Approved by skillsforcare

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

Document Details	
Document Name	FAQ Level 2 Adult Social Care Certificate (RQF) Overview Qualification Specification
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v1.1	19.09.25	Learner Requirements and Information	Entry requirement age updated from 19 to 16.
v1.2	03.02.25	Appendix 1	Skills for Care & Development Assessment Principles updated
		Appendix 2	Skills for Care and the Joint Awarding Body Quality Group (JABQG) Additional Assessment Principles Guidance removed

Introduction

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

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

Group M - Mandatory Components					
Component Number	**Component Reference**	**Component Name**	**Credit Value**	**GLH**	**Component Level**
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

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

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

Entry Requirements

Learners must:

- Be 16 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

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

Component 1: Understand Own Role

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

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

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

Learning Outcome - **The Learner will:**	**Areas Covered:**
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

Component 4: Equality, Diversity, Inclusion and Human Rights

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, mate 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

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

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

Learning Outcome - The Learner will:	**Areas Covered:**
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

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

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

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

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

Learning Outcome - **The Learner will:**	**Areas Covered:**
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
	Reducing the likelihood of abuse
4. Understand how to respond to suspected or disclosed 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

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

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/not 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

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)

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

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

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 or call us on 01530 836662.

Appendix 1 - Skills for Care & Development Assessment Principles

v1.1

1 Introduction

1.1. Skills for Care and Development (SfCD) is an alliance of key organisations from England, Northern Ireland, Ireland, Scotland and Wales with varied roles across social work, social care, children and young people, early years and childcare, with remits across workforce development and regulation.

1.2. This document sets out the minimum expected principles and approaches to assessment and internal quality assurance and should be read alongside qualification regulatory arrangements and any specific requirements set out for qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations/Body (AO/B) and from SfCD partner organisations using the links in Appendix A.

1.3. The information in this document is intended to support the quality assurance processes of AO/Bs and approved centres that offer qualifications in the sectors.

1.4. Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skills for Health assessment principles should also be considered.

1.5. Throughout this document the following terms are used:

- “Unit” is used for simplicity, but this can mean module or any other similar term.
- “Centre” is also used for simplicity; this means the training / learning provider who is approved to deliver qualifications by the AO/B.
- Individual and others: "individual" refers to the person or people receiving care or support. "Others" may include families, carers, other people in the setting, team members and other professionals.

1.6 In all work, we would expect assessors to observe and review learners upholding core values and standards, inclusive practices, professional behaviour, and attitudes required for quality practice and being assessed within the qualification.

1.7 All learners should follow appropriate standards for conduct. All parties involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.8 The voices of individuals who use services must be at the centre of all assessor and learners' practice. This should be apparent throughout the evidence provided for a learner's practice. Learners should also be provided an opportunity to provide feedback throughout the assessment and internal quality assurance process.

2 Assessment principles

2.1. Good practice dictates the following:

- Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units.
- Centres should have in place processes to identify and recognise opportunities for use of Accredited Prior Learning (APL) and/or Recognition of Prior Learning (RPL), and these should meet the requirements of the AO/B.
- Centres should also have in place processes to support reasonable adjustments, and again, these should meet the requirements of the AO/B.

2.2 The centre must monitor that learners are registered with the AO/B before formal assessment continues.

Assessors must be able to fully evidence and justify the assessment decisions they have made in line with the principles of validity, authenticity, reliability, currency and sufficiency. Assessment records should be accurate, legible and complete, and meet requirements set out by the AO/B and associated assessment strategy where this is in place.

2.3 Skills-based assessment must include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation must be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers.

Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted. These approaches must be standardised, and the centre must discuss and agree this with the AO/B. See 2.8 and 5.5

2.4 Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

2.5 Assessors must demonstrate occupational competence and sector knowledge at or above the level they assess, maintaining this through ongoing continual professional development.

- In examples where assessors are returning to practice, a professional development plan should be in place to ensure current sector competency against the level, the subject matter being assessed, and overall assessment practices.

- If an assessor is occupationally competent but not yet qualified, a qualified assessor must make the final assessment decisions. These must be validated through countersigning and supported by robust internal quality assurance, sampling plans and activities until qualification requirements are met.

- It is the responsibility of the AO/B to confirm that assessors in centres are suitably qualified and competent to make assessment decisions.

2.6 Simulation must only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the AO/B or agreed with the External Quality Assurer acting on behalf of the AO/B.

2.7 Witness testimony from others, including those who use services, their families and professionals, can be an important contribution to evidence in the assessment process and can enrich and triangulate other evidence obtained. A witness testimony does not replace direct observation and should not be used as the only evidence of skills. A witness testimony and an expert witness testimony are two different types of evidence. Informed consent must be gained for those providing witness testimonies.

2.8 Expert witnesses play an important role in assessments. They must:

- have a working knowledge of the relevant units
- be occupationally competent in the relevant units, and
- have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise.

2.9 Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the AO/B.

2.10 The expert witness is a reliable source of evidence:

- where the assessor is not occupationally competent in a specialist area e.g. a healthcare task, an expert witness testimony can be used for direct observation of the unit (not the whole qualification) where they have occupational expertise in the specialist area.
- when used as a method to enrich, supplement, and add triangulation to other assessment methods and outcomes.
- in supporting flexibility where there are valid and genuine factors in not being able to obtain direct observation in the workplace e.g. individual considerations, environment and practice sensitivities. Occasions where this is needed must be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations.
- where allowed as per the assessment strategy.

2.11. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and AO/B requirements for assessment of units within the qualification and the sector. The assessor remains responsible for supporting the expert witness through the process and making the final assessment decision.

3 Assessment of knowledge-based learning outcomes:

3.1. The 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
- can be supported by eLearning programmes to support overall summative assessment, by helping learners acquire and review knowledge, but they cannot replace practical assessment in a real work environment
- may include pre-set automated tests (such as multiple-choice questions) which contribute evidence towards summative decisions. However, they must be complemented by direct assessment methods that demonstrate the learner's ability to apply knowledge in real work situations
- must take into account APL/RPL to avoid duplication of learning.

4 Recording and documentation

4.1. All assessment and quality assurance evidence, regardless of format, must comply with confidentiality and data protection laws. Information must be traceable, auditable, authenticated, and meet assessment principles. In addition, no recordings should compromise anyone's privacy or dignity. As such, clear and robust referencing is necessary to establish a relationship between the evidence and the assessment standard, which validates competence. Referencing should clearly indicate the specific location within the evidence where the relevant skills and knowledge are claimed, either in paper-based or e-portfolios.

5 Use of technology in the assessment process

5.1. Centres should have in place robust policies and procedures regarding Artificial Intelligence (AI) and technology, and these must meet requirements as set out by the AO/B.

5.2. Technology, platforms, and e-portfolios can support assessment by enabling planning, reviews, learner reflection, professional discussions, and capturing evidence from expert witnesses. When using technology in these contexts, ensure:

- recording, storage, and access comply with confidentiality and data protection legislation
- individuals receiving care or support and others are not unintentionally recorded
- informed consent must be freely given by everyone involved in the assessment and this must be documented.

5.3 Using technology to observe and verify learner competency (remote observation) is not allowed if it risks anyone's privacy, dignity, or confidentiality.

5.4 Where permitted by sector or qualification guidelines, technology may be used to remotely observe learners' task-based competencies, such as online meetings or remote support to colleagues. Such evidence must be clearly marked and distinguished from other types. It should not be used when there is a requirement for direct interaction with individuals using care or support services or others.

5.5 The remote observation approach in 5.4 is supplementary and does not replace direct observation as the primary assessment method. It should be used to support and enhance planned direct assessments throughout the qualification.

5.6 Centre practices in the use of technology are to be monitored and assured by the AO/B, and this should include centre consideration of the following:

- Use aligns to adherence to any additional guidance set by the AO/B, the qualification, which is being assessed, any specific sector considerations and associated assessment strategies in place.
- The centre understands the ethical considerations in the use of technology in the sectors and has policies and procedures in place to support use.
- Robust approaches to risk assessment are used to ensure risks to individuals and others are eradicated.
- Centre practices and approaches are guided and supported by thorough standardisation.
- Technology and programmes used are standardised, accessible, safe and reliable.
- If the centre allows assessor and internal quality assurer use of personal devices (e.g. phones, tablets, or personal laptops), then procedures should be in place to ensure data and confidentiality aspects. This includes consideration of where and how devices are accessed to view learner evidence.
- Assessment planning and discussion should capture the relevant and safe opportunities to use technology, along with the approach used to explore and mitigate any risks.
- Evidence recording methods and assessment outcome processes do not increase the risk of any data or confidentiality breaches.
- Assessment outcomes and decisions and outcomes generated by use of technology in the process are reliable, sufficient and traceable.
- All protocols are upheld in the 'observation' context e.g. permissions sought and confirming the purpose of the assessment activity.
- Assessment activities where technology is used, must be incorporated in internal and external quality assurance sampling planning and activities.
- Learners are not disadvantaged by the use of technology and they are aware of its use.
- Learning requirements, support, skill development or other developmental needs of the learner are fully supported throughout the qualification process.
- Technology is used well to genuinely enhance the assessment process, experience, outcomes and digital skills of the learner.
- Practices and lessons learned should be shared by all to support review and continuous improvement.

6 Internal quality assurance

6.1. Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. This process should be supported by robust sampling plans and activity that takes place at beginning, middle and end of the qualification journey and accounts for any potential risks in the assessment process. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the AO/B to confirm that those involved in internal quality assurance are suitably qualified for this role.

6.2. If the internal quality assurer is knowledgeable but not yet qualified, a qualified internal quality assurer must make final decisions. A clear countersigning strategy should support and confirm decisions by unqualified staff until they are fully qualified.

6.3. 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).

6.4. 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 AO/B to confirm that those involved in external quality assurance are suitably qualified for this role.

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

Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements of the specific qualification units they are assessing. Occupational competence may be at unit 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 also means being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor and internal quality assurer should possess knowledge and understanding relevant to the specific qualifications and / or units they are assessing or internally quality assuring. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development. It is crucial that internal quality assurers understand the nature and context of the assessors' work and that of their learners.

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. AO/B will determine what will qualify those making assessment decisions according to the unit of skills under assessment. A list of general assessor qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Qualified to make quality assurance decisions: AO/B will determine what qualifies those undertaking internal and external quality assurances to make decisions about that quality assurance. A list of general internal qualification assurance qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Witness testimony: Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.

Appendix A: Skills for Care and Development partnership website links

Skills for Care and Development
Northern Ireland Social Care Council
Social Care Wales
Skills for Care
Scottish Social Services Council

Appendix B: Recognised assessor and internal quality assurance qualifications

This list aims to provide an overview of generally recognised qualifications. Please gain additional guidance from the individual nation and AO/B where needed. Please also check and apply CPD/CPL requirements for qualifications held.

Assessor:

- 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 (plus CPD/CPL in line with current L&D9 or L&D9DI)
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Level 3 Award in Assessing competence in the work environment
- 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)
- Tutor/Assessor Award Level 3 Awards and Certificate in Assessing the Quality of Assessment
- Level 4 Awards and Certificates in Assuring the Quality of Assessment
- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificates in Assessing Vocational Achievement
- Specific to Wales: Relevant learning programmes which support practice learning/practice education on social work, they must be regulated and approved by Social Care Wales
- Specific to Scotland: Teaching Qualification for Further Education plus CPD in line with current L&D9D

Internal Quality Assurance:

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- D34 Unit: Internally verify the assessment process
- V1 Verifiers Award
- V1 Conduct internal quality assurance of the assessment process (plus
- CPD/CPL in line with the current L&D11 standard)
- L&D11- Internally Monitor and Maintain the Quality of Workplace
- Assessment (Scotland J8RT 04)

FAQ **LEVEL 2**

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