

# Qualification Specification

NCFE CACHE Level 2 Certificate in Understanding  
Dignity and Safeguarding in Adult Health and Social  
Care

QRN: 601/3119/6

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NCFE CACHE Level 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care QRN: 601/3119/6

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 5.0 September 2018).

Version	Publication Date	Summary of amendments
v5.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .



## **Section 1: General introduction**

### **About this qualification specification**

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care.

### **Total Qualification Time**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

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

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.



## Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two. Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

### Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

### Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

### Our website

Our public website address is [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

## Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website [www.cache.org.uk](http://www.cache.org.uk) or can be requested from the Customer Support team on 0345 347 2123 or by emailing [info@cache.org.uk](mailto:info@cache.org.uk)

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing [info@cache.org.uk](mailto:info@cache.org.uk).



## **Section 2: About this qualification**

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care
<b>Qualification number</b>	601/3119/6
<b>Aims and objectives</b>	<p>This qualification aims to give learners knowledge and understanding of the key principles of dignity, duty of care and safeguarding as applied to adult health and social care. Learners will investigate the principles and how they are applied in everyday work contexts. They will also have an opportunity to examine the dilemmas and consequences that can arise when these principles are not upheld.</p> <p>The objectives of this qualification are to prepare learners for further training and to support a role in the workplace where the individual may work or interact with vulnerable adults.</p> <p>Safeguarding adults and upholding the dignity of those accessing health and social care services are key principles in the sector. The purpose of this qualification is to give learners currently working or intending to work in adult health or social care an understanding of dignity and safeguarding and their relevance in health and social care, and how they can work to uphold these key principles.</p>
<b>Total Qualification Time (hours)</b>	160
<b>Guided Learning (hours)</b>	145
<b>Credit value</b>	16
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement/ recommendation</b>	This is a knowledge-only qualification; therefore, no real work environment placement is required.

<b>Rule of combination</b>	To be awarded the Level 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care, learners are required to successfully complete 4 mandatory units.
<b>Entry requirements/recommendations</b>	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.</p> <p>Entry is at the discretion of the Centre. However, learners should be aged 16 or above to undertake this qualification.</p>
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 3 Certificate in Preparing to Work in Adult Social Care</li> <li>• Level 3 Diploma in Health and Social Care (Adults) for England</li> <li>• Level 3 Certificate in Understanding the Principles of Dementia Care</li> <li>• Level 3 Diploma in Clinical Healthcare Support</li> <li>• Level 3 Certificate in Stroke Care Management</li> <li>• Level 3 qualifications in Mental Health</li> </ul>
<b>Assessment methods</b>	Portfolio of evidence
<b>Additional assessment requirements</b>	This qualification is internally assessed and externally quality assured.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/3119/6.

### Useful websites





Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:


- Care Quality Commission: [www.cqc.org.uk](http://www.cqc.org.uk)
- Social Care Institute for Excellence: [www.scie.org.uk](http://www.scie.org.uk)
- Skills for Care: [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)
- Skills for Health: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)
- National Institute for Health and Care Excellence: [www.nice.org.uk](http://www.nice.org.uk)
- Action on Elder Abuse: [www.elderabuse.org.uk](http://www.elderabuse.org.uk)

## **Section 3: Units**



<b>Mandatory units</b>
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Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Hours
 Unit 01	R/506/1386	Understand safeguarding in adult health and social care	Knowledge	2	3	28
 Unit 02	F/506/1299	Principles of dignity in adult health and social care practice	Knowledge	2	5	45
 Unit 03	K/506/1300	Understand duty of care in adult health and social care	Knowledge	2	5	46
 Unit 04	M/506/1301	Understand dilemmas and public concerns in adult health and social care	Knowledge	2	3	26

The lightbulb icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit our Centre secure website for further information.

<b>Unit layout</b>	
<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit delivery and assessment guidance*	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to NOS.
Type of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team.

**NB:** Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**Explanation of terms used at Level 2:  
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

## Unit 01: Understand safeguarding in adult health and social care



<b>Unit reference</b>	R/506/1386	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit guided learning hours</b>	28		
<b>Unit summary</b>	<p>In this unit learners will gain an understanding of issues relating to safeguarding adults in health and social care. Learners will explore current legislation and explain the roles of different agencies involved in protecting individuals from abuse or harm. The learner will know how to recognise potential and actual abuse, and take action in the event of disclosed, suspected or alleged abuse or harm. The unit will help learners to understand ways to reduce the likelihood of abuse or harm and sources of information and support available.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the national and local context of safeguarding and protection from abuse.	1.1. Identify current legislation in relation to safeguarding.
	1.2. Identify national policies and <b>local systems</b> relating to safeguarding and protection from abuse.
	1.3. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
	1.4. Describe a range of <b>safeguarding concerns</b> in adult health and social care.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2. Know how to recognise potential and actual abuse and harm.	2.1. Define the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• sexual abuse</li> <li>• emotional/psychological abuse</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• self-neglect</li> <li>• neglect by others.</li> </ul>
	2.2. Describe the signs, symptoms and <b>indicators</b> associated with each type of abuse.
	2.3. Explain how signs, symptoms and indicators should be taken within the context of the situation.
	2.4. Give <b>reasons</b> why abuse or harm is not always recognised.
	2.5. Outline how individuals can be harmed when using a health and social care service.
	2.6. Explain factors that may contribute to an individual being more vulnerable to abuse or harm.
	2.7. Outline possible situations when: <ul style="list-style-type: none"> <li>• restraint is used within legal guidelines</li> <li>• restraint is used inappropriately.</li> </ul>
3. Know how to respond if abuse or harm is disclosed, suspected or alleged.	3.1. Describe the <b>actions to take</b> in the event of suspicions or allegations that an individual is being abused or harmed.
	3.2. Explain why individuals may not disclose neglect or abuse.
	3.3. Describe how to respond to an individual disclosing abuse or harm.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.4. Outline procedures for reporting and recording disclosure or suspicion of abuse or harm.
4. Understand ways to reduce the likelihood of abuse or harm.	4.1. Explain how the likelihood of abuse and harm may be reduced by: <ul style="list-style-type: none"> <li>• working with <b>person-centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights.</li> </ul> 4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse and harm.
5. Know about information and support in relation to abuse or harm.	5.1. Identify different sources of information and support in relation to: <ul style="list-style-type: none"> <li>• individuals</li> <li>• health and social care workers</li> <li>• families and carers.</li> </ul>

## Delivery and assessment guidance

### Guidance for Developing Assessment

- 1.2. **Local systems** may include:
- employer/organisational policies and procedures
  - multi-agency adult protection arrangements for a locality.
- 1.4. **Safeguarding concerns:** examples include: falls, administration of medication, nutrition, pressure area care, social exclusion, behaviour that challenges, institutionalised care, 'rough' treatment, rushed care, abuse between individuals, pain management, restraint.
- 2.2. **Indicators** are something noticed that might not cause concern in isolation, but within the context of the situation, suggest that abuse is happening. They must be clearly differentiated from signs and symptoms.
- 2.4. **Reasons:** eg 'lack of professional curiosity', false optimism, don't want to believe it, acceptance of implausible explanations etc, people being 'invisible' – not asking the individual.
- 3.1. The **actions to take** constitute the health and social care worker's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:
- a colleague
  - someone in the individual's personal network
  - the health and social care worker's line manager
  - others.
- 4.1. **Person-centred values** include:
- individuality
  - rights, choice and privacy
  - independence
  - dignity
  - respect
  - partnership.
- 4.1. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

### Assessment guidance

**Type of evidence:** individual notes and table

**Assessment criteria:** 1.1, 1.2

**Additional information:** learners could investigate national policies and different pieces of legislation that safeguard adults. They could explore the local systems that reflect legislation and national policy and present their findings in a table.



**Type of evidence:** presentation

**Assessment criteria:** 1.3, 5.1

**Additional information:** learners could investigate the roles of different agencies in relation to safeguarding and protecting individuals from abuse. The presentation could include different sources of information and support available to individuals, their families and carers, and health and social care workers. They could collate this information in a suitable format to present to their group.

**Type of evidence:** Tutor-devised case studies

**Assessment criteria:** 1.4, 2.3–2.7, 3.2

**Additional information:** Tutors could design a series of case studies to illustrate situations where abuse may have occurred within a health and social care setting and where abuse may not be easily recognisable. The case studies could be used to stimulate discussion about the difficulties there may be in recognising abuse and why some individuals may be more vulnerable. Learners could then answer questions relating to the assessment criteria.

**Type of evidence:** leaflet or guide: 'Recognising and reporting abuse'

**Assessment criteria:** 1.4, 2.1–2.3, 3.1, 3.3, 3.4

**Additional information:** learners could produce a guide that defines the different types of abuse, including the signs and symptoms of each of these and how to recognise when potential or actual abuse is occurring. They could then include actions to be taken in the event of suspicions, allegations or disclosure of abuse according to local procedures and guidance.

**Type of evidence:** assignment

**Assessment criteria:** 4.1, 4.2

**Additional information:** learners could investigate ways of working within health and social care settings and how they can reduce the likelihood of abuse and harm. They can use their findings to answer pre-prepared questions. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

### Types of evidence

Evidence could include:

- individual notes and table
- presentation
- Tutor-devised case studies
- leaflet or guide: 'Recognising and reporting abuse'
- assignment.

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in health and social care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. The concepts within this qualification underpin a wide range of NOS.</p> <p>Unit 01 Understand safeguarding in adult health and social care:</p> <ul style="list-style-type: none"> <li>• SCDHSC0024 Support the safeguarding of individuals</li> <li>• SCDHSC0022 Support the health and safety of yourself and individuals</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> <li>• SCDHSC0023 Develop your own knowledge and practice</li> <li>• SCDHSC0335 Contribute to the support of individuals who have experienced harm or abuse</li> <li>• SCDHSC0395 Contribute to addressing situations where there is a risk of danger, harm or abuse</li> <li>• SCDHSC0027 Support individuals in their daily living</li> </ul>
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

## Unit 02: Principles of dignity in adult health and social care practice



<b>Unit reference</b>	F/506/1299	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	5		
<b>Unit guided learning hours</b>	45		
<b>Unit summary</b>	<p>This unit aims to establish some of the key principles of dignity in adult health and social care practice. In this unit learners will explore issues relating to dignity, self-worth and well-being. The learner will know how to apply the principles of dignity and gain an understanding of the importance of professional relationships for supporting dignity in service provision.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the principles of dignity in adult health and social care.	1.1. Explain the principles of dignity in adult health and social care.
	1.2. Explain the relationship between dignity, self-worth and <b>well-being</b> .
2. Understand the potential impact on individuals when accessing and using health and social care services.	2.1. Describe the potential impact for individuals when being supported with <b>daily living activities</b> .
	2.2. Explain the potential conflicts that may arise when care is delivered in an <b>individual's home</b> environment.
3. Understand how to apply the principles of dignity in adult health and social care.	3.1. Explain how to demonstrate dignity for each of the following: <ul style="list-style-type: none"> <li>• offering choice</li> <li>• promoting communication</li> <li>• respecting privacy</li> <li>• valuing the individual</li> <li>• recognising unmet needs.</li> </ul>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	<p>3.2. Explain how applying the principles of dignity might conflict with organisational priorities.</p> <p>3.3. Describe how to evaluate own performance in meeting the principles of dignity.</p>
<p>4. Understand how person-centred approaches contribute to dignity in adult health and social care.</p>	<p>4.1. Explain the concept of person-centred support in:</p> <ul style="list-style-type: none"> <li>• care planning</li> <li>• care practice.</li> </ul> <p>4.2. Outline how person-centred approaches support the principles of dignity.</p>
<p>5. Understand the role of the health and social care worker in relation to promoting dignity.</p>	<p>5.1. Explain how <b>attitudes, values and beliefs</b> may influence behaviour towards others.</p> <p>5.2. Give examples of behaviour that does not respect dignity.</p> <p>5.3. Outline the <b>actions to take</b> in response to behaviour that does not respect dignity.</p> <p>5.4. Identify sources of support available when responding to concerns.</p>
<p>6. Understand the importance of professional relationships for dignity and service provision.</p>	<p>6.1. Explain the importance of using respectful language to promote dignity in relation to:</p> <ul style="list-style-type: none"> <li>• <b>interactions and communication</b></li> <li>• record keeping.</li> </ul> <p>6.2. Outline examples of how respectful language can be used to promote dignity.</p> <p>6.3. Describe the effects of using disrespectful language.</p>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	6.4. Outline ways to encourage individuals to comment and share concerns about aspects of their care and support.
	6.5. Explain the importance of understanding behaviour as a means of communication.
	6.6. Explain how to respond to behaviour that challenges or presents a risk to: <ul data-bbox="858 801 1214 904" style="list-style-type: none"><li>• the individual</li><li>• <b>others</b> involved with the individual.</li></ul>

## Delivery and assessment guidance

### Guidance for Developing Assessment

1.2. **Well-being** may include aspects that are:

- spiritual
- emotional
- cultural
- religious
- social
- political
- sexual
- physical
- mental.

2.1. **Daily living activities**, for example, personal care, moving and handling, administering medication, pain management, risk management.

2.2. **Individual's home**, whether the individual's own home or supported or shared living situations.

5.1. **Attitudes, values and beliefs** for example, assumptions about an individual's lifestyle or quality of life.

5.3. The **actions to take** constitute the health and social care worker's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the health and social care worker's line manager
- others.

6.1. **Interactions and communication** including with individuals, their families and other professionals.

6.6. **Others** include carers, family and friends, colleagues, other professionals.

### Assessment guidance

**Type of evidence:** assignment

**Assessment criteria:** 1.1, 1.2

**Additional information:** learners could complete a series of Tutor-devised assessment tasks investigating the principles of dignity in adult social care and how they link with promoting an individual's self-worth and well-being. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

**Type of evidence:** display

**Assessment criteria:** 2.1, 2.2, 3.1

**Additional information:** learners could produce a display to illustrate key points for respecting dignity when supporting individuals in a variety of situations in adult social care, including in an individual's home. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

**Type of evidence:** simulated care or support plan

**Assessment criteria:** 4.1, 4.2, 6.1, 6.4, 6.5

**Additional information:** Tutors could provide fictional examples of inappropriately written care or support records for learners to rewrite using respectful language. Role play could also take place to demonstrate how respectful spoken language can be used effectively. Learners could then draw up a simulated basic care or support plan from a case study to demonstrate their use of a person-centred approach and respectful language.

**Type of evidence:** reflective account or entry into reflective diary

**Assessment criteria:** 3.3, 4.1, 4.2, 6.1, 6.2, 6.4, 6.5

**Additional information:** learners could write a reflective account or entry into a reflective diary and evaluate their simulated care/support plan in relation to using person-centred approaches and respectful language. They should demonstrate how they would encourage an individual to comment about their care. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

**Type of evidence:** Tutor-devised case studies

**Assessment criteria:** 3.2, 5.1–5.4, 6.3

**Additional information:** Tutors could design a series of case studies to illustrate situations where dignity has not been respected within a health and social care setting. The case studies could be used to stimulate discussion about examples and the importance of respectful language/behaviour and what can happen when respectful language/behaviour is not used. Learners could then answer questions relating to the assessment criteria.

**Type of evidence:** questioning

**Assessment criteria:** 6.3, 6.5, 6.6

**Additional information:** learners could answer questions relating to the assessment criteria in relation to behaviour that challenges or presents a risk.

### Types of evidence

Evidence could include:

- assignment
- display
- simulated care or support plan
- reflective account or entry into reflective diary
- Tutor-devised case studies
- questioning.

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in health and social care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. The concepts within this qualification underpin a wide range of NOS.</p> <p>Unit 02 Principles of dignity in adult health and social care practice:</p> <ul style="list-style-type: none"> <li>• SCDHSC0024 Support the safeguarding of individuals</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> <li>• SCDHSC0023 Develop your own knowledge and practice</li> <li>• SCDHSC0335 Contribute to the support of individuals who have experienced harm or abuse</li> <li>• SCDHSC0395 Contribute to addressing situations where there is a risk of danger, harm or abuse</li> <li>• SCDHSC0027 Support individuals in their daily living</li> </ul>
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>



## Unit 03: Understand duty of care in adult health and social care



<b>Unit reference</b>	K/506/1300	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	5		
<b>Unit guided learning hours</b>	46		
<b>Unit summary</b>	<p>In this unit learners will explore issues relating to duty of care within the context of adult health and social care. The learner will gain an understanding of possible conflicts and dilemmas faced between duty of care and individuals' rights. They will also be able to recognise and report unsafe practice and understand the impact of own actions on individuals and others.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand what is meant by 'duty of care'.	1.1. Explain what is meant by 'duty of care' within the context of adult health and social care.
	1.2. Describe how duty of care influences health and social care practice.
2. Know about dilemmas and conflicts relating to duty of care.	2.1. Describe dilemmas that may arise between the duty of care and an individual's rights.
	2.2. Describe possible conflicts for a health and social care worker between duty of care to an individual and the demands of an employer.
	2.3. Explain where to get additional support and advice about how to resolve such dilemmas.
3. Know how to recognise and report unsafe practices.	3.1. Describe <b>unsafe practices</b> that may affect the <b>well-being</b> of individuals.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	<p>3.2. Explain the <b>actions to take</b> if unsafe practices have been identified.</p> <p>3.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.</p>
<p>4. Understand the impact of own actions on individuals and others.</p>	<p>4.1. Explain how health and social care workers can promote a positive culture.</p> <p>4.2. Give examples of ways that own actions can impact on individuals and <b>others</b>.</p> <p>4.3. Explain the importance of sharing concerns with a responsible professional.</p> <p>4.4. Explain the possible consequences of health and social care workers failing to act in the interests of individuals and others.</p>
<p>5. Understand the importance of consent in health and social care practice.</p>	<p>5.1. Define the meaning of:</p> <ul style="list-style-type: none"> <li>• consent</li> <li>• best interests.</li> </ul> <p>5.2. Identify different ways of gaining consent.</p> <p>5.3. Explain actions to take when consent:</p> <ul style="list-style-type: none"> <li>• is not given</li> <li>• cannot be confirmed.</li> </ul>

## Delivery and assessment guidance

### Guidance for Developing Assessment

3.1. **Unsafe practices** may include poor working practices, resource difficulties, or operational difficulties.

3.1. **Well-being** may include aspects that are:

- spiritual
- emotional
- cultural
- religious
- social
- political
- sexual
- physical
- mental.

3.2. The **actions to take** constitute the health and social care worker's responsibilities if unsafe practice is observed and in responding to allegations or suspicions of abuse. They include actions to take if the unsafe practice, allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the health and social care worker's line manager
- others.

4.2. **Others** may include:

- colleagues
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- advocate
- dementia care advisor
- family or carers.

### **Assessment guidance**

**Type of evidence:** leaflet

**Assessment criteria:** 1.1, 1.2, 4.1, 4.2

**Additional information:** learners could produce a leaflet for adult social care workers new to the profession explaining different aspects of duty of care. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

**Type of evidence:** Tutor-devised case studies

**Assessment criteria:** 2.1–2.3, 3.1–3.3, 4.3, 4.4

**Additional information:** Tutors could design a series of case studies to illustrate how dilemmas, conflicts and unsafe practices may occur and their consequences. Learners could answer questions relating to the assessment criteria.

**Type of evidence:** assignment

**Assessment criteria:** 5.1–5.3

**Additional information:** learners could complete a series of assessment tasks exploring the issues surrounding consent and best interests.

### **Types of evidence**

Evidence could include:

- leaflet
- Tutor-devised case studies
- Assignment.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in health and social care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. The concepts within this qualification underpin a wide range of NOS.</p> <p>Unit 03 Understand duty of care in adult health and social care:</p> <ul style="list-style-type: none"> <li>• SCDHSC0024 Support the safeguarding of individuals</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> <li>• SCDHSC0023 Develop your own knowledge and practice</li> <li>• SCDHSC0335 Contribute to the support of individuals who have experienced harm or abuse</li> <li>• SCDHSC0395 Contribute to addressing situations where there is a risk of danger, harm or abuse</li> <li>• SCDHSC0027 Support individuals in their daily living</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 04: Understand dilemmas and public concerns in adult health and social care



<b>Unit reference</b>	M/506/1301	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit guided learning hours</b>	26		
<b>Unit summary</b>	<p>In this unit learners will explore potential dilemmas and issues of public concern in adult health and social care. This unit will help learners identify wider issues and how media reporting and people's perception has impacted on adult health and social care practice and changes to service delivery.</p>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand dilemmas that may be encountered in adult health and social care.	1.1. Outline potential dilemmas that could relate to: <ul style="list-style-type: none"> <li>• personal attitudes, beliefs and values</li> <li>• organisational priorities and values</li> <li>• positive risk taking</li> <li>• staffing levels</li> <li>• time management</li> <li>• information sharing.</li> </ul>
	1.2. Identify sources of support to resolve dilemmas.
2. Know about issues of public concern in adult health and social care.	2.1. Identify wider issues that impact on adult health and social care services.
	2.2. Describe how issues of public concern have altered public views of the sector.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	2.3. Outline how media reporting on issues of public concern affects people's perceptions of adult health and social care services.
3. Understand how a serious case review has impacted on adult health and social care practice.	3.1. Identify current serious case reviews.
	3.2. Summarise the key issues raised in a recent serious case review.
	3.3. Describe recent changes in service delivery recommended as a result of this review.

### Delivery and assessment guidance

#### Guidance for Developing Assessment

There is no specific guidance for this unit.

#### Assessment guidance

**Type of evidence:** questioning

**Assessment criteria:** 1.1, 1.2

**Additional information:** Tutors could devise a series of questions relating to a range of potential dilemmas that may occur in adult social care.

**Type of evidence:** assignment

**Assessment criteria:** 2.1–2.3, 3.1–3.3

**Additional information:** Tutors could devise a series of assessment tasks requiring learners to investigate issues of public concern and serious case reviews and the impact on practice. A list of headings could be provided for learners to follow for guidance to make sure the assessment criteria are addressed.

#### Types of evidence

Evidence could include:

- questioning
- assignment.



<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in health and social care. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. The concepts within this qualification underpin a wide range of NOS.</p> <p>Unit 04 Understand dilemmas and public concerns in adult health and social care:</p> <ul style="list-style-type: none"> <li>• SCDHSC0024 Support the safeguarding of individuals</li> <li>• SCDHSC0022 Support the health and safety of yourself and individuals</li> <li>• SCDHSC0023 Develop your own knowledge and practice</li> <li>• SCDHSC0335 Contribute to the support of individuals who have experienced harm or abuse</li> <li>• SCDHSC0395 Contribute to addressing situations where there is a risk of danger, harm or abuse</li> </ul>
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>



## **Section 4: Assessment and quality assurance information**

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### **Presenting evidence**

#### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

#### **Recorded**

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.





## **Section 5: Documents**

## Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

### Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from our secure website [www.cache.org.uk](http://www.cache.org.uk). You don't have to use the LETL – you can devise your own evidence-tracking document instead.

The following documents may also be useful in the delivery of this qualification:

- Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England (Skills for Care and Skills for Health) 2013
- Common Core Principles Dignity (Skills for Care).

## Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

## Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## Learning resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

### Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group
- NCC Resources
- Vision2learn
- Hallmark Education

For more information about these resources and how to access them please visit [www.cache.org.uk](http://www.cache.org.uk).



## **Section 6: General Information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website: [www.qualhub.co.uk](http://www.qualhub.co.uk)