



Level 4 diploma in  
**ADULT CARE (ENGLAND)**

**Evidence Logbook**

Qualification recognition number: 601/5822/0  
Qualification Reference: L4DACE

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# Assessment Principles

## 1. Assessment Principles

1.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

1.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

1.3 Competence based assessment must include direct observation as the main source of evidence

1.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the component'.

1.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

1.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

1.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

1.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

## 2. Internal Quality Assurance

2.1 Internal quality assurance is key to ensuring that the assessment of evidence for components is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

## 3. Definitions

3.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency components they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

### 3.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in components designed to test specific knowledge and understanding, or in components where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

### 3.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the component of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

### 3.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

### 3.5 Expert witness:

An expert witness must:

- have a working knowledge of the components on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

## Evidence Requirements for the Level 4 Diploma in Adult Care (England)

You must meet all the learning outcomes and assessment criteria identified in each component to achieve the full component. Evidence should be developed over a period of time and using diverse assessment methods.

### How your evidence is checked

After your Assessor has assessed your work, another member of staff - the Internal Quality Assurer - will review it. An External Quality Assurer from Future (Awards and Qualifications) will visit your assessment centre.

### Certificate claims

Once you've built up your portfolio of evidence and your Assessor will sign of your component declaration and present your portfolio to the Internal Quality Assurer. Once the portfolio has passed the internal quality assurance process, they can claim your certificate.

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## Component 1: Advanced communication skills

Component Reference Number: L/506/6053

Level: 4

Credit: 4

GL: 27

|   | Assessment Method | Evidence Ref.<br>Page number,<br>Method | Assessor Decision<br>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<br><br><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<br><br><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   |                   |   |                                    |
| <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  |                   |   |                                    |

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| 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  |  |  |  |

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| 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 of 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 health, social care or children's and young people's settings

Component Reference Number: J/506/7623

Level: 4  
Credit: 4  
GL: 26

|   | Assessment Method | Evidence Ref.<br>Page number,<br>Method | Assessor<br>Decision<br>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      |                   |   |                                       |
| <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  |                   |   |                                       |

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| performance  |  |  |  |
| <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 Work with others to agree own personal development plan  |  |  |  |
| <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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Date:

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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 3: Equality and diversity in health, social care or children’s and young people’s settings

Component Reference Number: J/506/7119

Level: 4  
Credit: 3  
GL: 21

|   | Assessment Method | Evidence Ref.<br>Page number, Method | Assessor<br>Decision<br>Sign and Date |
|---|-------------------|--------------------------------------|---------------------------------------|
| <b>You must be able to:</b>   |                   |                                      |                                       |
| <b>1 Understand equality and diversity</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  |                   |                                      |                                       |

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| respects the individual's beliefs, culture, values, preferences and life experience                      |  |  |  |
| 2.3 Evaluate principles of inclusive practice  |  |  |  |
| <b>3 Understand how to promote equality and diversity</b>  |  |  |  |
| 3.1 Explain how to challenge discrimination to promote change  |  |  |  |
| 3.2 Explain how to support others to promote equality and diversity                                      |  |  |  |
| 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  |  |  |  |

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Date:

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Assessor name:

Signature:

Date:

## Component 4: Understand safeguarding and protection in health and social care settings

Component Reference Number: F/506/7622

Level: 3

Credit: 2

GL:

|  | Assessment Method | Evidence Ref.<br>Page number,<br>Method | Assessor Decision<br>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>• Sexual abuse</li> <li>• Emotional / psychological abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> <li>• Discriminatory abuse</li> </ul> |                   |   |                                    |

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| 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 |  |  |  |
| <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  |  |  |  |

**Learner declaration of authenticity:**  
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Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
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Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Component 5: Facilitate person centred assessment to support the wellbeing of individuals

Component Reference Number: A/506/7120

Level: 4

Credit: 2

GL: 14

|   | Assessment Method | Evidence Ref.<br>Page number,<br>Method | Assessor<br>Decision<br>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                              |                   |   |                                       |

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| 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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Date:

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Assessor name:

Signature:

Date:

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

Component Reference Number: F/506/7121

Level: 4  
Credit: 2  
GL:

|   | Assessment Method | Evidence Ref.<br>Page number,<br>Method | Assessor<br>Decision<br>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  |                   |   |                                       |

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| 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   |  |  |  |
| <b>5 Be able to facilitate a person centred review of support plans in partnership with the individual and others</b>   |  |  |  |

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

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Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of 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 7: Understand personalisation in care and support services

Component Reference Number: K/602/6248

Level: 5  
Credit: 4  
GL: 33

|  | Assessment Method | Evidence Ref.<br>Page number,<br>Method | Assessor Decision<br>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   |                   |   |                                    |

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| 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 Know 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  |  |  |  |



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| role  |  |  |  |
| 4.3 Propose ways to enhance own contribution to promoting personalisation                       |  |  |  |
| <b>5 Know 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:**

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

Learner signature:

Date:

**Assessor sign off of 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 8: Health and safety in health and social care settings

Component Reference Number: M/506/6353

Level: 4

Credit: 3

GL: 21

|  | Assessment Method | Evidence Ref.<br>Page number, Method | Assessor Decision<br>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 tasks 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   |                   |                                      |                                    |

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| <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> |  |  |  |
| <p>2.3 Explain procedures to be followed if an accident or sudden illness should occur</p>  |  |  |  |
| <p>2.4 Explain how to record and report health and safety incidents</p>   |  |  |  |
| <p><b>3 Be able to work safely in health and social care settings</b></p>   |  |  |  |
| <p>3.1 Apply current legislation relating to Health and Safety in own work setting</p>  |  |  |  |
| <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> </ul>  |  |  |  |

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| • food safety  |  |  |  |
| 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  |  |  |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of 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 9: Professional practice in health and social care for adults or children and young people

Component Reference Number: A/506/7621

Level: 4

Credit: 3

GL: 20

|   | Assessment Method | Evidence Ref.<br>Page number, Method | Assessor<br>Decision<br>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 meant to have a 'duty of care'  |                   |                                      |                                       |
| 2.2 Analyse how duty of care contributes to: <ul style="list-style-type: none"> <li>• Safeguarding of individuals</li> <li>• Supporting individuals 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   |                   |                                      |                                       |

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| 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   |  |  |  |

**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off of 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 10: Develop, maintain and use records and reports

Component Reference Number: A/504/2198

Level: 4

Credit: 3

GL: 23

|   | Assessment Method | Evidence Ref.<br>Page number,<br>Method | Assessor Decision<br>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                                 |                   |   |                                    |

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| 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       |  |  |  |



**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off of completed component:**

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Assessor name:

Signature:

Date:

## Component 11: Work in partnership in health and social care or children and young people's settings

Component Reference Number: A/602/3189

Level: 4

Credit: 4

GL: 26

|  | Assessment Method | Evidence Ref.<br>Page number, Method | Assessor Decision<br>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   |                   |                                      |                                    |

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| 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   |  |  |  |

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| procedures for working with others                                   |  |  |  |
| 4.5 Deal constructively with any conflict that may arise with others |  |  |  |

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of 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 12: Safeguard children and young people who are present in the adult social care sector**

Component Reference Number: A/506/8736

Level: 4  
Credit: 2  
GL:

|  | Assessment Method | Evidence Ref.<br>Page number, Method | Assessor Decision<br>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   |  |  |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of 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:

Level 4 Diploma in Adult Care (England)  
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 |
|------------------|---|---------|---------------|-------------------|--------------------|---------------|---------------|
| L/506/6053       | Advanced communication skills   |         |               |                   |                    |               |               |
| J/506/7623       | Personal development in health, social care or children's and young people's settings   |         |               |                   |                    |               |               |
| J/506/7119       | Equality and diversity in health, social care or children's and young people's settings |         |               |                   |                    |               |               |
| F/506/7622       | Understand safeguarding and protection in health and social                             |         |               |                   |                    |               |               |

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|------------|---|--|--|--|--|--|--|--|
|            | care settings   |  |  |  |  |  |  |  |
| A/506/7120 | Facilitate person centred assessment to support the wellbeing of individuals                      |  |  |  |  |  |  |  |
| F/506/7121 | Facilitate support planning to promote positive outcomes for individuals and to support wellbeing |  |  |  |  |  |  |  |
| K/602/6248 | Understand personalisation in care and support services   |  |  |  |  |  |  |  |
| M/506/6353 | Health and safety in health and social care settings  |  |  |  |  |  |  |  |
| A/506/7621 | Professional practice in health and social care for adults or children and young people           |  |  |  |  |  |  |  |
| A/504/2198 | Develop, maintain and use records and reports   |  |  |  |  |  |  |  |
| A/602/3189 | Work in partnership in health and social  |  |  |  |  |  |  |  |



|            |   |  |  |  |  |  |  |  |
|------------|---|--|--|--|--|--|--|--|
|            | care or children and young people's settings  |  |  |  |  |  |  |  |
| A/506/8736 | Safeguard children and young people who are present in the adult social care sector |  |  |  |  |  |  |  |



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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

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# FutureQuals<sup>™</sup>

INSPIRING LEARNING AND SKILLS

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