



# FAQ LEVEL 4 DIPLOMA IN ADULT CARE

## EVIDENCE LOG

Qualification Number: **603/4986/4**

Qualification Reference: **L4DAC**



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# Assessment Principles

## 1. Assessment Principles

Please refer to the FutureQuals website (<https://www.futurequals.com/>) for the current version of the Assessment Principles and the latest version of the qualification specification for any specific Assessment Principles relating to this qualification.

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## Component 1: Lead Communication in Adult Care Settings

Component Reference Number: J/617/7470

Level: 4

Credit: 4

GL: 30

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand communication needs and factors affecting them</b>			
1.1 Analyse different models of communication <ul style="list-style-type: none"><li>• Transactional analysis</li><li>• Lasswell's</li></ul>			
1.2 Analyse why individuals communicate			
1.3 Analyse how models of communication can meet the individual's personal needs, wishes and preferences			
1.4 Explain how barriers to communication may be overcome <ul style="list-style-type: none"><li>• Physical</li><li>• Social</li><li>• Environment</li><li>• Emotional</li></ul>			
1.5 Analyse the effects on an individual of ineffective communication			
1.6 Explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required.			

<b>2 Understand how to support the use of assistive technology to enhance communication</b>			
2.1 Discuss the role of assistive technology in supporting individuals to communicate			
2.2 Describe types of support that an individual may need in order to use assistive technology			
2.3 Describe the specialist services relating to assistive technology			
2.4 Explain how to ensure that communication equipment is: <ul style="list-style-type: none"> <li>• Fit for purpose</li> <li>• Correctly set up and working</li> <li>• Able to be used by the individual</li> </ul>			
<b>3 Be able to interact with individuals</b>			
3.1 Work in partnership with the individual and others to identify their preferred methods of communication			
3.2 Use agreed methods of communication to interact with the individual			
3.3 Interact with an individual using: <ul style="list-style-type: none"> <li>• active listening</li> <li>• reflective listening</li> </ul>			
3.4 Monitor the individual's responses during and after the interaction to check the effectiveness of communication			

<b>4 Be able to convey information to individuals and others</b>			
4.1 Use formats that enable an individual and others to understand the information conveyed			
4.2 Assess an individual's understanding of information conveyed			
<b>5 Understand the importance of confidentiality in interactions with individuals</b>			
5.1 Analyse legal and ethical tensions between maintaining confidentiality and sharing information			
5.2 Analyse the implications of assistive technology for maintaining confidentiality for the individual			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 2: Personal development in adult care settings

Component Reference Number: L/617/7471

Level: 4

Credit: 4

GL: 30

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand what is required for competence in own work role</b>			
1.1 Explain the duties and responsibilities of own work role			
1.2 Explain expectations about own work role as expressed in relevant standards			
1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work			
1.4 Explain why competence includes using own behaviour to model person-centred values and practice.			
<b>2 Be able to reflect on practice</b>			
2.1 Explain the cyclical process of reflection			
2.2 Explain the importance of reflective practice in continuously improving the quality of service provided			
2.3 Reflect on day to day work practice			
<b>3 Be able to evaluate own performance</b>			
3.1 Evaluate own knowledge, understanding and performance against relevant standards			



3.2 Use feedback to evaluate own performance and inform development.			
<b>4 Be able to use reflective practice to contribute to personal development</b>			
4.1 Evaluate how learning activities have affected practice			
4.2 Demonstrate how reflective practice has contributed to improved ways of working			
4.3 Record progress in relation to personal development			
<b>5 Be able to agree a personal development plan.</b>			
5.1 Use data and information to plan and review own development			
5.2 Work with others to review and prioritise own: <ul style="list-style-type: none"> <li>• Learning needs</li> <li>• Professional interests</li> <li>• Development opportunities</li> </ul>			
5.3 Take steps to develop own leadership and mentoring skills.			
<b>6 Be able to use evidence based practice</b>			
6.1 Analyse how evidence based practice can be used to inform your practice			
6.2 Apply evidence based practice in your practice			
6.3 Evaluate use of evidence based practice in own setting			

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### Component 3: Lead inclusive practice in adult care settings

Component Reference Number: R/617/7472

Level: 4

Credit: 3

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand equality, diversity and inclusion</b>			
1.1 Summarise current legislation relating to equality			
1.2 Evaluate how legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role			
1.3 Explain the impact on own practice of: <ul style="list-style-type: none"><li>• equality</li><li>• diversity</li><li>• inclusion</li></ul>			
1.4 Analyse how barriers to equality impact on individuals			
1.5 Explain the attitudes that may lead to discriminatory behaviour			
<b>2 Understand how inclusive practice supports equality and diversity</b>			
2.1 Explain how inclusive practice promotes equality and supports diversity			
2.2 Analyse how inclusive practice respects the individual's beliefs, culture, <b>values</b> , preferences and life experience.			
2.3 Evaluate principles of inclusive practice			

<b>3 Understand how to promote equality, diversity and inclusion</b>			
3.1 Explain how to challenge discrimination to promote change			
3.2 Explain how to support <b>others</b> to promote equality, diversity and inclusion.			
3.3 Evaluate current systems and processes to identify improvements which support equality and diversity			
<b>4 Be able to work in a way that supports equality and diversity</b>			
4.1 Use person centred approaches to support equality and diversity			
4.2 Work with others to promote equality and diversity			
4.3 Challenge discrimination to promote change			
4.4 Access resources to support equality and diversity practice			
4.5 Disseminate information to others relating to equality and diversity			
4.6 Reflect on own practice in relation to equality and diversity			
4.7 Model behaviour that promotes equality, diversity and inclusion.			

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## Component 4: Understand safeguarding and protection in adult care settings

Component Reference Number: Y/617/7473

Level: 3

Credit: 2

GL: 18

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect</b>			
1.1 Explain the current legislative framework that underpins safeguarding of vulnerable adults within own UK home Nation			
1.2 Explain how current national guidelines and local policies and procedures for safeguarding affect your day to day work			
1.3 Explain own responsibilities relating to the current legislative framework with regard to safeguarding			
<b>2 Understand how to respond to suspected or alleged abuse</b>			
2.1 Describe signs and symptoms associated with the following types of abuse: <ul style="list-style-type: none"><li>• Physical abuse</li><li>• Domestic violence</li><li>• Sexual abuse</li><li>• Psychological abuse</li><li>• Financial/material abuse</li><li>• Modern slavery</li><li>• Discriminatory abuse</li><li>• Organisational abuse</li><li>• Neglect/acts of omission</li><li>• Self-neglect</li></ul>			

2.2 Explain actions to take if there are suspicions that an individual is being abused			
2.3 Explain actions to take if an individual alleges that they are being abused			
2.4 Explain how to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed, including whistle blowing.			
<b>3 Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults</b>			
3.1 Explain agreed protocols for working in partnership with other organisations			
3.2 Explain own role in partnership working			
<b>4 Understand how to support others in safeguarding</b>			
4.1 Explain how to support others to raise concerns			
4.2 Explain how to support others during the safeguarding process			

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## Component 5: Facilitate person-centred assessment to support the well-being

Component Reference Number: D/617/7474

Level: 4

Credit: 2

GL: 14

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand theories and principles of assessment</b>			
1.1 Critically review theoretical models of assessment			
1.2 Review the effectiveness of assessment tools available to support your role			
1.3 Analyse the effect of legislation and policy on assessment processes			
1.4 Explain how assessment practice can impact on individuals' lives			
<b>2 Be able to work in partnership with an individual and others to facilitate person centred assessment</b>			
2.1 Agree with an individual and others the purpose of the assessment			
2.2 Agree with an individual and others the intended outcomes of the assessment			
2.3 Agree with an individual and others how the assessment should be carried out and who else should be involved			
2.4 Ensure that an individual is supported to carry out self-assessment process			



<b>3 Be able to carry out person centred assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing</b>			
3.1 Analyse the interrelationship between factors that support an individual's wellbeing			
3.2 Take account of the strengths and aspirations of an individual in the assessment			
3.3 Work with an individual and others to assess requirements to support wellbeing: <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> </ul>			
3.4 Record the assessment in an agreed format according to organisational policies and procedures			

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## Component 6: Facilitate support planning to promote positive outcomes for individuals and to support wellbeing

Component Reference Number: H/617/7475

Level: 4

Credit: 2

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the theories and principles that underpin outcome based practice</b>			
1.1 Critically review approaches to outcome based practice			
1.2 Analyse the effect of legislation and policy on outcome based practice			
1.3 Explain the impact of the Mental Capacity Act on support planning processes			
1.4 Explain how outcome based practice can impact on an individual's life			
<b>2 Be able to develop a support plan to meet the identified needs of an individual</b>			
2.1 Support an individual to make choices over decisions to meet their identified needs, preferences and wishes			
2.2 Assist an individual to make informed choices about their support plan			
2.3 Evaluate risks associated with a support plan			

2.4 Assist an individual to understand the risks associated with the choices they make in their support plan			
2.5 Work in partnership with an individual and others to identify options, resources and preferences in relation to an assessment			
2.6 Record a plan according to organisational systems and processes to support information sharing			
<b>3 Understand the value of assistive living technology in developing a support plan</b>			
3.1 Analyse everyday situations where assistive technology solutions can be supportive to an individual and others			
3.2 Analyse assistive living technology for an individual in terms of <ul style="list-style-type: none"> <li>• benefits</li> <li>• risks</li> <li>• challenges</li> </ul>			
<b>4 Be able to facilitate the implementation of support plans in partnership with the individual and others</b>			
4.1 Agree how a support plan will be carried out with an individual and others			
4.2 Agree the roles and responsibilities of those involved to implement the support plan			
4.3 Ensure implementation of a support plan			

**5 Be able to facilitate a person centred review of support plans in partnership with the individual and others**

5.1 Agree the monitoring process for a support plan: <ul style="list-style-type: none"> <li>• time</li> <li>• people</li> <li>• budget</li> <li>• compliance with regulators' standards</li> </ul>			
5.2 Use systems, procedures and practices that engage an individual and others in the review process according to agreed ways of working			
5.3 Review a support plan to include: <ul style="list-style-type: none"> <li>• feedback from an individual and others</li> <li>• assessed risks</li> </ul>			
5.4 Record review process and outcomes according to organisational systems and procedures to support information sharing			

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Date:

## Component 7: Understand personalisation in care and support services

Component Reference Number: K/617/7476

Level: 5

Credit: 4

GL: 33

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the meaning of personalisation in social care and support services</b>			
1.1 Compare the 'professional gift', 'empowerment' and 'rights' models of service provision			
1.2 Define the terms: <ul style="list-style-type: none"><li>• Personalised service</li><li>• Self-commissioned service</li><li>• Self-directed support</li><li>• Micro-employer</li></ul>			
1.3 Analyse the features of personalisation within social care and support services			
1.4 Explain why the concept of 'outcomes' is central to personalisation			
1.5 Identify legislative and policy drivers for personalised services			
<b>2 Understand the systems and processes that support personalisation</b>			
2.1 Describe the impact that personalisation has on the commissioning, funding and delivery of services			

2.2 Compare the roles of direct payments and individual budgets in supporting personalisation			
2.3 Explain the role of brokerage in commissioning and delivering personalised services			
2.4 Describe types of support that individuals or their families might need in order to access personalised services			
<b>3 Understand where responsibilities lie within self-directed support</b>			
3.1 Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support			
3.2 Analyse what responsibilities are held for the delivery and quality of self-directed support by: <ul style="list-style-type: none"> <li>• Direct payments recipients</li> <li>• Commissioners</li> <li>• Social workers/care managers</li> </ul>			
<b>4 Understand how to promote personalisation</b>			
4.1 Analyse the attitudes, approaches and skills needed in own role to implement personalisation			
4.2 Evaluate the impact of personalisation on own role			

4.3 Propose ways to enhance own contribution to promoting personalisation			
<b>5 Understand how to develop systems and structures for personalisation</b>			
5.1 Evaluate how far systems and structures in own organisation have adapted to personalisation			
5.2 Describe ways to improve systems and structures to enhance personalisation			

**Learner declaration of authenticity:**

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Signature:

Date:

## Component 8: Lead health and safety in adult care settings

Component Reference Number: M/617/7477

Level: 4

Credit: 3

GL: 21

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand own responsibilities, and the responsibilities of others, relating to health and safety</b>			
1.1 Describe current legislation relating to health and safety in own work setting			
1.2 Explain health and safety policies and procedures as agreed with the employer in relation to own role			
1.3 Explain the health and safety responsibilities of: <ul style="list-style-type: none"><li>• self</li><li>• the employer or manager</li><li>• others in the work setting</li></ul>			
1.4 Explain specific <b>tasks</b> that should not be carried out in own work setting without specialist training.			
<b>2 Understand how to carry out own responsibilities for health and safety</b>			
2.1 Analyse the limits of own role in relation to moving and positioning			



<p>2.2 Analyse own responsibilities with regard to legislation and policy for:</p> <ul style="list-style-type: none"> <li>• emergency first aid</li> <li>• food safety</li> <li>• fire safety</li> <li>• risk to own safety</li> <li>• risk to safety of others</li> <li>• prompting of administration of medication</li> <li>• infection prevention and control</li> <li>• hazardous substances</li> <li>• security</li> </ul>			
2.3 Explain procedures to be followed if an accident or sudden illness should occur			
2.4 Explain how to record and report health and safety incidents			
<b>3 Be able to work safely in care settings</b>			
3.1 Apply current legislation relating to Health and Safety in own work setting			
<p>3.2 Comply with current guidelines for:</p> <ul style="list-style-type: none"> <li>• hand hygiene</li> <li>• moving and handling equipment or other objects safely</li> <li>• checking the identity of anyone requesting access to the work setting</li> <li>• maintaining evacuation routes</li> <li>• food safety</li> </ul>			

3.3 Complete health and safety records according to legal and work setting requirements			
<b>4 Be able to manage risk</b>			
4.1 Contribute to development of policies, procedures and practices which identify, assess and manage risk			
4.2 Work with others to assess potential risks			
4.3 Assess how risk taking impacts on: <ul style="list-style-type: none"> <li>• individuals</li> <li>• the organisation</li> </ul>			
4.4 Work with others to manage risks			
4.5 Evaluate own practice in leading a balanced approach to risk management			
<b>5 Be able to support others to work safely in relation to health and safety</b>			
5.1 Support others to work safely			

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Assessor name:

Signature:

Date:

## Component 9: Professional practice in adult care settings

Component Reference Number: T/617/7478

Level: 4

Credit: 3

GL: 24

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand theories, values, principles and statutory frameworks that underpin practice within health and social care</b>			
1.1 Analyse theories that underpin own practice			
1.2 Analyse how statutory frameworks underpin service provision			
1.3 Analyse how values and principles underpin service provision			
<b>2 Understand how duty of care contributes to safe practice.</b>			
2.1 Explain what it means to have a 'duty of care' in your own role.			
2.2 Analyse how duty of care contributes to: <ul style="list-style-type: none"><li>• safeguarding or protection of <b>individuals</b></li><li>• Supporting individual's rights and choices.</li></ul>			
<b>3 Understand how to address conflicts that may arise between an individual's rights to choice and control and the duty of care</b>			
3.1 Explain why conflicts may arise between the duty of care and an individual's rights			
3.2 Explain how to manage risks associated with conflicts between an individual's rights and the duty of care			

3.3 Describe where to get support and advice about managing conflicts			
<b>4 Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work</b>			
4.1 Comply with statutory frameworks that underpin service provision			
4.2 Apply values and principles that underpin service provision			
4.3 Evaluate how quality assurance processes promote positive experiences for individuals using care settings.			

**Learner declaration of authenticity:**

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Learner signature:

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Assessor name:

Signature:

Date:

## Component 10: Develop, maintain and use records and reports

Component Reference Number: A/617/7479

Level: 4

Credit: 3

GL: 23

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the legal and organisational requirements for recording information and providing reports</b>			
1.1 Specify own responsibilities and those of others when recording information and producing reports			
1.2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information			
<b>2 Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working</b>			
2.1 Support individuals to participate in the preparation of reports			
2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them			
2.3 Maintain accurate, complete, retrievable and up to date records			
2.4 Ensure that records and reports comply with legal and organisational requirements			

2.5 Explain how to balance the tension between confidentiality and openness in records and reports			
2.6 Use information communication technology (ICT) systems for the collection and storage of information.			
2.7 Use ICT that supports information exchange within and across disciplines and organisations.			
<b>3 Be able to use records and reports to inform judgements and decisions</b>			
3.1 Clarify the accuracy of records and reports with individuals and others			
3.2 Respond to feedback from those who receive records and reports			
3.3 Demonstrate the use of facts and evidence based opinions within records and reports			
3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions			

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Assessor name:

Signature:

Date:

## Component 11: Working in partnership with others

Component Reference Number: M/617/7480

Level: 4

Credit: 4

GL: 26

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand partnership working</b>			
1.1 Identify the features of effective partnership working			
1.2 Explain the importance of partnership working with <ul style="list-style-type: none"><li>• Colleagues</li><li>• Other professionals</li><li>• Others</li></ul>			
1.3 Analyse how partnership working delivers better outcomes			
1.4 Explain how to overcome barriers to partnership working			
<b>2 Be able to establish and maintain working relationships with colleagues</b>			
2.1 Explain own role and responsibilities in working with colleagues			
2.2 Develop and agree common objectives when working with colleagues			
2.3 Evaluate own working relationship with colleagues			
2.4 Deal constructively with any conflict that may arise with colleagues			

<b>3 Be able to establish and maintain working relationships with other professionals</b>			
3.1 Explain own role and responsibilities in working with other professionals			
3.2 Develop procedures for effective working relationships with other professionals			
3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities			
3.4 Evaluate procedures for working with other professionals			
3.5 Deal constructively with any conflict that may arise with other professionals			
<b>4 Be able to work in partnership with others</b>			
4.1 Analyse the importance of working in partnership with others			
4.2 Develop procedures for effective working relationships with others			
4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities			
4.4 Evaluate procedures for working with others			



4.5 Deal constructively with any conflict that may arise with others			
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## Component 12: Safeguard children and young people who are present in the adult care sector

Component Reference Number: T/617/7481

Level: 4

Credit: 2

GL: 14

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the responsibility to safeguard children and young people who are present in an adult social care work setting</b>			
1.1 Explain own responsibility to safeguard children and young people who are present in an adult social care work setting			
1.2 Explain the responsibility of others to safeguard children and young people who are present in an adult social care work setting			
<b>2 Be able to develop the understanding of others about safeguarding children and young people</b>			
2.1 Access information, advice and support to inform knowledge and practice about safeguarding children and young people			
2.2 Provide information to others on <ul style="list-style-type: none"> <li>•Indicators of harm, abuse or neglect</li> <li>•Actions that need to be taken where there are safeguarding concerns</li> </ul>			

**3 Understand how to address conflicts and dilemmas associated with safeguarding children and young people**

3.1 Analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting

3.2 Identify actions to take when conflicts and dilemmas about safeguarding arise

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Assessor name:

Signature:

Date:

Level 4 Diploma in Adult Care  
Summary of Achievement

Learner Name		FutureQuals Learner Number	
Centre Name		Centre Number	

Mandatory Components

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature
<b>J/617/7470</b>	Lead Communication in Adult Care Settings						
<b>L/617/7471</b>	Personal development in adult care settings						
<b>R/617/7472</b>	Lead inclusive practice in adult care settings						

<b>Y/617/7473</b>	Understand safeguarding and protection in adult care settings						
<b>D/617/7474</b>	Facilitate person-centred assessment to support the well-being						
<b>H/617/7475</b>	Facilitate support planning to promote positive outcomes for individuals and to support wellbeing						
<b>K/617/7476</b>	Understand personalisation in care and support services						
<b>M/617/7477</b>	Lead health and safety in adult care settings						

<b>T/617/7478</b>	Professional practice in adult care settings							
<b>A/617/7479</b>	Develop, maintain and use records and reports							
<b>M/617/7480</b>	Working in partnership with others							
<b>T/617/7481</b>	Safeguard children and young people who are present in the adult care sector							

## Optional Components

[illegible]


Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date





**FAQ LEVEL 4 DIPLOMA IN**  
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