

Approved by



**FAQ LEVEL 2**

# **ADULT SOCIAL CARE CERTIFICATE (RQF)**

## **OVERVIEW SPECIFICATION**

Qualification Number: **610/5512/8**

Qualification Reference: **L2ASCC**



**FutureQuals**



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## Document Details and Version History

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Document Details	
Document Name	FAQ Level 2 Adult Social Care Certificate (RQF) Overview Qualification Specification
Purpose of Document	To confirm requirements and provide guidance regarding the administration, delivery and assessment of this qualification.
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## Introduction

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### *Introduction to FutureQuals*

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

### **Our Values**

Visionary | Supportive | Innovative | Professional

### **Our Vision**

“We envisage a place in which every Learner achieves their full potential.”

### **Our Mission**

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

### *Introduction to Qualification Specification*

Welcome to the **FAQ Level 2 Adult Social Care Certificate (RQF)** Overview Qualification Specification.

The aim of this specification is to confirm requirements and provide guidance to our Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents.

This specification is a live document and will, therefore, be reviewed and updated. Centres will be notified when changes are made. It is the responsibility of the approved Centre to ensure the most up-to-date version of the specification is in use.

### ***Publication Information***

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

## Qualification Information

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<b>Qualification Title:</b>	FAQ Level 2 Adult Social Care Certificate (RQF)
<b>Qualification Level:</b>	2
<b>Qualification Product Code:</b>	L2ASCC
<b>Qualification Number:</b>	610/5512/8
<b>Qualification Type:</b>	RQF
<b>Regulated by:</b>	Ofqual

### ***Purpose and Aims***

The purpose of the **FAQ Level 2 Adult Social Care Certificate (RQF)** is to provide Learners with the knowledge, skills and understanding required to work in the adult social care sectors.

This qualification forms part of the FutureQuals Ambulance Service Pre-Hospital Care Suite.

### ***Qualification Size and Registration Length***

Minimum credits required to achieve this qualification: **36**

Guided Learning (GL) for this qualification: **302 hours**

Total Qualification Time for this qualification (TQT): **360 hours**

Registration Length: **12 months**

### ***Skills for Care Approval***



This qualification was built based on the existing expected outcomes of the Care Certificate (CC) Standards, and is approved by Skills for Care.



## **Qualification Fees**

Please visit our website for information on registration fees, or to view our *Fees and Pricing Policy*.

## **Funding Information**

The **FAQ Level 2 Adult Social Care Certificate (RQF)** may be eligible for public funding, as determined by the Department for Education (DfE).

For information regarding potential sources of funding, please contact your local funding office.

## **Qualification Structure - Components, Rules of Combination and Requirements**

To achieve the **FAQ Level 2 Adult Social Care Certificate (RQF)**, Learners must meet the rules of combination and follow all guidance relating to barred Components and Component order.

<b>Group M - Mandatory Components</b>					
<b>Component Number</b>	<b>Component Reference</b>	<b>Component Name</b>	<b>Credit Value</b>	<b>GLH</b>	<b>Component Level</b>
1	Y/651/5450	Understand Own Role	2	18	2
2	A/651/5451	Personal Development	3	24	2
3	D/651/5452	Duty of Care	2	18	2
4	F/651/5453	Equality, Diversity, Inclusion, and Human Rights	2	18	2
5	H/651/5454	Work in a Person-Centred Way	3	24	2
6	J/651/5455	Communication	3	24	2
7	K/651/5456	Privacy and Dignity	3	24	2
8	L/651/5457	Nutrition and Hydration	2	18	2
9	M/651/5458	Awareness of Mental Health and Dementia	3	24	2
10	R/651/5459	Adult Safeguarding	3	24	2
11	A/651/5460	Safeguarding Children	1	10	2
12	D/651/5461	Health, Safety, and Principles of Basic Life Support	3	24	2
13	F/651/5462	Handling Information	1	10	2

14	H/651/5463	Infection Prevention and Control	2	18	2
15	J/651/5464	Awareness of Learning Disability and Autism	3	24	2

**Rules of Combination** - Learners must achieve all Components in *Group M - Mandatory Components*.

**Barred Components** - There are no barred Components in this qualification; all Components must be achieved.

**Component Order** - The order in which Components are to be taught is at the discretion of individual Centres.

## Qualification Assessment

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The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to present evidence demonstrating how they have met the learning outcomes and assessment criteria.

### ***Method of Assessment and Assessment Strategy***

Method of assessment: Portfolio of evidence.

The following assessment methods and materials, developed by FutureQuals, **must** be used for assessment of the **FAQ Level 2 Adult Social Care Certificate (RQF)**:

- *FAQ Level 2 Adult Social Care Certificate (RQF) Evidence Log*

Full assessment details can be found within the relevant Component specification of the full qualification specification.

### ***Assessment Principles***

FutureQuals will always publish Assessment Principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic FutureQuals Assessment Principles is available on the FutureQuals website and should be used in conjunction with any qualification-specific Assessment Principles.

The *FutureQuals Assessment Principles* can be viewed here:

<https://www.futurequals.com/about-futurequals/policies-and-procedures/>

Any assessment principles specific to a qualification will always be reproduced in the specification they relate to.

The **FAQ Level 2 Adult Social Care Certificate (RQF)** must be assessed according to the *FutureQuals Assessment Principles*, the *Skills for Care & Development Assessment Principles* (Appendix 1) and the *Skills for Care and the Joint Awarding Body Quality Group (JABQG) Additional Assessment Principles Guidance* (Appendix 2).

### ***Grading***

The overall qualification is graded as a Pass or Fail.

## Qualification Resources

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### *Learning Resources*

In support of delivering the **FAQ Level 2 Adult Social Care Certificate (RQF)**, FutureQuals has created the following resources:

- *FAQ Level 2 Adult Social Care Certificate (RQF) Full Qualification Specification*
- *FAQ Level 2 Adult Social Care Certificate (RQF) Overview Qualification Specification*
- *FAQ Level 2 Adult Social Care Certificate (RQF) Evidence Log*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification and the Evidence Log.

## **Learner Requirements and Information**

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### ***Entry Requirements***

Learners must:

- Be 19 years of age (or older) on the first day of teaching

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification. Learners will, however, need to have minimum core skills in literacy, numeracy and ICT to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.

### ***Exit Requirements***

There are no formal exit requirements for this qualification.

### ***Reasonable Adjustments and Special Considerations***

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

### ***Identification Requirements***

It is the Centre's responsibility to confirm the identity of a Learner as part of its registration process and for any online assessments.

The following are acceptable examples of proof of a Learner's identity:

- A valid passport (any nationality)
- A national identity card issued by an EU country
- A Gibraltar identity card
- A signed UK photocard driving licence
- A valid warrant card issued by HM Forces or the Police
- Other photographic ID card, e.g., employee ID card (must be current employer), student ID card or a travel card

### ***Learner Authenticity***

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals require that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems). If an assessment is conducted online through the XAMS Platform, Learners will also be asked to declare that the assessment attempt is their own.

If a Centre uses their own pre-approved version of a FutureQuals evidence log, the same information must be captured as in the FutureQuals-issued evidence log, i.e., the assessment method, evidence reference, the Assessor's decision (including the signature and date to evidence completion of assessment) and the Learner's declaration of authenticity. The Learner must sign and date the declaration.

### ***Recognition of Prior Learning (RPL)***

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Learner can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess.

Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of a Component(s) or a whole qualification. For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning Policy* which can be found on the FutureQuals website.

### ***Requalification***

Once awarded, the **FAQ Level 2 Adult Social Care Certificate (RQF)** certificate does not have a specific period of validity. However, as an evolving subject area, periodically retaking the qualification will help to ensure that individuals are working with the most up-to-date information.

### ***Progression Opportunities***

The **FAQ Level 2 Adult Social Care Certificate (RQF)** can support progression to the following qualifications:

- Level 3 Diploma in Adult Care
- Lead Adult Care Worker Apprenticeship Standard
- FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support
- FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)

## Centre Requirements and Information

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### ***Legal Requirements***

Approved Centres are responsible for ensuring that:

- The learning environment is safe for all Learners; risk assessments are in place and that health and safety is responsibly managed
- All aspects of GDPR are met
- Learners are able to progress in a respectful environment, free from bullying and harassment
- All safeguarding requirements are met
- All Learners are told how to find and use their Centre's safeguarding, data protection, equality and diversity and appeals policies/processes/procedures

### ***Workforce Requirements***

In order to deliver, assess and quality assure the **FAQ Level 2 Adult Social Care Certificate (RQF)**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators, and Internal Quality Assurers (IQAs). All workforce requirements can be found in *Appendix 1 - Skills for Care & Development Assessment Principles*.

## Component Specifications - Mandatory Components

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### Component 1: Understand Own Role

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**Component Reference Number:** Y/651/5450

Credit Value: 2

GL: 18 hours

Level: 2

#### Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to understand own role, work in ways agreed with employer, understand working relationships in adult social care, and work in partnership with others.

#### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand own role	Main duties and responsibilities
	Standards and codes of conduct/practice
	Effect of own experiences, values, and beliefs on own work
	Professional and career development opportunities
2. Understand how to work in ways that have been agreed with the employer	Employment rights and responsibilities
	Workplace aims, objectives, and values
	Importance of working in employer-agreed ways
	How and when to escalate concerns
	Importance of honesty and error reporting
3. Be able to work in ways that have been agreed with the employer	Accessing agreed ways of working details
	Working in accordance with employer's agreed ways of working
4. Understand working relationships in social care	Responsibilities to individuals and others
	Working and personal relationship differences
	Adult social care working relationships
5. Understand how to work in partnership with others	Teamwork and partnership working importance
	Working with people significant to individuals being supported
6. Be able to work in partnership with others	Behaviours and ways of working for improving partnership working
	How and when to access partnership working/resolving conflicts support



## Component 2: Personal Development

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**Component Reference Number:** A/651/5451

Credit Value: 3

GL: 24 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to agree own personal development plan and to develop own knowledge, skills, and understanding.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how to agree a personal development plan	Identifying own learning needs, and agreeing a personal development plan
	Importance of feedback in developing and improving own work approach
2. Be able to agree a personal development plan	Contributing and agreeing personal development plan
3. Understand how to develop own knowledge, skills and understanding	Own learning and development sources of support
	Own knowledge, skills and understanding learning activities
	Level of literacy, numeracy, and digital/communication skills required
	Checking/developing own literacy, numeracy, and digital/communication skills
	Improving own knowledge, skills and understanding by reflection
	Effect of feedback on own knowledge, skills and understanding
	Learning opportunities for improving ways of working
4. Be able to develop own knowledge, skills and understanding	Measuring own knowledge, performance and understanding
	How to record personal development progress

## Component 3: Duty of Care

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**Component Reference Number:** D/651/5452

Credit Value: 2

GL: 18 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills, and understanding required to understand duty of care and duty of candour, understand support available for addressing dilemmas related to duty of care, and effectively handle and learn from comments and complaints, incidents, errors, near misses and difficult situations.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcome - The Learner will:</b>	<b>Areas Covered:</b>
1. Understand duty of care and duty of candour	Defining duty of care and duty of candour Duty of care and duty of candour in own role
2. Understand the support available for addressing dilemmas that may arise about duty of care	Dilemmas between duty of care and individual's rights Managing conflicts and dilemmas Support and advice for resolving dilemmas
3. Understand how to deal with comments and complaints	Who to ask for support on comments and complaints Importance of learning from comments and complaints
4. Be able to deal with comments and complaints	How to respond to comments and complaints
5. Understand how to respond to incidents, errors and near misses	Recognising adverse events, incidents, and errors/near misses What must/must not be done for adverse events, incidents, and errors/near misses Agreed ways of working in relation to reporting adverse events, incidents, and errors/near misses
6. Understand how to deal with confrontation and difficult situations	Confrontation factors and difficult situations Communication in solving problems and reducing confrontation Assessing and reducing risk in confrontational situations Agreed ways of working for reporting confrontations

7. Be able to deal with confrontation and difficult situations	Accessing conflict resolution support and advice
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## Component 4: Equality, Diversity, Inclusion and Human Rights

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**Component Reference Number:** F/651/5453

Credit Value: 2

GL: 18 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to understand the importance of equality, diversity, inclusion, and human rights, work in an inclusive way, and access information, advice and support about equality, diversity, inclusion, and human rights.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the importance of equality, diversity, inclusion, and human rights	Human rights and protected characteristics
	Discrimination and potential effect on others
	Reducing discrimination with equality, diversity, inclusion, and human rights
	Disability hate crime, hate crime, and bullying
	How to recognise, challenge and report discrimination
2. Understand how to work in an inclusive way	Equality, diversity, inclusion, and human rights key legislative concepts/codes of practice
	Culturally appropriate care approaches and practices
3. Be able to work in an inclusive way	Respecting lifestyle, beliefs, culture, values, and preferences when interacting
4. Understand how to access information, advice and support about equality, diversity, inclusion, and human rights	Equality, diversity, inclusion, and human rights support sources
5. Be able to access information, advice and support about equality, diversity, inclusion, and human rights	How and when to access equality, diversity, inclusion, and human rights information, advice, and support

## Component 5: Work in a Person-Centred Way

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**Component Reference Number:** H/651/5454

Credit Value: 3

GL: 24 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills, and understanding required to understand person-centred values and how to apply them in practice, understand mental capacity in the context of person-centred care, support individuals in addressing pain, discomfort, or emotional distress, and support them to maintain their identity, self-esteem, spiritual well-being, and overall well-being.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand person-centred values	Identifying person-centred values
	Person-centred values in practice
	Importance of person-centred values when supporting individuals
	Promoting dignity in own work
	The importance of supporting an individual's significant relationships in person-centred care
2. Understand working in a person-centred way	The importance of an individual's history, preferences, wishes, and needs
	Why changing needs must be reflected in a care and/or support plan
	Supporting individuals with future planning, well-being and fulfilment, including end-of-life care
3. Understand the meaning of mental capacity when providing person-centred care	Mental capacity legislation and codes of practice
	'Capacity' meaning
	The importance of assuming capacity unless proven otherwise
	'Consent' meaning, and factors influencing mental capacity/ability to express
	Assessing capacity when needed and respecting best-interest decisions or advance care statements

4. Be able to support an individual to be comfortable and make changes to address factors that may be causing pain, discomfort, or emotional distress	Ensuring individuals with limited mobility are comfortable
	Recognising signs of pain, discomfort, or emotional distress
	Taking steps to reduce factors causing pain, discomfort, or distress
	Raising and reporting concerns directly and appropriately, following agreed ways of working
5. Understand how to support an individual to maintain their identity, self-esteem, spiritual and overall well-being	How identity and self-esteem influence emotional, spiritual, and overall well-being
6. Be able to support an individual to maintain their identity, self-esteem, spiritual well-being, and overall well-being	Own attitudes and behaviours in promoting emotional, spiritual, and overall well-being
	Supporting and encouraging sense of identity and self-esteem
	Reporting emotional, spiritual and overall well-being concerns
7. Be able to support an individual using person-centred values	Actions promoting person-centred values

## Component 6: Communication

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**Component Reference Number:** J/651/5455

Credit Value: 3

GL: 24 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills, and understanding required to understand the importance of effective communication in the workplace, meet the communication and language needs, wishes, and preferences of individuals, promote effective communication with individuals, use a range of communication methods, support the appropriate and safe use of communication aids and technologies, and understand the principles and practices related to confidentiality.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcome - The Learner will:</b>	<b>Areas Covered:</b>
1. Understand the importance of effective communication in the workplace	Different ways people communicate in the workplace
	How communication affects workplace relationships
2. Understand how to meet the communication and language needs, wishes and preferences of individuals	Establishing communication/language needs, wishes and preferences
	Communication methods, styles, aids and assistive technologies for meeting needs, wishes and preferences
	Digital communication tools for supporting and enhancing communication needs, wishes, preferences and connections
3. Understand how to promote effective communication with individuals	Identifying and reducing barriers to effective communication
	How behaviour may be a form of communication
	Where to find information, support or services to aid effective communication
4. Understand how to use appropriate communication with individuals and support the safe use of communication aids and technologies	The importance of observing and being receptive when communicating
5. Be able to use appropriate communication with individuals and	Using appropriate verbal/non-verbal communication

support the safe use of communication aids and technologies	Appropriate and safe use of communication aids, assistive technologies, and digital tools
	Checking understanding when communicating
	Reporting communication aids or technologies concerns
6. Understand the principles and practices relating to confidentiality	Confidentiality in relation to own role
	Legislation and agreed ways of working to ensure communication confidentiality
	When confidential information can be passed on
	Who to ask for confidentiality advice and support



## Component 7: Privacy and Dignity

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**Component Reference Number:** K/651/5456

Credit Value: 3

GL: 24 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to understand the principles that underpin privacy and dignity in care, maintain the privacy and dignity of individuals, support an individual's right to make choices about their care, and support active participation.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the principles that underpin privacy and dignity in care	Privacy and dignity meaning
	When privacy and dignity may be compromised
	Ways to maintain privacy and dignity
2. Understand how to maintain the privacy and dignity of individuals receiving care	The importance of not disclosing private information, unless appropriate
3. Be able to maintain the privacy and dignity of individuals receiving care	Actions that promote and maintain privacy and dignity
4. Understand how to support an individual's right to make choices	Supporting individuals to make informed choices
	Risk assessment processes in supporting individuals' rights to make decisions
	Why own views must not influence an individual's choices or decisions
	When to support an individual to question or challenge decisions
5. Be able to support individuals in making choices about their care	Supporting individuals to make informed choices
	Using risk assessments to support individuals' right to make their own decisions
	Ensuring own views do not influence an individual's choices or decisions
6. Understand how to support active participation	How valuing individuals contributes to active participation

	Enabling individuals to make informed choices
	Identifying ways to support active participation
	The importance of independence and maintaining community relationships and connections
7. Understand how to support individuals in active participation of their own care	How own views could restrict active participation
8. Be able to support individuals in active participation of their own care	How to support active participation

## Component 8: Nutrition and Hydration

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**Component Reference Number:** L/651/5457

Credit Value: 2

GL: 18 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to understand the principles of food safety, the principles of nutrition and hydration, and to support individuals with nutrition and hydration.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the principles of food safety	The importance of food safety and hygiene in food handling and preparation
2. Understand the principles of nutrition and hydration	The importance of good nutrition and hydration in maintaining health and well-being
	The signs/symptoms of poor nutrition and hydration
	Promoting and supporting adequate nutrition and hydration
	Identifying and reporting nutrition and hydration changes or risks
3. Understand how to support individuals with nutrition and hydration	Identifying nutrition and hydration care/support needs
	Factors affecting nutrition and hydration care/support needs
	When and how to seek nutrition and hydration advice and guidance
4. Be able to support individuals with nutrition and hydration	Supporting care/support plan nutrition and hydration preferences and needs
	Monitoring and recording nutrition and hydration care/support provided

## Component 9: Awareness of Mental Health and Dementia

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**Component Reference Number:** M/651/5458

Credit Value: 3

GL: 24 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge and understanding required to understand the needs and experiences of people living with mental health or dementia, the importance of early identification of mental health conditions and dementia, aspects of personalised care which support an individual living with a mental health condition or dementia, the reasonable adjustments which may be necessary in health and care delivery for an individual living with a mental health condition or dementia, and how legal frameworks and guidelines support individuals living with a mental health condition or dementia.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the needs and experiences of people living with mental health or dementia	The meaning of mental health, and mental well-being
	Common types of mental health conditions
	'Dementia' meaning
	How a mental health condition or dementia impacts daily life, well-being, and care needs
2. Understand the importance of early identification of mental health conditions and dementia	Recognising early indicators of mental health deterioration
	Early signs and symptoms of dementia
	The importance of early identification of mental health or dementia needs
	How a mental health diagnosis or decline changes care/support needs
	Ways to engage and direct individuals and their families to support services
3. Understand aspects of personalised care which support an individual living with a mental health condition or dementia	How positive attitudes can support individuals with a mental health condition or dementia
	The importance of recognising individuals with a mental condition or dementia as unique
	How person-centred approaches and active participation help well-being and independence
	Barriers faced in accessing mental health or dementia 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	Reasonable adjustments and the importance of advance planning
	How to report unmet health or care needs concerns
5. Understand how legal frameworks and guidelines support individuals living with a mental health condition or dementia	How legislation and guidelines promote rights, inclusion, equality, and citizenship

## Component 10: Adult Safeguarding

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**Component Reference Number:** R/651/5459

Credit Value: 3

GL: 24 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to understand the principles of adult safeguarding, reduce likelihood of abuse, respond to suspected or disclosed abuse, protect people from harm and abuse - locally and nationally, and understand restrictive practices.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcome - The Learner will:</b>	<b>Areas Covered:</b>
1. Understand the principles of adult safeguarding	'Adult safeguarding' meaning
	'Adult at risk' legal definition
	Own role and responsibilities
	What constitutes harm
	Main types of abuse
	Indicators of abuse
	Adult abuse and neglect factors
	Risks of using technology and supporting safety
	Sourcing information/advice on own role and responsibilities in preventing harm and abuse
2. Be able to apply the principles of adult safeguarding	Treating individuals with dignity and respect
3. Understand how to reduce the likelihood of abuse	The risk of harm or abuse to an individual
	Dignity in care environments
	The importance of individualised and person-centred care
	Applying the basic principles of supporting individuals for safety
4. Understand how to respond to suspected or disclosed abuse	Reducing the likelihood of abuse
	Raising concerns for suspected adult abuse
5. Understand how to protect people from harm and abuse - locally and nationally	Safeguarding adults legislation, principles, and policies/procedures
	Local arrangements for implementing multi-agency adult safeguarding policies/procedures

	The importance of sharing appropriate information with the relevant agencies
	Actions when experiencing barriers alerting or referring to relevant agencies
6. Understand restrictive practices	'Restrictive practice' meaning
	Organisational policies on restrictive practices and role in implementation
	The importance of seeking the least restrictive option for an individual

## Component 11: Safeguarding Children

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**Component Reference Number:** A/651/5460

Credit Value: 1

GL: 10 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge and understanding required to safeguard children.

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, or 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
- 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.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how to safeguard children	Circumstances involving contact with a child/young person
	Factors contributing to a child/young person's risk of abuse
	Types of abuse that a child or young person is at risk of
	Responding to a risk/suspicion/disclosure of abuse or neglect



## Component 12: Health, Safety, and Principles of Basic Life Support

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**Component Reference Number:** D/651/5461

Credit Value: 3

GL: 24 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to understand own and others' responsibilities relating to health and safety in the work setting, risk assessment, how to move and assist safely, the procedures for responding to accidents and sudden illness/providing basic life support, medication and healthcare tasks, handling hazardous substances, promoting fire safety, how to work safely and securely, and managing own mental health and personal well-being.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	Health and safety legislation
	Health and safety policies/procedures
	Own/employer's health and safety responsibilities
	Health and safety tasks not to be carried out
	Additional health and safety support/information
	Sustainable approaches in own role
2. Understand risk assessment	Assessing health and safety risks
	Reporting health and safety risks
3. Understand how to move and assist safely	Moving and assisting key legislation
	Moving and assisting tasks not to be carried out until competent
4. Be able to move and assist safely	Moving and assisting people and/or objects safely
5. Understand procedures for responding to accidents, sudden illness and providing basic life support	Types of accidents/sudden illness
	Accident/illness procedures to be followed
	Emergency BLS and first aid actions allowed/ <u>not</u> allowed
6. Understand medication and healthcare tasks	Medication/healthcare agreed ways of working
	Medication/healthcare tasks not to be carried out until competent

7. Understand how to handle hazardous substances	Common workplace hazardous substances
8. Be able to handle hazardous substances	Hazardous substances safe practices
9. Know how to promote fire safety	Preventing fires starting/spreading
	What to do in the event of a fire
10. Know how to work safely and securely	Measures for protecting self/others' safety and security
	Identity checking agreed ways of working
11. Know how to manage own mental health and personal well-being	Common factors affecting own mental health/well-being
	Triggering factors circumstances
	Own mental health/well-being resources
	Accessing mental health/well-being support resources

## Component 13: Handling Information

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**Component Reference Number:** F/651/5462

Credit Value: 1

GL: 10 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to handle information.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how to handle information	Importance of having secure systems/ following agreed ways of working
	Support for keeping individual's information safe/secure
	Reporting data risks/breaches and failures to follow legislation
2. Be able to handle information	Keeping records up-to-date, accurate and legible

## Component 14: Infection Prevention and Control (IPC)

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**Component Reference Number:** H/651/5463

Credit Value: 2

GL: 18 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to prevent the spread of infection.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how to prevent the spread of infection	Causes/entry points/chain of infection
	Following standard IPC precautions and finding information
	Preventing infection in own work
	Own health, hygiene, vaccination status, and exposure risk to others
	Using common types of PPE and clothing
	Care environment/equipment decontamination methods
	Blood/bodily fluids spills handling processes
	Soiled linen/equipment/clinical waste safe handling and disposal
2. Be able to prevent the spread of infection	Effective hand hygiene using appropriate products
	Effective use and donning/doffing of PPE

## Component 15: An Awareness of Learning Disability and Autism

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**Component Reference Number:** J/651/5464

Credit Value: 3

GL: 24 hours

Level: 2

### Component Summary

The purpose of this Component is to assess the knowledge and understanding required to understand the needs and experiences of people with a learning disability and autistic people - including how to meet their communication and information needs, reasonable adjustments which may be necessary in health and care delivery, and how legal frameworks provide support.

### Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the needs and experiences of people with a learning disability and autistic people	Learning disability meaning
	Autism meaning
	Mental/physical conditions common in those with a learning disability/autism
	Learning disability/autism impact on life, health/well-being, and support needs
	Barriers to accessing healthcare services
	Health inequalities experienced by people with a learning disability/autism
2. Understand how to meet the communication and information needs of people with a learning disability and autistic people	Communication differences for people with a learning disability/autism
	How sensory issues impact autistic people
	The importance of meeting individual communication/information needs
	Adapting communication for those with a learning disability/autism
	Engaging with/signposting people to support
3. Understand reasonable adjustments which may be necessary in health and care delivery	Reasonable adjustments and the importance of advance planning
	Reporting unmet health/care needs concerns when reasonable adjustments are not made
4. Understand how legislation and guidance support people with a learning disability and autistic people	How key legislation/guidance supports and promote human rights, inclusion, equal life chances, and citizenship

## Enquiries

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### **Contact Us**

Any enquires relating to this qualification should be addressed to:

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### **Feedback**

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at [AO@futurequals.com](mailto:AO@futurequals.com) or call us on 01530 836662.

## ***Appendix 1 - Skills for Care & Development Assessment Principles***

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### **Skills for Care & Development Assessment Principles**

#### **1. Introduction**

1.1 Skills for Care and Development (SfCD) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).

1.2. This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfCD partner organisations at links below in appendix 1.

1.3. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.

1.4. Where Skills for Care and Development qualifications are jointly supported with Skills for Health, [Skill for Health assessment principles](#) should also be considered.

1.5. Throughout this document the term Component is used for simplicity, but this can mean module or any other similar term.

1.6. In all work we would expect assessors to observe and review Learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All Learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.7. Assessors should ensure that the voices and choices of people who use services drive their practice and that of their Learner. This will be apparent throughout the evidence provided for a Learner's practice

#### **2. Assessment Principles**

Good practice dictates the following:

2.1. Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2. Assessors must be able to evidence and justify the assessment decisions that they have made.

2.3. Assessment decisions for skills based learning outcomes must be made during the Learner's normal work activity by an occupationally qualified<sup>1</sup>, competent and knowledgeable assessor.

2.4. Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.

2.5. 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.

2.6. Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.

2.7. Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

2.8. Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

2.9. Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

2.10. Witness testimony from others, including those who use services and their

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<sup>1</sup> See Appendix B for links to guidance on qualifications for occupational competence in UK nations



families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

#### 2.11. Assessment of knowledge based learning outcomes

- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

2.12. It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

2.13. Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

### **3. Quality Assurance**

3.1. Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the Component they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

3.2. Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular Learners)

3.3. Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

3.4. Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

## 4. Definitions

**4.1. Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at Component level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

**4.2. Occupationally knowledgeable:** This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at Component level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

**4.3. 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 skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.

**4.4. Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.

**4.5. Expert witness:** An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

**4.6. Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the Learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the

assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

#### **Appendix A: Skills for Care and Development partnership website links**

- [Social Care Wales](#)
- [Northern Ireland Social Care Council](#)
- [Scottish Social Services Council](#)
- [Skills for Care](#)
- [Skills for Care & Development](#)

#### **Appendix B: Joint awarding body quality group – recognised assessor qualifications**

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN - Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificate in Assessing Vocational Achievement (RQF)

## ***Appendix 2 - Skills for Care and the Joint Awarding Body Quality Group (JABQG) Additional Assessment Principles Guidance***

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### **Additional Assessment Principles guidance**

**Audience:** Centres delivering competence and work-based qualifications to the adult social care workforce in England.

### **Introduction**

This document and the approaches to practice have been developed and agreed by Skills for Care and the Joint Awarding Body Quality Group (JABQG).

Our aim is to support best practice in maintaining standardised approaches and to uphold the rigour and integrity of qualifications in the sector.

Flexible arrangements to support existing principles and approaches to assessment during the COVID-19 pandemic **have now been removed**. There is an expectation that centres delivering qualifications return to full assessment approaches as guided by the assessment principles.

There are currently two sets of assessment principles:

- [Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care \(RQF\) in England](#)
- [Skills for Care & Development Assessment Principles](#): these principles are **for all other** occupational competence and work based qualifications in the sector.

The guidance within this document sets out clarification of aspects from the existing assessment principles and aims to recognise developments e.g., with the use of technology in the assessment process. **This document must be used alongside and in conjunction with the appropriate existing assessment principles.**

### **Clarification of existing assessment principles: direct observation requirements**

Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families, and carers.

**Direct observation:** should continue to act as the preferred main source of evidence for skills based assessment criteria within work-based qualifications in the sector.

Direct observation as an assessment activity should be carried out by an occupationally competent and qualified assessor in person with the Learner in the workplace.

Direct observations of the Learners practice should be carried out and demonstrated over an appropriate period of time. An appropriate period of time needs to reflect the Learners journey on their qualification e.g. from start to end of the qualification and not the time period of the actual direct observations carried out e.g., a two-hour time period where observation has been carried out.

The amount of direct observations required will be appropriate to the qualification time, level and content of the qualification and take account of the Learners circumstances, which could include individual learning needs, breadth of practice, emerging competency, recognition of relevant prior learning and achievement and any additional factors associated to the workplace. Centres can explore this further through the standardisation process and discussion with the awarding organisation.

There are a range of additional factors which need to be considered when planning for and carrying out direct observations e.g., upholding person-centred values, gaining permission from and minimising distress to individuals who use care and support services, ensuring the environment is safe for the assessor and if there are any security/access restrictions. An additional factor is where direct observations could be difficult to gain during the period of the Learners' qualification.

Therefore, if there is an additional factor in being able to meet direct observation requirements, approaches must be discussed and agreed prior with the awarding organisation.

This should not be confused with reasonable adjustments or special considerations.

### **Clarification of existing assessment principles: use of expert witness**

The use of an expert witness does not replace the need for direct observation. If there is an additional factor in which this needs to be explored to support achievement of the Learner, then again this **must be** discussed and agreed prior with the awarding organisation.

An expert witness in the workplace can be used to provide direct observation evidence when the assessor is not occupationally competent in a specialist area e.g., specialist healthcare tasks.

The use of an expert witness could also be used to enrich, supplement, and add triangulation to the main direct observations which have been carried out in person by the assessor.

When an expert witness is used, it remains that overall assessment decisions relating to a Learners competency must be made by the assessor and be subject to the internal quality assurance process.

Requirements for an Expert witness are stated in the existing assessment principles and centres need to establish appropriate processes to recruit, induct, support, and standardise suitable Expert witnesses from within the workplace.

### **Use of technology in the assessment process**

We know that use of technology in the assessment process brings many benefits for all involved and when done well it can enhance the assessment experience, outcomes and develop skills of the Learner.

We know that technology, platforms, and e-portfolios support the assessment process well. This can include and is not limited to planning, review and feedback aspects along with carrying out and recording professional discussions.

We also know that the workforce is making wider use of technology and some roles in the sector are functioning more remotely than they did before.

Using technology in the assessment process should and can be used appropriately and care needs to be taken to ensure:

- recording, storage, and accessibility issues comply with legal requirements in relation to confidentiality and data protection
- centre practices with using different methods of technology are supported by robust centre policies, standardised practices and meet requirements set by the awarding organisation and Ofqual as the regulatory body.

### **Using technology to carry out direct assessment e.g., remote observation (the assessor observing the Learner on-line carrying out a work activity)**

Whilst we take valuable learning forward and embrace developments, we must not lose sight of the nature of qualifications in the sector. They are competence and work based and there needs to be appropriate consideration and balance when technology is being used to carry out assessment of a qualification e.g., observing skills and practice of a Learner. Carrying out a remote observation **does not** replace the need for direct observation in person.

When could it be considered appropriate to carry out a remote observation with the use of the technology?

- When the work activity is task orientated and does not include or require the presence of an individual accessing care or their families. Also, as an approach to enrich, enhance and triangulate the main direct observations and other assessment methods which have been planned and carried out.

### **Standardisation process**

The standardisation process within centres and discussions with awarding organisations needs to support the careful selection of where and how remote observation could be safely utilised within the assessment process.

Tips to support the standardisation process

- Consider the level of the qualification and the specific units (or areas of practice) in which remote observation could be utilised safely.
- At Level 2 and 3 for example, remote observation may not be suitable for some areas of practice due to the nature of the skills based criteria as many of these function with regards to the learner providing direct care and support to individuals, there may however be areas of practice where these risks are minimal.
- More opportunities do present themselves in the higher-Level Diplomas such as Level 4 and 5 and specific units, such as the learner taking part in an on-line meeting, team meeting, or where their role may be more remote-based and they are providing remote support to colleagues.

### **Using technology in the assessment process - good practice example**

A remote observation has been planned with a L5 learner who is facilitating an online team meeting with colleagues who work in the community.

The evidenced planning process has considered all aspects of good practice, and these aspects are checked prior to the observation commencing, including the scope of the meeting, its attendees and how confidentiality will be ensured and protected.

The assessor confirms the parameters of which the remote observation has taken place within the assessment audit trail. The assessor observes the learners practice throughout the remote observation and takes notes. The assessor does not make a video or audio recording of the meeting as it happens.

They use the notes they make during the observation process and record retrospectively as a written/digital record narrative, it is this which is then uploaded to the e-portfolio.

The assessor confirms the parameters of which the remote observation has taken place within the assessment audit trail.

## Good practice for direct observation and remote observation assessment activity

All observations should be **planned** well to ensure:

- evidence is naturally occurring, and it will enable the Learner to demonstrate a range of competencies from within the qualification they are undertaking
- they are non-obtrusive and minimise any impact on individuals who use care and support, their families and carers
- permission and informed consent are gained from individuals who use care and support, including families and carers and others who may form part of the Learners assessment, this should include confirming permission and consent at the time of each assessment activity and not just as prior planning activity
- confidentiality is protected and maintained for everyone involved in the assessment process, this should include consideration of the Learner, work setting, individuals, families, carers and other relevant people who may form part of the Learners assessment
- the privacy and dignity of an individual who uses care and support is always maintained, this relates to an individual's personal information and the practice being observed. It is not appropriate or required to observe or **listen** to care and support of a sensitive nature e.g., personal/intimate and end of life care
- individuals who use care and support and others are not captured inadvertently in recordings of evidence.

**Evidencing** and **recording** of observation activity:

- method of observation should be stated clearly in the audit trail e.g., **direct observation** or **remote observation**.
- all assessment recordings must comply with policy and legal requirements in relation to confidentiality and data protection, this should also be guided by robust centre policies, standardised practices and meet requirements set by the awarding organisation.
- should be documented within the appropriate records to evidence the associated planning, review and feedback provided for the assessment.
- the observation recording/outcome of assessment should be in enough detail to ensure that it is valid, traceable, auditable and authenticated.
- assessors must be able to fully evidence and justify the assessment decisions that they have made through the assessment records presented.
- if remote observation has been used then a rationale to support this choice of approach should be provided by the assessor showing clear endorsement by the IQA, in line with the principles laid out in this guidance.



## Internal quality assurance

Internal quality assurance activity remains key to ensuring that the assessment process and cycle is consistently of good quality and that it meets the assessment principles and assessment strategy of the awarding organisation.

Internal quality assurance methodologies and approaches should be reviewed by centres to account for and enabling monitoring of assessment practices in using technology safely.

Requirements for quality assurance are clearly stated in the existing assessment principles and centres and awarding organisations need to ensure that they are applied consistently.

## Definitions

Triangulate: Considerations and practices of collecting evidence from different sources to inform and evidence accurate and consistent assessment decisions.

Qualifications in England: These consist of those currently [approved](#) by Skills for Care and include the Level 2 Diploma in Care (delivered to Learners in an adult social care setting) and the Level 3, 4 and 5 Diploma in Adult Care. The relevant Skills for Care & Development Assessment Principles and this additional Assessment Principles guidance will also support delivery and assessment of the new Level 2 Adult Social Care Certificate qualification, expected to launch for the adult social care sector from June 2024.

JABQG are a partnership of awarding organisations offering a range of qualifications in the health, adult social care and children's workforce, their remit is:

To collaborate on and standardise quality and assessment to ensure the integrity of qualifications across the health and social care and childcare sectors through:

- providing a forum for awarding organisation members to address issues of mutual concern and interest
- informing awarding organisation policy and strategy in relation to the health, social care and childcare's sectors within the agreed remit and in terms of developments, current issues and quality implications
- being proactive in developing strategic responses to external agencies on behalf of the awarding organisations thereby supporting the development of a united voice on key issues within the sector.



**FAQ LEVEL 2**  
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