

## Qualification Specification

**600/6783/4**

iCQ Level 2 Certificate in Preparing to  
Work in Adult Social Care (RQF)



### Qualification Details

Title : iCQ Level 2 Certificate in Preparing to Work in Adult Social Care (RQF)  
Awarding Organisation : [iCan Qualifications Limited](#)  
Fees Price List Url : <https://icanqualify.net>  
Qualification Type : RQF  
Qualification Sub Type : None  
Qualification Level : Level 2  
Qualification Sub Level : None  
EQF Level : Level 3  
Regulation Start Date : 24-Sep-2012  
Operational Start Date : 01-Oct-2012  
Offered In England : Yes  
Offered In Wales : No  
Offered In Northern Ireland : No  
Assessment Language In English : Yes  
Assessment Language In Welsh : No  
Assessment Language In Irish : No  
SSA : 1.3 Health and Social Care  
Purpose : B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area  
Sub Purpose : B2. Develop knowledge and/or skills in a subject area  
Total Credits : 20  
Min Credits at/above Level : 20  
Minimum Guided Learning Hours : 179  
Maximum Guided Learning Hours : 179  
Diploma Guided Learning Hours : 0  
Barring Classification Code : ZZZZ  
Overall Grading Type : Pass  
Assessment Methods : Portfolio of Evidence  
Structure Requirements : Learners must achieve a total of 20 credits from 9 mandatory units.  
Age Ranges : Pre-16 : No; 16-18 : Yes; 18+ : No; 19+ : Yes  
Qualification Objective : The qualifications are for those who wish to pursue a career in adult social care, or who are very new to the sector and wish to develop their knowledge and understanding of working in Adult Social Care

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#### Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
<b>OAG) Over-arching group</b>	<b>Yes</b>	0	1	1	20	0
A) Group A - Mandatory Units	<b>Yes</b>	9	9	9	20	20

#### Group A Group A - Mandatory Units

URN	Title	Level	GLH	Credit
<a href="#">A/601/8574</a>	Principles of safeguarding and protection in health and social care	2	26	3
<a href="#">A/602/3113</a>	Understand the role of the social care worker	2	9	1
<a href="#">H/601/5474</a>	Introduction to duty of care in health, social care or childrens and young peoples settings	2	9	1
<a href="#">H/602/3039</a>	Principles of diversity, equality and inclusion in adult social care settings	2	18	2
<a href="#">J/602/3180</a>	Understand person-centred approaches in adult social care settings	2	34	4
<a href="#">L/602/2905</a>	Principles of communication in adult social care settings	2	17	2
<a href="#">L/602/3035</a>	Principles of personal development in adult social care settings	2	17	2
<a href="#">R/602/3179</a>	Understand health and safety in social care settings	2	40	4
<a href="#">Y/602/3118</a>	Understand how to handle information in social care settings	2	9	1

## Unit Specification

**A/601/8574**

Principles of safeguarding and protection in health and social care



Qualification Framework: RQF

Title : Principles of safeguarding and protection in health and social care

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 26

Unit Credit Value : 3

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

### Unit: A/601/8574 : Principles of safeguarding and protection in health and social care

#### Know how to recognise signs of abuse.

##### Assessment Criterion - The learner can:

01.01	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>
01.02	Identify the signs and/or symptoms associated with each type of abuse.
01.03	Describe factors that may contribute to an individual being more vulnerable to abuse.
<b>Know how to respond to suspected or alleged abuse.</b>	
02.01	Explain the actions to take if there are suspicions that an individual is being abused.
02.02	Explain the actions to take if an individual alleges that they are being abused.
02.03	Identify ways to ensure that evidence of abuse is preserved.
<b>Understand the national and local context of safeguarding and protection from abuse.</b>	
03.01	Identify national policies and local systems that relate to safeguarding and protection from abuse.
03.02	Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
03.03	Identify reports into serious failures to protect individuals from abuse.
03.04	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.
<b>Understand ways to reduce the likelihood of abuse.</b>	
04.01	Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"><li>working with person centred values</li><li>encouraging active participation</li><li>promoting choice and rights</li></ul>
04.02	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
<b>Know how to recognise and report unsafe practices.</b>	
05.01	Describe unsafe practices that may affect the well-being of individuals.
05.02	Explain the actions to take if unsafe practices have been identified.
05.03	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Unit Specification  
**A/602/3113**  
 Understand the role of the social care worker



Qualification Framework: RQF  
 Title : Understand the role of the social care worker  
 Unit Level : Level 2  
 Unit Sub Level : None  
 Guided Learning Hours : 9  
 Unit Credit Value : 1  
 SSAs : 1.3 Health and Social Care  
 Unit Grading Structure : Pass  
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

<b>Unit: A/602/3113 : Understand the role of the social care worker</b>	
<b>Understand working relationships in social care settings</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Explain how a working relationship is different from a personal relationship
01.02	Describe different working relationships in social care settings
<b>Understand the importance of working in ways that are agreed with the employer</b>	
02.01	Describe why it is important to adhere to the agreed scope of the job role
02.02	Outline what is meant by agreed ways of working
02.03	Explain the importance of full and up-to-date details of agreed ways of working
<b>Understand the importance of working in partnership with others</b>	
03.01	Explain why it is important to work in partnership with others
03.02	Identify ways of working that can help improve partnership working
03.03	Identify skills and approaches needed for resolving conflicts
03.04	Explain how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>

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## Unit Specification

### H/601/5474

Introduction to duty of care in health, social care or childrens and young peoples settings

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Qualification Framework : RQF

Title : Introduction to duty of care in health, social care or children's and young people's settings

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 9

Unit Credit Value : 1

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

<b>Unit: H/601/5474 : Introduction to duty of care in health, social care or childrens and young peoples settings</b>	
<b>Understand the implications of duty of care</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Define the term duty of care
01.02	Describe how the duty of care affects own work role
<b>Understand support available for addressing dilemmas that may arise about duty of care</b>	
02.01	Describe dilemmas that may arise between the duty of care and an individuals rights
02.02	Explain where to get additional support and advice about how to resolve such dilemmas
<b>Know how to respond to complaints</b>	
03.01	Describe how to respond to complaints
03.02	Identify the main points of agreed procedures for handling complaints

## Unit Specification

**H/602/3039**

Principles of diversity, equality and inclusion in adult social care settings



Qualification Framework: RQF

Title: Principles of diversity, equality and inclusion in adult social care settings

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 18

Unit Credit Value: 2

SSAs: 1.3 Health and Social Care

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

<b>Unit: H/602/3039 : Principles of diversity, equality and inclusion in adult social care settings</b>	
<b>Understand the importance of diversity, equality and inclusion</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Define what is meant by: <ul style="list-style-type: none"><li>• diversity</li><li>• equality</li><li>• inclusion</li><li>• discrimination</li></ul>
01.02	Describe how direct or indirect discrimination may occur in the work setting
01.03	Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination
<b>Know how to work in an inclusive way</b>	
02.01	List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
02.02	Describe how to interact with individuals in an inclusive way
02.03	Describe ways in which discrimination may be challenged in adult social care settings
<b>Know how to access information, advice and support about diversity, equality, inclusion and discrimination</b>	
03.01	Identify sources of information, advice and support about diversity, equality, inclusion and discrimination
03.02	Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination

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## Unit Specification

**J/602/3180**

Understand person-centred approaches in adult social care settings

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Qualification Framework: RQF

Title: Understand person-centred approaches in adult social care settings

Unit Level: Level 2

Unit Sub Level: None

Guided Learning Hours: 34

Unit Credit Value: 4

SSAs: 1.3 Health and Social Care

Unit Grading Structure: Pass

Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

<b>Unit: J/602/3180 : Understand person-centred approaches in adult social care settings</b>	
<b>Understand person-centred approaches for care and support.</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Define person-centred values.
01.02	Explain why it is important to work in a way that embeds person-centred values.
<b>Understand how to implement a person-centred approach in an adult social care setting.</b>	
02.01	Describe how to find out the history, preferences, wishes and needs of an individual.
02.02	Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support.
02.03	Explain how using an individual's care plan contributes to working in a person-centred way.
<b>Understand the importance of establishing consent when providing care or support.</b>	
03.01	Define the term consent.
03.02	Explain the importance of gaining consent when providing care or support.
03.03	Describe how to establish consent for an activity or action.
03.04	Explain what steps to take if consent cannot be readily established.
<b>Understand how to encourage active participation.</b>	
04.01	Define what is meant by active participation.
04.02	Describe how active participation benefits an individual.
04.03	Describe ways of reducing barriers to active participation.
04.04	Describe ways of encouraging active participation.
<b>Understand how to support an individual's right to make choices.</b>	
05.01	Identify ways of supporting an individual to make informed choices.
05.02	Explain why risk-taking can be part of an individual's choices.
05.03	Explain how agreed risk assessment processes are used to support the right to make choices.
05.04	Explain why a worker's personal views should not influence an individual's choices.
05.05	Describe how to support an individual to question or challenge decisions concerning them that are made by others.
<b>Understand how to promote an individual's well-being.</b>	
06.01	Explain how individual identity and self-esteem are linked with well-being.
06.02	Describe attitudes and approaches that are likely to promote an individual's well-being.
06.03	Identify ways to contribute to an environment that promotes well-being.

Unit Specification  
**L/602/2905**  
 Principles of communication in adult social care settings



Qualification Framework: RQF  
 Title : Principles of communication in adult social care settings  
 Unit Level : Level 2  
 Unit Sub Level : None  
 Guided Learning Hours : 17  
 Unit Credit Value : 2  
 SSAs : 1.3 Health and Social Care  
 Unit Grading Structure : Pass  
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

<b>Unit: L/602/2905 : Principles of communication in adult social care settings</b>	
<b>Understand why communication is important in adult social care settings</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Identify different reasons why people communicate
01.02	Explain how effective communication affects all aspects of working in adult social care settings
01.03	Explain why it is important to observe an individuals reactions when communicating with them
<b>Understand how to meet the communication and language needs, wishes and preferences of an individual</b>	
02.01	Explain why it is important to find out an individuals communication and language needs, wishes and preferences
02.02	Describe a range of communication methods
<b>Understand how to reduce barriers to communication</b>	
03.01	Identify barriers to communication
03.02	Describe ways to reduce barriers to communication
03.03	Describe ways to check that communication has been understood
03.04	Identify sources of information and support or services to enable more effective communication
<b>Understand confidentiality in adult social care settings</b>	
04.01	Define the term confidentiality
04.02	Describe ways to maintain confidentiality in day to day communication
04.03	Describe situations where information normally considered to be confidential might need to be shared with agreed others
04.04	Explain how and when to seek advice about confidentiality



Unit Specification  
**L/602/3035**  
 Principles of personal development in adult social care settings



Qualification Framework: RQF  
 Title : Principles of personal development in adult social care settings  
 Unit Level : Level 2  
 Unit Sub Level : None  
 Guided Learning Hours : 17  
 Unit Credit Value : 2  
 SSAs : 1.3 Health and Social Care  
 Unit Grading Structure : Pass  
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

<b>Unit: L/602/3035 : Principles of personal development in adult social care settings</b>	
<b>Understand what is required for good practice in adult social care roles</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Identify standards that influence the way adult social care job roles are carried out
01.02	Explain why reflecting on work activities is an important way to develop own knowledge and skills
01.03	Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
<b>Understand how learning activities can develop knowledge, skills and understanding</b>	
02.01	Describe how a learning activity has improved own knowledge, skills and understanding
02.02	Describe how reflecting on a situation has improved own knowledge, skills and understanding
02.03	Describe how feedback from others has developed own knowledge, skills and understanding
<b>Know how a personal development plan can contribute to own learning and development</b>	
03.01	Define the term personal development plan
03.02	Identify who could be involved in the personal development plan process
03.03	Identify sources of support for own learning and development
03.04	List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding

Unit Specification  
**R/602/3179**  
 Understand health and safety in social care settings



Qualification Framework: RQF  
 Title: Understand health and safety in social care settings  
 Unit Level: Level 2  
 Unit Sub Level: None  
 Guided Learning Hours: 40  
 Unit Credit Value: 4  
 SSAs: 1.3 Health and Social Care  
 Unit Grading Structure: Pass  
 Assessment Guidance: Please refer to the [Online iCQ Assessment Guidance](#).

<b>Unit: R/602/3179 : Understand health and safety in social care settings</b>	
<b>Understand the different responsibilities relating to health and safety in social care settings.</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	List legislation relating to general health and safety in a social care setting.
01.02	Describe the main points of health and safety policies and procedures.
01.03	Outline the main health and safety responsibilities of: a) the social care worker b) the employer or manager c) individuals.
01.04	Identify tasks relating to health and safety that should only be carried out with special training.
01.05	Describe how to access additional support and information relating to health and safety.
<b>Understand the use of risk assessments in relation to health and safety.</b>	
02.01	Define what is meant by hazard and risk.
02.02	Describe how to use a health and safety risk assessment.
02.03	Explain how and when to report potential health and safety risks that have been identified.
02.04	Describe how risk assessment can help address dilemmas between an individuals rights and health and safety concerns.
<b>Understand procedures for responding to accidents and sudden illness.</b>	
03.01	Describe different types of accidents and sudden illness that may occur in a social care setting.
03.02	Outline the procedures to be followed if an accident or sudden illness should occur.
03.03	Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders.
<b>Know how to reduce the spread of infection.</b>	
04.01	List routes by which an infection can get into the body.
04.02	Describe ways in which own health or hygiene might pose a risk to an individual or to others at work.
04.03	Explain the most thorough method for hand washing.
04.04	Describe when to use different types of personal protective equipment.
<b>Know how to move and handle equipment and other objects safely.</b>	
05.01	Identify legislation that relates to moving and handling.
05.02	List principles for safe moving and handling.
05.03	Explain why it is important for moving and handling tasks to be carried out following specialist training.
<b>Understand the principles of assisting and moving an individual.</b>	
06.01	Explain why it is important to have specialist training before assisting and moving an individual.
06.02	Explain the importance of following an individuals care plan and fully engaging with them when assisting and moving.
<b>Know how to handle hazardous substances</b>	
07.01	Identify hazardous substances that may be found in the social care setting.
07.02	Describe safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances.
<b>Know environmental safety procedures in the social care setting.</b>	
08.01	Outline procedures to be followed in the social care setting to prevent: • fire • gas leak • floods • intruding • security breach.
08.02	Outline procedures to be followed in the social care setting in the event of: • fire • gas leak • floods • intruding • security breach.
<b>Know how to manage stress.</b>	
09.01	Identify common signs and indicators of stress.
09.02	Identify circumstances that tend to trigger own stress.
09.03	Describe ways to manage stress.
<b>Understand procedures regarding handling medication</b>	
10.01	Describe the main points of agreed procedures about handling medication.
10.02	Identify who is responsible for medication in a social care setting.
10.03	Explain why medication must only be handled following specialist training.
<b>Understand how to handle and store food safely.</b>	
11.01	Identify food safety standards relevant to a social care setting.
11.02	Explain how to: • store food • maximise hygiene when handling food • dispose of food.
11.03	Identify common hazards when handling and storing food.

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## Unit Specification

**Y/602/3118**

Understand how to handle information in social care settings

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Qualification Framework: RQF

Title : Understand how to handle information in social care settings

Unit Level : Level 2

Unit Sub Level : None

Guided Learning Hours : 9

Unit Credit Value : 1

SSAs : 1.3 Health and Social Care

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

<b>Unit: Y/602/3118 : Understand how to handle information in social care settings</b>	
<b>Understand the need for</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Identify the legislation that relates to the recording, storage and sharing of information in social care
01.02	Explain why it is important to have secure systems for recording and storing information in a social care setting
<b>Know how to access support for</b>	
02.01	Describe how to access guidance, information and advice about handling information
02.02	Outline what actions to take when there are concerns over the recording, storing or sharing of information