Handling information	J/651/1495	2	9	1
Infection prevention and control (IPC)	K/651/1496	2	18	2
An awareness of learning disability and autism	L/651/1497	2	15	2

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 318 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 32 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.
Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment

which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.
The total Qualification Time for this qualification is 350 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Units must be assessed in line with the Skills for Care and Development Assessment Principles available here.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to VQA for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.
Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Recognition of Prior Learning (RPL)

Learner evidence obtained prior to taking this qualification may be assessed as part of **Recognition of Prior Learning (RPL)**, if it is relevant to the knowledge, skills and understanding which will be assessed as part of this qualification.

Evidence can be drawn from any aspect of a learner's prior experience where the learner did not receive formal recognition.

Evidence evaluated through an RPL process is assessed to the same standard of quality as evidence obtained through any other means. It is the role of the centre's assessors and quality assurers to ensure that the evidence is valid, authentic, current, reliable and sufficient. The assessor must ensure that records of assessment are maintained in the usual way and the process must be subject to the same quality assurance requirements as any other assessment method. Evidence evaluated through the RPL process must be in the same language as what the qualification will be assessed in.
Recognise centres must have in place a suitable policy and the appropriate resources to undertake it.

Further information can be found in VQA Accredited and Recognised Prior Learning Policy.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, VQA allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

VQA has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.vqa.org.uk.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any VQA qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a VQA qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to VQA qualifications.

Centres will be expected to identify any additional learning needs a learner may have and have relevant policies and procedures to support this identification and support on offer prior to commencing the qualification.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow VQA's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assessor or quality assure.

Tutor

Tutors or trainers who deliver a VQA qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a VQA qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for VQA qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by VQA to ensure that centres are satisfying VQA quality assurance compliance with the requirements associated with their VQA recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- Office of Qualifications and Examinations Regulation
- Register of Regulated Qualifications

For further details regarding approval and funding eligibility please refer to the following websites:

- Education & Skills Funding Agency for public funding information for 14+ learners in England
- Learning Aim Reference Service (LARS)

You may also find the following websites useful:

- https://www.skillsforcare.org.uk/Home.aspx
- https://www.scie.org.uk/.

Mandatory Units

Title:		**Understand own role**	
Unit reference number:		A/651/1482	
Level:		2	
Credit value:		2	
Guided learning hours:		24	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand own role	1.1	Describe own main duties and responsibilities.
		1.2	List the standards and codes of conduct and practice that relate to own role.
		1.3	Identify how own experiences, attitudes, values, and beliefs may affect the way you work.
		1.4	Identify the different opportunities for professional and career development in the sector.
2.	Be able to work in ways that have been agreed with the employer	2.1	Describe employment rights and responsibilities.
		2.2	Explain the aims, objectives, and values of the service in which you work.
		2.3	Describe why it is important to work in ways that are agreed with your employer.
		2.4	Demonstrate how to access full and up-to-date details of **agreed ways of working** that are relevant to own role.
		2.5	Demonstrate working in accordance with the **agreed ways of working** with the employer.
		2.6	Identify when to escalate any concerns in line with organisational policy or ways of working.
		2.7	Explain the steps in escalating any concerns in line with organisational policy or ways of working.
		2.8	Explain the importance of honesty in acknowledging and reporting errors.
		2.9	Explain the importance of promptly reporting errors to the appropriate person.

3.	Understand working relationships in social care	3.1	Identify the responsibilities to the **individuals** being supported as well as **key people**, advocates and **others** who are significant to an individual.
		3.2	Explain how a working relationship is different from a personal relationship.
		3.3	Describe different working relationships in adult social care settings.
4.	Be able to work in partnership with others	4.1	Apply partnership working with others.
		4.2	Explain why it is important to work in partnership with key people, advocates and others who are significant to individuals being supported.
		4.3	Demonstrate behaviours, attitudes, and ways of working that can help improve partnership working.
		4.4	Demonstrate how and when to access support and advice about: • partnership working • resolving conflicts.

Assessment requirements:
Assessment guidance: 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.
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.
Range:
1.2 Standards: May include Codes of Practice, regulations, minimum standards, national occupational standards and any other standards and good practice relevant to the setting.
1.4: Whilst it is recognised that learners will have their own aspirations, the achievement of this criteria should enable the learner to understand that there are a wide range of development opportunities when working in adult social care and a rewarding career can be gained.
2.4 Agreed ways of working: These will include policies and procedures, job descriptions and less formal agreements and expected practices.
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.
3.1 Individuals: Individuals or the individual, will normally refer to the person or people the learner is providing care and support for.
3.1 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
• aid workers and volunteers from other organisations and teams.

Title:		**Personal development**	
Unit reference number:		D/651/1483	
Level:		2	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand how to agree a personal development plan	1.1	Explain the processes for: • identifying own learning needs • agreeing a personal development plan • agreeing who should be involved in your **personal development plan**.
		1.2	Explain the value of receiving feedback from others in improving and refining your own work.
		1.3	Contribute to and agree own personal development plan.
2.	Be able to develop own knowledge, skills and understanding	2.1	Identify **sources of support** for own learning and development.
		2.2	Explain the improvement of your knowledge, skills, and understanding as a result of participating in learning activities.
		2.3	Explain the level of **literacy, numeracy, digital** and **communication skills** needed to carry out own role.
		2.4	Identify where to find information and support for evaluating and improving existing skills in: • literacy • numeracy • digital • communication skills.
		2.5	Explain how **reflecting** on a situation has improved own knowledge, skills and understanding.
		2.6	Describe how feedback from **others** has developed own knowledge, skills and understanding.
		2.7	Show how to measure own knowledge and understanding against relevant **standards**.

		2.8	Demonstrate how to measure own performance against relevant standards.
		2.9	Identify the learning opportunities available to improve ways of working.
		2.10	Explain ways of using the learning opportunities to improve ways of working.
		2.11	Demonstrate how to record progress in relation to own **personal development**.

Assessment requirements:

Assessment guidance: Assessment decisions for skill-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.

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.

Range:

1.3 Personal development plan: 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.

2.1 Sources of support: May include:

- formal or informal support
- support mechanisms provided throughout induction period
- supervision
- appraisal
- peer support
- from within and outside the organisation.

2.3 Literacy, numeracy, digital and communication skills: Will be appropriate to the learners individual learning and development needs. This could include exploring different options available to develop such skills. On- going development of all these skills will support all aspects of the learners practice and could reference to an appropriate functional skill level needed where applicable.

2.5 Reflecting: Involves thinking about what needs to be changed to improve future practice.

2.6 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.

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

Title:		**Duty of Care**	
Unit reference number:		H/651/1485	
Level:		2	
Credit value:		2	
Guided learning hours:		22	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand duty of care and duty of candour	1.1	Define: • duty of care • duty of candour.
		1.2	Describe how duty of care and duty of candour affects own work role.
2.	Understand the support available for addressing dilemmas that may arise about duty of care	2.1	Describe **dilemmas** that may arise between the duty of care and an individual's rights.
		2.2	Describe what you must and must not do within own role in managing **conflicts** and dilemmas.
		2.3	Explain where to get additional support and advice about how to resolve such dilemmas.
3.	Be able to deal with comments and complaints	3.1	Demonstrate how to **respond** to **comments** and **complaints** in line with **agreed ways of working** and legislation.
		3.2	Identify who to ask for advice and supporting handling comments and complaints.
		3.3	Explain the importance of learning from comments and complaints to improve the quality of service.
4.	Understand how to respond to incidents, errors and near misses	4.1	Describe how to recognise: • adverse events • incidents • errors and near misses.
		4.2	Outline what you must and must not do in relation to: • adverse events • incidents • errors and near misses.
		4.3	Identify agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses.

5.	Be able to deal with confrontation and difficult situations	5.1	Describe **factors** that may cause confrontation.
		5.2	Describe a range of difficult **situations** that may lead to confrontation.
		5.3	Describe the use of **communication** to resolve problems and reduce the likelihood or impact of confrontation.
		5.4	Describe how to assess and reduce risks in situations involving confrontation.
		5.5	Demonstrate how and when to access support and advice about resolving **conflicts**.
		5.6	Demonstrate the established procedures for documenting reporting any confrontational incidents.

Assessment requirements:
Assessment guidance: 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. 3.1, 5.5 and 5.6 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.
Range:
2.1 **Dilemmas**: A situation in which a difficult choice has to be made.
2.1 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.
3.1: **Responding** should incorporate the formal reporting procedures in the workplace in line with agreed ways of working within the setting and may include manual and electronic records.
3.1 **Comments and complaints**: Both should be included as per agreed ways of working in the setting.
3.1 **Agreed ways of working**: These will include policies and procedures, job descriptions and less formal agreements and expected practices.
5.1 **Factors**: In this context a range of factors could include communication issues, behaviour that challenges, lack of training and support and cultural and diversity issues.
5.2 **Situations**: In this context a range of situations could include, personal care tasks, end of life care, resource limitations, complaints or grievances.
5.3 **Communication**: In this context a range of communication methods could be considered with the individual and appropriate others.
5.5 **Conflict**: In this context a conflict could be a disagreement, clash of opinions which could upset or harm the individual.

Title:		**Equality, diversity, inclusion, and human rights**	
Unit reference number:		J/651/1486	
Level:		2	
Credit value:		2	
Guided learning hours:		22	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand the importance of equality, diversity, inclusion, and human rights	1.1	Define the meaning of: • human rights • protected characteristics.
		1.2	Explain the term discrimination.
		1.3	Explain the potential effects on **individuals** and **others** of discrimination.
		1.4	Describe practices that support equality, diversity, inclusion, and human rights reducing the likelihood of discrimination.
		1.5	Explain what is meant by in a care setting: • disability hate crime • mate crime • bullying.
		1.6	Describe how to recognise, challenge and report discrimination in line with your employers' policies and procedures, in a way that encourages positive change.
2.	Be able to work in an inclusive way	2.1	Explain the key concepts of **legislation and codes of practice** relating to equality, diversity, inclusion, and human rights to own practice.
		2.2	Describe approaches which support **culturally appropriate care**.
		2.3	Describe practice to support culturally appropriate care.
		2.4	Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, and preferences.
3.	Understand how to access information, advice and support about equality, diversity, inclusion, and human rights	3.1	Identify a range of **sources**, including those made available by your employer, with information, advice and support about equality, diversity, inclusion, and human rights.

		3.2	Describe how and when to access information, advice and support about equality, diversity, inclusion, and human rights.

Assessment requirements:
Assessment guidance: 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. 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.
Range:
1.1 **Protected characteristics**: As defined by the Equality Act 2010 Effects: Could also include assumptions and may include effects on the individual, their loved ones, those who inflict discrimination and the wider community and society.
1.3 **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.
1.3 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.
1.5 **Mate crime**: 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/bullyingand-discrimination/mate-and-hate-crime
2.1 Legislation and codes of practice: These must relate to equality, diversity, inclusion, discrimination, and human rights and will include Equality Act 2010, Human Rights Act 1998, Health, and Social Care Act 2012.
2.2 Culturally appropriate care: 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.
3.1 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/human-rights/human-rights-act

Title:		**Work in a person-centred way**	
Unit reference number:		K/651/1487	
Level:		2	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand person centred values	1.1	Define person-centred values.
		1.2	Describe ways 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	Describe ways to promote dignity in your day-to-day work.
		1.5	Explain the importance of **relationships** significant to the individual being supported when working in a person-centred way.
2.	Understand working in a person- centred way	2.1	Explain the importance of finding out the history, preferences, wishes and needs of the individual.
		2.2	Explain why the changing needs of an individual must be reflected in their care and/or support plan.
		2.3	Explain the importance of supporting individuals to plan for their future **wellbeing** and fulfilment, including **end of life care.**
3.	Understand the meaning of mental capacity when providing person centred care	3.1	Identify relevant legislation and **codes of practice** relating to mental capacity.
		3.2	Describe the term “capacity”.
		3.3	Explain why it is important to assume that an individual has capacity unless there is evidence that they do not.
		3.4	Explain what is meant by “consent”.
		3.5	Explain **factors** that can influence an individual’s mental capacity and ability to express consent.

		3.6	Describe situations where an assessment of capacity might need to be undertaken.
		3.7	Explain the meaning and significance of best interest decisions or advance statements regarding future care which the individual has already made.
4.	Be able to support the individual to be comfortable and make changes to address factors that may be causing pain, discomfort, or emotional distress	4.1	Demonstrate that where individuals have restricted movement or mobility that they are comfortable.
		4.2	Describe the signs that an individual is in pain, discomfort, or emotional distress.
		4.3	Apply appropriate steps to remove or minimise factors which may be causing pain, discomfort, or emotional distress to the individual.
		4.4	Raise and **report** any concerns directly and appropriately with **others concerned** following agreed ways of working.
5.	Be able to support the individual to maintain their identity, self-esteem, spiritual wellbeing and overall wellbeing	5.1	Explain the ways in which individual identity and self- esteem are linked to emotional, spiritual wellbeing, and overall wellbeing.
		5.2	Demonstrate that own attitudes and behaviours promote emotional, spiritual wellbeing, and overall wellbeing of the individual.
		5.3	Demonstrate ways to support and encourage individual's own sense of identity and self-esteem.
		5.4	Report any concerns about the individual's emotional, spiritual wellbeing and overall wellbeing to the appropriate person.
6.	Be able to support the individual using person centred values	6.1	Demonstrate a range of actions which promote person centred values.

Assessment requirements:
Assessment guidance: 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. 4.1, 4.3, 4.4 requires the learner to provide performance evidence however the opportunity to do this may not arise during the period of the qualification. Direct observation is the preferred main source of evidence, however other evidence to show that the learner would be able to do this if real work evidence is not available is permissible. Any knowledge evidence integral to skills-based 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.
Range:
1.2 Person Centred Values:
• individuality
• independence
• privacy
• partnership
• choice
• dignity
• respect
• rights.
1.3 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.
1.5 Relationships: Learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality, and sexual relationships.
2.3 Wellbeing: Is a broad concept referring to the person's quality of life. It considers health, happiness, and comfort. It may include aspects of social, emotional, cultural, mental, intellectual, economic, physical, and spiritual wellbeing.
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 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.
3.1 Legislation and codes of practice: As a minimum:
• Mental Capacity Act 2005
• Deprivation of liberty safeguards.
3.2 Capacity: Means the ability to use and understand information to make a decision, at the time a decision needs to be made.
3.5 Factors: Should include:
• cognitive impairments such as Alzheimer's and dementia
• mental health conditions

• medication.
3.7 Advance statements: As per the individuals Advance Care Plan if they have chosen to have one in place.
4.2 Signs: Could include but is not limited to: verbal reporting from the individual, nonverbal communication and changes in behaviour.
4.2 Emotional distress: Could include a range of negative feelings being displayed by the individual such as sadness, anxiety, fear anger or despair.
4.3 Appropriate steps: Could include but is not limited to removing, or minimising any environmental factors causing the pain, discomfort, or emotional distress such as:
• following the plan of care e.g., Re-positioning or giving prescribed pain relief medication
• reporting to a more senior member of staff
• ensuring equipment or medical devices are working or in the correct position 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 adjustment.
4.4 Report: This could include appropriate reporting systems such as written/electronic records and opportunities to share information appropriately such as within handover and team meetings. This may include reporting to a senior member of staff or family member/carer.
4.4 Others concerned: In this context others mean the person who may be causing discomfort or distress to the individual.

Title:		**Communication**	
Unit reference number:		L/651/1488	
Level:		2	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand the importance of effective communication in the workplace	1.1	Identify the different ways that people communicate in the **workplace**.
		1.2	Describe ways in which **communication** affects relationships at **work**.
2.	Understand how to meet the communication and language needs, wishes and preferences of individuals	2.1	Outline ways to establish an individual's communication and language **needs**, **wishes** and **preferences**.
		2.2	Describe a range of methods, styles, communication aids and assistive technologies that could help meet an individual's communication: • needs • wishes • preferences.
		2.3	Describe a range of **digital communication** tools that can be used to support and enhance the individual's communication needs, wishes, preferences and connections.
3.	Understand how to promote effective communication with individuals	3.1	Describe **barriers** to effective communication with individuals.
		3.2	Describe methods to reduce barriers.
		3.3	Explain how an individual's behaviour may be a form of communication.
		3.4	Describe where to find information and **support** or **services**, to help individuals communicate more effectively.
4.	Be able to use appropriate communication with individuals and support the safe use of communication aids and technologies	4.1	Demonstrate the use of appropriate verbal and non- verbal communication when communicating with individuals.
		4.2	Demonstrate the **appropriate and safe** use of: • communication aids • assistive technologies • digital tools.

		4.3	Confirm whether you have been understood when communicating with individuals.
		4.4	Demonstrate why it is important to observe and be receptive to an individual's reactions when communicating with them.
		4.5	**Report** any concerns about communication aids or technologies to the appropriate person.
5.	Understand the principles and practices relating to confidentiality	5.1	Define what confidentiality means in relation to own role.
		5.2	Identify **Legislation** and **agreed ways of working** which maintain confidentiality across all types of communication.
		5.3	Describe situations where information, normally considered to be confidential, might need to be passed on.
		5.4	Describe who you should ask for advice and support about confidentiality.

Assessment requirements:
Assessment guidance: 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 4.5 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. 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.

Range:
1.1 **Different ways**: Should also include digital communication methods which are used within the workplace 1.1, 1.2 Workplace and work: In this context may include one specific location or a range of locations depending on the context of the learner's role and should encompass everyone the learner communicates with, but not limited to:
• individuals accessing care and support services
• peers, team members, other colleagues, managers, and senior management
• the friends, family and loved ones of those accessing care and support services
• paid workers and volunteers from other organisations and teams.
2.1 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.
2.1 Needs, wishes and preferences: these may be based on experiences, desires, values, beliefs, or culture and may change over time.

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

2.2 **Assistive technologies**: Technologies which support, assist, and enable the individual to communicate using alternative means and could include a range of software such as: light writers, eye gaze devices, voice recognition, speech synthesizers, 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.

2.3 **Digital communication tools**: Could include use of virtual communications platforms e.g., a PC, tablet, telephone/text, smart phone/watch and encompass a range of technical platforms such as using online services, monitoring platforms, forums, video calling, email, social media and chatbots.
3.1 Barriers: May include, but are not limited to:
• environment
• time
• own physical, emotional, or psychological state
• own skills, abilities, or confidence to use communication aids, assistive technologies, and digital
communication tools
• own or others' prejudices

• conflict.

3.4 **Support or services**: In this context may include:
• translation services
• interpretation services
• speech and language services
• advocacy services
• occupational therapy services.

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

4.1 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.

Criteria 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 use of digital tools in the in the workplace.

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

5.2 **Legislation**: The learner should consider how different legislation relates to and influence practice. This may include, but is not limited to:
• Human Rights Act 1998

- The General Data Protection Regulation (GDPR) 2016
- Data Protection Act 2018
- Care Act 2014
- Health and Social Care Act 2012.

5.**2 Agreed ways of working**: These will include policies and procedures, job descriptions and less formal agreements and expected practices.

Title:		**Privacy and dignity**	
Unit reference number:		M/651/1489	
Level:		2	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the principles that underpin privacy and dignity in care	1.1	Define privacy and dignity in a care setting.
		1.2	Describe situations where an **individual's** privacy and dignity could be compromised.
		1.3	Describe a range of ways to maintain the privacy and dignity of individuals in your care and support.
2.	Be able to maintain the privacy and dignity of the individuals in their care	2.1	Demonstrate that your actions promote and maintain the privacy and dignity of individuals.
		2.2	Explain why it is important not to disclose anything about the individual that they may wish to be kept private unless it is appropriate to do so.
3.	Understand how to support an individual's right to make choices	3.1	Describe ways of supporting individuals to make informed choices.
		3.2	Describe how **risk assessment processes** can be used to support the rights of individuals to make their own decisions.
		3.3	Discuss why your own personal views must not influence an individual's own choices or decisions.
		3.4	Explain why there may be times when you need to support an individual to question or challenge decisions made about them by **others**.
4.	Be able to support individuals in making choices about their care	4.1	Demonstrate how to support individuals to make informed choices.
		4.2	Use risk assessment processes to support the rights of individuals to make their own decisions.
		4.3	Provide support to individuals in making their own choices and decisions, ensuring that your own personal views do not influence the outcome.

5.	Understand how to support active participation	5.1	Describe how valuing individuals contributes to **active participation**.
		5.2	Explain how you enable individuals to make informed choices about their lives.
		5.3	Identify a range of ways you can support active participation with individuals.
		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.
6.	Be able to support individuals in active participation of their own care	6.1	Demonstrate a range of methods to support the active participation of individuals.
		6.2	Explain how your own personal views could restrict the individual's ability to actively participate.

Assessment requirements:

Assessment guidance:
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. 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.
Range:

1.2 **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.

1.3 and 2.1 Could include but not limited to:
• using appropriate volume to discuss the care and support of an individual
• discussing care and support activities in a place where others cannot overhear
• using the individual's preferred form of address/name
• making sure doors, screens, or curtains are in the correct position
• getting permission before entering someone's personal space
• knocking before entering the room
• ensuring any clothing is positioned correctly
• ensuring the individual is positioned appropriately, and the individual is protected from unnecessary
exposure of any part of their body they would not want others to be able to see
• supporting the individual with their identity e.g., personal appearance
• providing consideration of the individuals preferred routine and personal space.

2.2 **Private**: Could include but not limited to health condition, sexual orientation, personal history and social circumstances.
3.2 Risk Assessment Processes: Should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk taking).

3.4 **Others**: In this context, may include but is not limited to:
• carers, loved ones, family, and friends
• colleagues in the setting
• professionals from other services.

5.1 **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.

5.4 **Connections**: Could include family, friends, loved ones and their community

Title:		**Nutrition and hydration**	
Unit reference number:		Y/651/1490	
Level:		2	
Credit value:		2	
Guided learning hours:		16	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the principles of food safety	1.1	Explain the importance of food safety, including hygiene in the preparation and handling of food.
2.	Understand the principles of nutrition and hydration	2.1	Explain the importance of good nutrition and hydration in maintaining health and wellbeing.
		2.2	Describe the signs and symptoms of poor nutrition and hydration.
		2.3	Describe a range of ways to promote and support adequate nutrition and hydration.
		2.4	Describe how to **identify** and report changes or **risks** relating to nutrition and hydration needs.
3.	Be able to support individuals with nutrition and hydration	3.1	Demonstrate ways to identify the nutrition and hydration care and support needs of **individuals**.
		3.2	Describe factors that can affect an individual's nutrition and hydration care and support needs.
		3.3	Demonstrate ways to support individuals with their nutrition and hydration, in line with their **preferences, needs** and **care or support plan.**
		3.4	**Monitor** and **record** (where required) the nutrition and hydration care and support provided to individuals.
		3.5	Describe the situations under which you should seek **additional advice and guidance** when supporting individuals with their nutrition and hydration needs.
		3.6	Explain the methods for obtaining additional advice and guidance when supporting individuals with their nutrition and hydration needs.

Assessment requirements:

Assessment guidance: Skills-based assessment within this unit should include direct observation as the preferred main source of evidence. Assessment must be carried out over an appropriate period of time within normal work activity.

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 there may still be situations where learners may not have the opportunity to demonstrate these skills. Other sufficient appropriate evidence to show that the learner would be able to do this is permissible. An assessment method such as a Professional Discussion could be planned and used to achieve this. Justification for this must be standardised and documented by the centre delivering the qualification. Any knowledge evidence integral to skills-based 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. Whilst supporting individuals with meeting their nutritional and hydration needs may not seem to be part of every role in adult social care, it is important to ensure the learner has good transferable competency. This will ensure wherever they are working, individuals have appropriate access to nutrition and hydration and safe care and support. 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, or all required, the purpose of the examples is to show how the performance evidence required can be contextualised and reflected across a range of settings in practice.
Range

2.4 **Identify**: Will include being able to recognise any changes or risks to the individuals care and support needs and being able to monitor changes or risks in line with the individuals' preferences, assessed needs and care and support plan requirements.

2.4 **Risks**: In line with agreed ways of working within the setting and may include use of appropriate monitoring tools.
3.1 Individuals: The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

3.2 **Factors**: Which can affect the nutrition and hydration needs and choices of individuals may include but not limited to:
- health needs and conditions: diabetes, coeliac disease, heart disease
- dietary requirements
- physical factors: eating, drinking, or swallowing difficulties, aspiration/choking
- impact of poor oral health
- food allergies
- appetite
- moral or ethical beliefs
- religious requirement or cultural preference
- personal choice and control
- mental capacity
- mental health and wellbeing
- eating disorders
- side effects of medication.

3.3 **Preferences**: Will include any personal choices and any religious and cultural preferences.

3.3 **Needs**: These may relate to the nutritional, health, and medical needs of individuals.

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

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

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

3.5 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 provide advice, guidance, and support to the learner, setting and individual.

Title:		**Awareness of mental health and dementia**	
Unit reference number:		A/651/1491	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the needs and experiences of people living with mental health or dementia	1.1	Define the terms: • mental health • mental wellbeing.
		1.2	List common **types** of mental health conditions.
		1.3	Define the term dementia.
		1.4	Describe how living with a mental health condition or dementia can **impact** an **individual's**: • everyday life and the lives of their families and carers • health and wellbeing • care and support needs.
2.	Understand the importance of early identification of mental health conditions and dementia	2.1	Describe the early indicators of mental health deterioration.
		2.2	List early signs and symptoms of dementia.
		2.3	Explain why early identification of mental health needs or dementia is important.
		2.4	Explain ways an individual's care and support needs may change when a mental health condition or dementia is identified or there is a decline in the individuals condition.
		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**.
3.	Understand aspects of personalised care which support an individual living with a mental health condition or dementia	3.1	Explain how positive attitudes can support individuals living with a mental health condition or dementia.
		3.2	Explain why it is important to recognise a person living with a mental condition or dementia as a unique individual.

		3.3	Explain the importance of using a **person-centred approach** with **active participation** to encourage the wellbeing and independence of an individual with mental health or dementia.
		3.4	Describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services.
4.	Understand the reasonable adjustments which may be necessary in health and care delivery for an individual living with a mental health condition or dementia	4.1	Identify **reasonable adjustments** which can be made in health and care services accessed by individuals living with a mental health condition or dementia and the importance of planning these in advance.
		4.2	Explain how to report concerns associated with unmet health and care needs which may arise for individuals living with a mental health condition or dementia.
5.	Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia	5.1	Explain how key pieces of legislation and guidelines support and promote human rights, inclusion, equal life
			chances and citizenship of individuals living with a mental health condition or dementia.

Assessment requirements:

Assessment guidance: 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. Where reference is made to mental health or dementia, the learner should cover both.

Range:
1.1: Whilst 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.

1.2 **Types**: As a minimum, the learner's response should include psychosis, depression, and anxiety. Criteria 1.3: As a minimum, the learner's response should include key facts, causes and different types of dementia. The learner should also be able to reflect that dementia will be different for every individual that has it.

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

1.4 **Individual**: 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.

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

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

3.2 additional information: A strength-based approach focuses on individuals' strengths, resources and what they can do themselves to keep well and maintain independence. Whilst the Level 2 learner may not yet be familiar with this term, they should be encouraged to understandhow this term relates to and builds on person- centred approaches and active participation.

3.3 **Person centred approaches**: Should include the principles and values of person-centred care: including individuality, rights, choice, privacy, independence, dignity, respect, and partnership.

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

4.1 **Reasonable adjustments**: Steps, adaptions and changes which can be made to meet the needs and preferences of an individual. Including but not limited to: providing the person with more time, using easy read information, using pictures, adjusting pace of communication, using simple, easy language, and making changes to the environment.

4.2 **Report**: In line with agreed ways of working within the setting and could include verbal, written and electronic systems 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
- Mental Health Act 1983
- Accessible Information Standard.

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.

Title:		**Adult Safeguarding**	
Unit reference number:		D/651/1492	
Level:		2	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Be able to demonstrate the principles of Adult Safeguarding	1.1	Explain the term adult safeguarding.
		1.2	Describe the legal definition of an adult at risk.
		1.3	Describe own role and responsibilities in adult safeguarding.
		1.4	Define 'harm'.
		1.5	List the main types of abuse.
		1.6	Identify 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 without being risk averse.
		1.9	Demonstrate how individuals are treated with dignity and respect when providing care and support services.
		1.10	Describe where to get information and advice about own role and responsibilities in preventing and protecting individuals from harm and abuse.
2.	Understand how to reduce the likelihood of abuse	2.1	Explain why an individual may be at risk from harm or abuse.
		2.2	Describe how care environments can promote or undermine people's dignity.
		2.3	Discuss the importance of individualised and person- centred care.
		2.4	Describe how to apply basic principles of supporting individuals to keep themselves safe.

		2.5	Describe how the likelihood of abuse may be reduced by: • working with person centred values • enabling active participation • promoting choice and rights • working in partnership with others.
3.	Understand how to respond to suspected or disclosed abuse	3.1	Describe what to do if abuse of an adult is suspected: including how to raise concerns within local freedom to speak up/whistleblowing policies and procedures.
4.	Understand how to protect people from harm and abuse – locally and nationally	4.1	Describe relevant legislation, principles, local and national policies and procedures which relate to safeguarding adults.
		4.2	Identify the local arrangements for the implementation of multiagency Adult Safeguarding policies and procedures.
		4.3	Explain the importance of sharing appropriate information with the relevant agencies.
		4.4	State the actions to take if you experience barriers in alerting or referring to relevant agencies.
5.	Understand restrictive practices	5.1	Describe what is meant by 'restrictive practice'.
		5.2	Discuss organisational policies and procedures in relation to restrictive practices and own role in implementing these.
		5.3	Explain the importance of seeking the least restrictive option for the individual.

Assessment requirements:
Assessment guidance: 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. Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment. The final assessment decision must show application of knowledge which relates to the work environment and the specific local authority procedures and arrangements for Safeguarding Adults.

Range:
1.2 **Legal definition**: According to the Care Act 2014.

1.5 **Types of abuse** must include:
- physical abuse
- domestic abuse
- sexual abuse
- psychological abuse
- financial/material abuse
- modern slavery
- discriminatory abuse
- organisational abuse
- neglect/acts of omission
- self-neglect.

1.7 **Featured**: This should include reference to adult safeguarding reviews and lessons learnt.
1.8 Potential risks with using technology: Could include use of electronic communication devices, use of the internet, use of social networking sites and carrying out financial transactions online and how the individual can be supported to be kept safe.

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

2.1 **Risk**: may include:
- a setting or situation
- the individuals and their care and support needs.

2.3 Person centred care: Values include individuality, rights, choices, privacy, independence, dignity, respect, care, compassion, courage, communication, competency, and partnership.

2.4 **Principles**: Including, but not limited to, the 6 principles of safeguarding embedded within the Care Act
2014: Empowerment, Prevention, Proportionality, Protection, Partnership, Accountability.

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

4.1 **Local and National policies and procedures**: Including, but not limited to: Making Safeguarding Personal. Local systems should include the appropriate detail and reference to:
• employer/organisation policies and procedures
• multi agency adult protection arrangements for a locality.

4.1 **Legislation**: Learners should consider how the different legislations relate to and interact with adult safeguarding. This should include, but is not limited to:
• Mental Capacity Act 2007
• Human Rights act 1998
• Equality Act 2010
• Mental Health Act 2005
• Health and Social Care Act 2012
• Care Act 2014.

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

5.2 **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.

Title:		**Safeguarding Children**	
Unit reference number:		F/651/1493	
Level:		2	
Credit value:		2	
Guided learning hours:		10	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand how to safeguard children	1.1	Identify circumstances where there could be contact with a child or young person in the normal course of work within adult social care.
		1.2	Identify **factors** that may contribute to a child or young person being more at risk of abuse.
		1.3	Identify the different **types of abus**e that a child or young person could be at risk from.
		1.4	State 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.

Assessment requirements:

Assessment guidance: Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment. The final assessment decision must show application of knowledge which relates to the work environment and local policies, procedures, and arrangements.

Range: The learners understanding for this unit should be demonstrated as an independent element and not inferred from Adult Safeguarding.

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

1.2 **Factors**: May include but are not limited to:
• a setting or situation
• the child or young person and their care and support needs
• living with an adult with mental health needs
• living with an adult with substance misuse
• a child with a disability
• living in a family with domestic abuse
• living in poverty
• being an ethnic minority child.
1.3 Types of abuse: could include but are not limited to:
• sexual
• physical
• neglect
• emotional
• domestic
• bullying and cyber bullying and online abuse
• exploitation
• trafficking
• female genital mutilation
• grooming.

1.4 **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.

1.4 **Legislation**: Learners should consider how the different legislations relate to and interact with children and young people safeguarding. This should include, but is not limited to:

• The Children Act 1989
• The Children Act 2004
• The Children and Social Work Act 2017
• The Mental Capacity Act 2005 (applied to ages 16 and above).

Additional unit 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.

Title:		**Health, safety, and principles of basic life support**	
Unit reference number:		H/651/1494	
Level:		2	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes **The learner will:**		**Assessment criteria** **The learner can:**	
1.	Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1	Describe **legislation** relating to general health and safety in an adult social care working setting.
		1.2	State the main points of the health and safety **policies and procedures** agreed with the employer.
		1.3	Identify the main health and safety responsibilities of: • self • the employer or manager • **others** in the work setting.
		1.4	Identify tasks relating to health and safety that should not be carried out without special training.
		1.5	Describe how to access additional support and information relating to health and safety.
		1.6	Identify a range of **sustainable** approaches which can be applied in own role.
2.	Understand Risk Assessment	2.1	Explain why it is important to assess the health and safety risks posed by work settings, situations, or activities.
		2.2	Describe how and when to **report** health and safety risks in the workplace.
3.	Be able to move and assist safely	3.1	Apply key pieces of legislation to practice that relate to **moving and assisting.**
		3.2	Identify tasks relating to moving and assisting you are not allowed to carry out until you are competent.
		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.

4.	Understand procedures for responding to accidents, sudden illness and providing basic life support	4.1	Describe different types of accidents and sudden illness that may occur in the course of your work.
		4.2	Explain workplace procedures to be followed for: • an accident • a sudden illness should occur • basic life support is required.
		4.3	Describe emergency basic life support and first aid actions you are and not allowed to carry out in your role.
5.	Understand medication and healthcare tasks	5.1	Describe **agreed ways of working** in relation to: • medication in the setting • **healthcare tasks.**
		5.2	Describe tasks relating to medication and health care procedures that you must not carry out until you are competent.
6.	Be able to handle hazardous substances	6.1	Identify common hazardous substances in the workplace.
		6.2	Demonstrate safe practices for storing, using, and disposing of hazardous substances.
7.	Understand how to promote fire safety	7.1	Describe ways to prevent fires from starting or spreading.
		7.2	Outline what to do in the event of a fire.
8.	Understand how to work safely and securely	8.1	Explain measures that are designed to protect your own safety and security at work, and the safety of those you support.
		8.2	Demonstrate agreed ways of working for checking the identity of anyone requesting access to premises or information.
9.	Understand how to manage own mental health and personal wellbeing	9.1	Identify common factors that can affect **own** mental health and **wellbeing**.
		9.2	Describe circumstances that can trigger these factors in self.
		9.3	Describe resources which are available to support own mental health and wellbeing.

		9.4	Describe how to access and use the available resources which are available to support own mental health and wellbeing.

Assessment requirements:
Assessment guidance: 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: 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. 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.

Range:
1.1 **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)
• Control of Substances Hazardous to Health Regulations 2002 (COSHH).

1.2 **Policies and procedures**: May include other agreed ways of working as well as formal policies and procedures.

1.3 **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.

1.4 **Tasks**: may include
• use of equipment
• basic life support and first aid
• medication
• healthcare procedures
• food handling and preparation.

1.6 **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.

2.2 **Reporting**: In line with agreed ways of working within the setting and could include verbal, written and electronic systems.

3.1 **Moving and assisting**: May also be known "moving and positioning" in adult social care.

3.3 **Individual**: A person accessing care and support. The individual, or individuals will normally refer to the person of people that the learner if providing care and support to. Learning Outcome

4: Achievement of this learning outcome does not enable 56 learner competency in being able to respond safely to basic life support or first aid situations. It is the employer's statutory responsibility to determine workplace needs and provide the appropriate level of training. When basic life support training is provided by the employer then this should meet the UK (United Kingdom) Resuscitation Council guidelines.

5.1 **Agreed ways of working**: These will include policies and procedures, job descriptions and less formal agreements and expected practices. 5.1, 5.2 Healthcare tasks and healthcare procedures: 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.

9.1 **Own**: Relates to the learner undertaking this qualification.

9.1 **Wellbeing**: 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. Criteria 9.4 should include how the learner can access the support available to them in the workplace.

Title:		Handling Information	
Unit reference number:		J/651/1495	
Level:		2	
Credit value:		1	
Guided learning hours:		9	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand how to handle information in a care setting.	1.1	Explain the importance of **secure systems** and following the agreed ways of working for: • accessing • recording • storing • sharing information.
		1.2	Explain the support an individual may need to keep their information safe and secure.
		1.3	Demonstrate how to keep records that are up to date, complete, accurate and legible.
		1.4	Describe how and to whom to report if: • agreed ways of working and legislation have not been followed • there has been a data breach or risk to data security.

Assessment requirements:
Assessment guidance: 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. 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.

Range:
1.1 **Secure systems** for accessing, recording, storing, and sharing of information: this includes both manual/written recording and electronic systems where learners are required to use different systems within the setting.

1.1 **Agreed ways of working**: 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 learners personal responsible for handling data safely and the importance of data and cyber security.

1.2 **Individual**: 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 regards to their personal information, such as how their information is stored and used.

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.

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

1.4 **Report**: In line with agreed ways of working within the setting and could include the use of verbal, written and electronic systems.

1.4 **Legislation**: the learner should consider how different legislation impacts practice. This may include, but is not limited to:
- 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.

1.4 **Data Breach:** This is the accidental or unlawful destruction, loss, alternation, unauthorised disclosure of, or access to, personal or secure data.

Title:		**Infection prevention and control (IPC)**	
Unit reference number:		K/651/1496	
Level:		2	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand how to prevent the spread of infection.	1.1	Describe the causes of infection in the body.
		1.2	Describe the main ways infection can get into the body.
		1.3	Describe the chain of infection.
		1.4	Describe the standard Infection Prevention and Control (IPC) **precautions** which must be followed to protect you and **others** in your workplace and where to find the most up to date information.
		1.5	Describe your role in preventing infection in the area you work.
		1.6	Describe how your own health, hygiene, vaccinations status and exposure to infection at work might pose a risk to the **individuals** you support and others you meet.
		1.7	Identify common types of **personal protective equipment (PPE**) and clothing and describe how and when to use them.
		1.8	Identify appropriate methods for cleaning and/or **decontamination** of the care environment/equipment.
		1.9	Describe the process for safe handling of blood/bodily fluids spills.
		1.10	Explain the principles of safe handling and disposal of infected or soiled linen/equipment and **clinical waste**.
2.	Be able to prevent the spread of infection	2.1	Demonstrate effective **hand hygiene** using appropriate products.
		2.2	Demonstrate effective use of PPE appropriate to the care activity including putting on and taking off (donning and doffing) safely.

Assessment requirements:

Assessment guidance: 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. 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.

Range:
1.4 **Precautions**: Will relate to service type and current organisational, national, and local policy/procedure and guidance.

1.4 **Others**: In this context, this refers to everyone a learner is likely to come in to contact with, including but not limited to:
- 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.

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

1.6 **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.
- 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.

1.7 **Personal Protective Equipment (PPE):** This should include the different equipment recommended, available and donning/doffing and disposal.

1.7 **Clothing**: Where appropriate to the setting this may include reference to uniform requirements.

1.8 **Decontamination**: After cleaning, environments and equipment may require disinfection and sterilisation.

1.10 **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.

2.1 **Hand hygiene**: Refers to following recommended hand-washing techniques and the use of appropriate sanitiser. Methods, processes, and principles within criteria 1.8, 1.9, 1.10 should include reference to local procedures where applicable.

Title:		**An Awareness of Learning Disability and Autism**	
Unit reference number:		L/651/1497	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes The learner will:		**Assessment criteria The learner can:**	
1.	Understand the needs and experiences of people with a learning disability and autistic people	1.1	Define the term learning disability.
		1.2	Define the term autism.
		1.3	Identify other mental or physical conditions that a person with a learning disability or autistic person are more likely to live with than the general population.
		1.4	Describe how a learning disability or autism can impact a person's: everyday life health and wellbeing care and support needs.
		1.5	Describe the range of barriers people with a learning disability or an autistic person can face in accessing healthcare services.
		1.6	Describe the different health inequalities experienced by people with a learning disability and autistic people.
2.	Understand how to meet the communication and information needs of people with a learning disability and autistic people.	2.1	Identify the key differences in communication for: a person with a learning disability an autistic person.
		2.2	Explain how sensory issues can impact autistic people.
		2.3	Explain the importance of meeting a person's unique communication and information needs.
		2.4	Describe ways to adapt own communication when supporting people with a learning disability and autistic people.
		2.5	Identify different ways to engage with and signpost people to information, services, and support: with a learning disability autistic people their families and carers.

3.	Understand reasonable adjustments which may be necessary in health and care delivery	3.1	Identify reasonable adjustments which can be made in health and care services accessed by: people with a learning disability and autistic people the importance of planning these in advance.
		3.2	Describe ways to report concerns associated with unmet health and care needs which may arise for people with a learning disability and autistic people when reasonable adjustments are not made.
4.	Understand how legislation and guidance supports people with a learning disability and autistic people	4.1	Explain how key pieces of legislation and guidance support and promote the following, for people with learning disability and autistic people: human rights inclusion equal life chances citizenship.

Assessment requirements: 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.

Range:
1.1 and 1.2: 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.

1.3 Other mental or physical conditions: This could include but is not limited to physical impairments, mental health conditions, autism, learning difficulties and disabilities, intellectual disabilities neurological conditions such as epilepsy, health related conditions, visual or hearing impairment, exceptional cognitive skills, 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.

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

1.5 Barriers accessing healthcare services: 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 inc. 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.

1.6 Health inequalities: Reference should be made to LeDeR reviews and findings from the 'Learning from lives and deaths – people with a learning disability and autistic people' programme (LeDeR). 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).

2.1 Key differences in communication: This could include but is not limited to people: 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.

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

2.3 Unique communication and information needs: The learner's response should recognise differences and individuality.

2.4 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.

2.5 Carers: In this context means those who provide unpaid care for anyone aged 16 or over with health or social care needs.
3.1 Reasonable adjustments: steps, adaptions and changes which can be made to meet the needs and preferences of a person with a learning disability or autistic person. Including but not limited to: providing the person with more time, using easy 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. 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.

3.2 Report: In line with agreed ways of working within the setting and could include verbal, written and electronic systems

4.1 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 response for 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. 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 draft 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 learningdisability 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.

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