City & Guilds Level 2 Adult Social Care Certificate

(3096-02/22)

Version 1.0 (July 2026)

Supplementary Resources Pack

Version and date	Change detail	Section
V1.0 July 2026	Initial version	All

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Introduction

Within this document, City & Guilds have provided a number of supplementary resources that can be used to support assessment of the 3096-02/3096-22.

Within this pack there are,

- Supplementary question banks for each unit within the qualification.
- Supplementary scenarios and questions for Unit 230.

There is no requirement for centres to use these resources as part of the assessment process for this qualification. However, they may be used to support assessment where the assessor identifies that it is appropriate to do so.

Supplementary Question Banks

Unit 220 Understand own role in adult social care

Assessment Criteria	Prompt question
AC1.1 Describe own duties and responsibilities AC1.2 List the **standards** and codes of conduct and practice that relate to own role	• Give me an outline of the duties and responsibilities you carried out when [*undertaking X task/scenario*] • Tell me what standards and codes of conduct and practice you followed when [*undertaking X task/scenario*]
AC1.3 Describe how experiences, attitudes, values, and beliefs may affect work practice	• How did you ensure that your experiences, attitudes, values and beliefs did not adversely affect the way you supported X? • What might be the impact on the individual if a care worker imposes their experiences, attitudes, values and beliefs?
AC1.4 Identify opportunities for professional and career development in the sector	Are there any areas of your work that you feel could be developed? How are you going to plan for this?
AC2.1 Outline working relationships in adult social care settings	Who do you have working relationships within your service/setting?
2.3 Describe professional responsibilities to: • individuals • others who are significant to individuals	What are your professional responsibilities: • when supporting X? • when interacting with others who are important to X?
AC2.2 Explain how a working relationship is different from a personal relationship	When supporting X, how is your relationship different to the relationship you have with your family and friends?
AC3.1 Describe employment rights and responsibilities	When working at Y, what are your employment rights and responsibilities?
AC3.2 Outline the aims, objectives, and values of the service	• Tell me about the aims, objectives and values of your service • Which of the services aims, objectives and values do you think you demonstrated when [*undertaking X task/scenario*]?

AC3.3 Explain the importance of working in ways agreed with the employer	• Why is it important to follow agreed ways of working when [*undertaking X task/scenario*]? • What might happen if you did not follow agreed ways of working?
AC3.4 Identify how concerns should be reported in line with organisational procedures AC3.5 Identify when concerns should be reported in line with organisational procedures	• If you have any issues/concerns during your care practice, how and when would you report these? • If there were concerns about X, what would you need to consider when reporting?
AC3.6 Explain the importance of reporting errors: • honestly • accurately • promptly • to relevant person	• Why is it important to report errors honestly, accurately and promptly to the relevant person?
AC4.1 explain the importance of working in partnership with others	• Explain to me why it is important to work in partnership with others as part of your practice. Give me at least two examples.
AC4.2 Outline when to access support and advice about: • working in partnership with others • resolving conflicts within partnerships	• When would need to access support and advice about partnership working? • Give me an example of when you would need support and advice to resolve a professional conflict

Unit 221 Personal development

Assessment Criteria	Prompt question
AC1.1 Outline: • processes for identifying own learning needs • process for agreeing a personal development plan • who is able to support the personal development plan	• Tell me about how you identify your learning needs • Tell me about the headings for each section of your development plan • Tell me how you will agree a personal development plan based on your learning needs • Tell me who will be able to support you with your plan to learn and develop

AC2.3 Outline sources of support for own learning and development	• Tell me what resources are available to support your personal development
AC1.2 Explain why feedback from others is important in helping to develop and improve approaches to own work AC2.8 Explain how feedback from others has developed own knowledge, skills and understanding	• Tell me what feedback you had about your practice • Explain to me why it is important to use feedback to help you to develop and improve • Explain to me how feedback has helped you to develop knowledge, skills and understanding
AC2.1 Identify learning opportunities available	• Tell me what learning opportunities are available to you
AC2.2 Explain how learning opportunities can improve ways of working	• Explain to me how these opportunities improve ways of working when supporting individuals.
AC2.6 Explain how learning activities have improved own knowledge, skills and understanding	• What training or development opportunities have you had? • Explain to me how they have improved your knowledge, skills and understanding
AC2.4 Outline the level of literacy, numeracy, digital and communication skills needed to carry out own role AC2.5 Outline where to find information and support to develop own current skill level of: • literacy • numeracy • digital • communication	• When supporting an individual, what level of literacy, numeracy, digital and communication skills are required in your job role? • Tell me where can you find information and support for literacy, numeracy, digital and communication skills?
AC2.7 Reflect on how a situation has improved own knowledge, skills and understanding	• Tell me about a situation at work that you have reflected on. • Tell me how your work practice has improved because of your reflection

Unit 222 Duty of care

Assessment Criteria	Prompt question
AC1.1 Define: • duty of care • duty of candour	• Tell me what you understand by the terms duty of care and duty of candour
AC1.2 Describe how the following affect own work role: • duty of care • duty of candour	• How do you think you demonstrate duty of care when [*undertaking X task/scenario*]? • How do you think you demonstrate duty of candour when [*undertaking X task/scenario*]? Or • Tell me about a situation where you might need to apply your duty of candour
AC2.1 Describe dilemmas that may arise between the duty of care and an individual's rights	• What sort of dilemmas may arise between your duty of care and X's rights?
AC2.2 Describe actions to take within own role when managing conflicts and dilemmas AC2.3 Describe actions that must not be taken when managing conflicts and dilemmas	• What actions might you take to manage these conflicts and dilemmas? • What actions should you not take?
AC2.4 Identify where to obtain additional support and advice about how to resolve conflicts and dilemmas	Where could you get support/ advice on how to resolve the situation?
AC3.1 Describe how to recognise: • an adverse event • an incident • an error • a near miss	Describe an example of each of the following: • adverse event • incident • error • near miss
AC3.2 Describe actions to take in relation to adverse events, incidents, errors and near misses AC3.3 Describe actions that must not be taken in relation to adverse events, incidents, errors and near misses	• What action would you take if any of these occurred? • What actions should you not take?
AC3.4 Describe agreed ways of working in relation to reporting any adverse	Describe the agreed ways of working when reporting these

events, incidents, errors and near misses	
AC4.1 Identify sources of advice and support in handling comments and complaints AC4.2 Explain the importance of learning from comments and complaints to improve the quality of service	• If you received a comment or complaint whilst working, where could you go to get some advice/support? • Explain to me the importance of learning from comments and complaints
AC5.1 Describe **factors** and difficult situations that may cause confrontation	• What factors may have caused a confrontation when supporting X?
AC5.2 Explain how **communication** can be used to solve problems and reduce the likelihood or impact of confrontation	• Explain to me how different communication skills and techniques can help to resolve problems and minimise the risk of confrontation. • Give me an example of how you could use these techniques and skills with X
AC5.3 Outline how to assess risks in confrontational situations AC5.4 Outline how to of reduce risks in confrontational situations	If faced with a confrontation, how would you assess and reduce any risks?
AC5.5 Describe agreed ways of working for reporting any confrontations	What agreed ways of working would you use to report any confrontations?
AC5.6 Outline when it may be necessary to access support and advice about resolving conflicts	When might you need to access support and advice about resolving conflicts that may lead to confrontation?

Unit 223 Equality, diversity, inclusion and human rights

Assessment Criteria	Prompt question
AC1.1 Outline what is meant by: • human rights • protected characteristics	• Tell me what is meant by the term 'human rights' • Tell me what is meant by the term 'protected characteristics' • Think about an individual you care for, what protected characteristics apply to them?
AC1.2 Outline what is meant by discrimination	Tell me what is meant by the term 'discrimination'
AC1.6 Describe how to: • recognise discrimination in line with agreed ways of working • challenge discrimination in line with agreed ways of working • report discrimination in line with agreed ways of working	• Tell me how your agreed ways of working inform how you should recognise if an individual was being discriminated against • Tell me how you should both challenge and report any discriminatory action.
AC1.7 Explain how positive change is promoted by recognising, challenging and reporting discrimination	Explain to me how positive change can be promoted by recognising, challenging and reporting discrimination
AC1.5 Describe what is meant by: • disability hate crime • mate crime • bullying	Describe what is meant by the terms: • disability hate crime • mate crime • bullying
AC1.3 Explain the potential effects of discrimination on: • individuals • others	Explain to me the potential effects of discrimination on both individuals and others
AC1.4 Describe how practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination	Tell me how the likelihood of discrimination can be reduced by working in a way that supports and promotes equality, diversity, inclusion, and human rights.
AC2.1 Identify sources of information, advice and support about: • equality • diversity • inclusion • human rights	• Tell me about sources of information, advice and support available to you about equality, diversity, inclusion and human rights in your workplace. • What information is available external to your workplace?

AC2.2 Explain when to access information, advice and support about equality, diversity, inclusion, and human rights AC2.3 Describe how to access information, advice and support about equality, diversity, inclusion, and human rights	• Explain to me when you should access this information • Tell me how you would do this
AC3.1 Outline the key concepts within the legislation and codes of practice relating to equality, diversity, inclusion, and human rights AC3.2 Explain how legislation and codes of practice relating to equality, diversity, inclusion, and human rights apply to own role and practice	• Tell me about legislation and codes of practice that relate to equality, diversity, inclusion and human rights • Explain to me how these apply to your own role and practice
AC3.3 Describe approaches and practices which support culturally appropriate care	• Tell me what you understand by the term 'culturally appropriate care' • Tell me about approaches and practices which can promote and support culturally appropriate care

Unit 224 Work in a person-centred way

Assessment Criteria	Prompt question
AC1.1 Identify person-centred values	Tell me about the person-centred values you apply in your day-to-day work.
AC1.2 Explain how to put person-centred values into practice in day-to-day work	Explain to me how you put them into practice.
AC1.3 Explain why it is important to work in a way that promotes person-centred values when providing support to individuals	Explain to me why it is important to provide support in a way that promotes person centred values
AC1.4 Outline ways to promote dignity in day-to-day work	When supporting individuals with day-to-day tasks, how do you promote their dignity?
AC1.5 Explain the importance of supporting relationships significant to the individual	• Explain to me why it is important to support individuals to maintain relationships with those who are important to them. • What might be the effect on the individual if you did not help them maintain those relationships?
AC2.1 Explain the importance of finding out the history, preferences, wishes and needs of the individual	Explain to me when supporting individuals why is it important to find out their history, preferences, wishes and needs.
AC2.2 Explain why the changing needs of an individual must be reflected in their care or support plan	• Explain to me why any changing needs must be reflected in an individual's care/support plan. • What might be the consequences of not updating the care/support plan?
AC2.3 Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care	Explain to me why it is important to support individuals to plan: • their future wellbeing and fulfilment • their end of life care
AC3.2 Define what is meant by the term capacity	Tell me what is meant by the term capacity
AC3.1 Identify legislation and codes of practice relating to mental capacity	What are the codes of practice and legislation you might need to consider relating to mental capacity, when supporting individuals?
AC3.3 Explain why it is important to assume that an individual has capacity unless there is evidence that they do not	Explain to me why you must always assume an individual has capacity unless there is evidence that they do not

AC3.4 Define what is meant by 'consent '	Tell me what is meant by the term consent
AC3.5 Identify factors that influence an individual's mental capacity and ability to express consent	What factors may affect an individual's mental capacity and ability to express consent?
AC3.6 Describe situations where an assessment of capacity might need to be undertaken	Tell me under what circumstances an individual might require a capacity assessment.

AC3.7 Explain the meaning and significance of:
• best interest decisions
• advance statements
	• Tell me what is meant by the terms:
	  ○ best interest decisions
	  ○ advance statements
	• Explain to me the implications for an individual of both a best interests decision and an advanced statement

AC5.1 Explain how individual identity and self-esteem are linked to emotional, spiritual, and overall wellbeing	Explain to me how the identity and self-esteem of individuals are linked to their emotional, spiritual, and overall wellbeing

Unit 225 Communication

Assessment Criteria	Prompt question
AC1.1 Identify ways people communicate in the workplace	• Tell me who you might need to communicate with in your workplace/setting • Tell me about ways people communicate in your workplace/setting
AC1.2 Explain how communication affects relationships at work	• Explain to me how communication affects the relationships you have at work?
AC2.1 Explain how to establish an individual's communication and language needs, wishes and preferences	• When supporting an individual explain how you establish their communication, language needs, wishes and preferences?
AC2.2 Describe methods and styles, that could help meet an individual's communication • needs • wishes • preferences	• Tell me about the methods or styles you can use to meet their needs, wishes and preferences
AC 2.3 Describe communication aids that could help meet an individual's communication needs, wishes and preferences	• Tell me about communication aids that can help meet an individual's needs, wishes and preferences.
AC 2.4 Describe assistive technologies that could help meet an individual's communication needs, wishes and preferences AC2.5 outline digital communication tools that can be used to support and enhance an individual's communication needs, wishes, preferences and connections	• Tell me about both assistive technologies and digital tools that could help to meet or support the needs, wishes and preferences of individuals.
AC3.1 Identify potential **barriers** to effective communication with individuals	• Tell me about barriers to effective communication with individuals that you might encounter • Tell me how you can reduce these barriers

AC3.2 Describe how **barriers** to effective communication can be reduced	
AC3.3 Explain how an individual's behaviour may be a form of communication	Explain to me how an individual's behaviour might be a form of communication
AC5.1 Explain why it is important to observe and be receptive to an individual's reactions when communicating with them	Explain to me why it is important to observe an individual's reactions when communicating with them
AC3.4 Outline where to find information and support or services, to help individuals communicate effectively	• Tell me where you could go to get information about services or support to help individuals communicate effectively
AC4.1 Explain what confidentiality means in relation to own role AC4.2 Identify legislation and agreed ways of working which support confidentiality across all types of communication AC4.3 Explain situations where information, normally considered to be confidential, might need to be passed on AC4.4 State who to ask for advice and support about confidentiality	• Explain to me what confidentiality means in care practice • Tell me what legislation relates to confidentiality when using all types of communication • Tell me about the agreed ways of working relating to confidentiality in your workplace/setting • Explain to me when you might have to pass on information even though it may be considered to be confidential • Who should you ask if you need some advice or support about confidentiality?

Unit 226 Privacy and dignity

Assessment Criteria	Prompt question
AC1.1 State what is meant by the term 'privacy' AC1.2 State what is meant the term 'dignity'	What do you understand by the following terms in the context of adult care: • privacy • dignity
AC1.3 Describe situations where an individual's privacy and dignity could be compromised	When supporting X in your practice, tell me how could their privacy and dignity have been compromised?
AC1.4 Describe ways to maintain privacy and dignity of individuals	When supporting X, tell me how you maintained their privacy and dignity?
AC1.5 Explain why it is important not to disclose details about the individual that they may wish to be kept private	• Tell me what sort of details an individual may wish to remain private • Explain to me why it is important not to disclose these details
AC1.6 Explain circumstances where it may be appropriate to disclose details that are private	Explain to me under what circumstances you might need to disclose details that are private
AC2.1 Outline ways to support individuals to make informed choices	Tell me how you can support individuals to make an informed choice
AC2.2 Describe how risk assessment processes can be used to support individuals' rights to make their own decisions	Tell me how a risk assessment can support an individual's rights to make their own decisions
AC2.3 Explain why own personal views must not influence an individual's choices or decisions	When supporting X to make a decision or a choice, explain to me why it is important not to influence them with your own personal views
AC3.6 Explain how personal views may restrict the individual's ability to actively participate	Explain to me how your personal views might restrict X's ability to actively participate
AC2.4 Explain when it may be necessary to support an individual to challenge decisions made about them by others	• Tell me who might make a decision about an individual that the individual might wish to challenge • Explain to me when you might need to support an individual to challenge a decision someone else made about them

AC3.3 Outline ways to support active participation with individuals AC3.1 Explain how valuing individuals contributes to active participation	• Tell me about ways that can support active participation in care practice • Explain to me how making an individual feel valued contributes to active participation?
AC3.2 Describe how to enable individuals to make informed choices about their lives	Tell me about how you can enable individuals to make an informed choice about aspect of their life such as lifestyle/accommodation/end of life care
AC3.4 Explain the importance of enabling individuals to be as independent as possible	Explain to me why it is important that you enable X to be as independent as possible
AC3.5 Explain the importance of individuals maintaining relationships and connections with their community	Explain to me why it is important that you support X to maintain relationships and connections with their community

227 Understand own role in adult social care

Assessment Criteria	Prompt question
AC1.1 Explain the importance of food safety AC1.2 Explain the importance of hygiene in the preparation and handling of food	When preparing and handling food for individuals why is it important that you follow all food safety and hygiene protocols?
AC2.1 Explain the importance of the following in maintaining health and wellbeing: • good nutrition • good hydration AC2.3 Outline ways to promote and support adequate: • nutrition • hydration	• Explain to me the importance of good nutrition and hydration in maintaining X's health and wellbeing. • How can you promote and support X to have adequate nutrition and hydration?
AC2.2 Identify signs and symptoms of poor: • nutrition • hydration	• How would you be able to tell if X had poor nutrition and hydration?

AC2.4 Outline how to identify changes or risks relating to: • nutritional needs • hydration needs AC2.5 Outline how to report changes or risks relating to nutrition and hydration needs	• Tell me how you could identify any changes or risks to an individual nutritional and hydration needs • How should you report this?
AC3.1 Outline how to identify the nutrition and hydration care and support needs of individuals AC3.2 Describe factors that can affect an individual's care and support needs with regards to nutrition and hydration AC3.3 Explain when to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs AC3.4 Explain how to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs	• How would you find out the nutrition and hydration needs of X? • Tell me about factors that might affect X's care and support needs relating to nutrition and hydration? • Give me **two** examples of when you would seek additional advice and guidance about supporting individuals with their nutrition and hydration needs. • Explain to me why you would do that and how • Tell me who could offer you additional advice and support within your service and external to your service.

Unit 229 Safeguarding adults

Assessment Criteria	Prompt question
AC1.1 Explain the terms: • adult safeguarding • adult at risk • harm AC1.7 Describe own role and responsibilities in adult safeguarding	• Explain to me what you understand by the terms: ○ adult safeguarding ○ adult at risk ○ harm • What are your own responsibilities in relation to keeping individuals safe? • Give me at least two examples of how you might meet the safeguarding responsibilities that are part of your role as a care worker
AC1.2 Describe types of abuse AC1.3 Describe possible indicators of abuse	• Tell me about ten different types of abuse • How would you recognise different types of abuse?

AC1.4 Outline factors which have featured in cases of adult abuse and neglect	What are the factors that have featured in adult abuse cases?
AC1.5 Describe potential risks for individuals when using technology AC1.6 Describe how to support individuals to be safe when using technology without being risk averse	• Tell me about the potential risks to individuals when they are using technology • Tell me how you could support individuals to be safe while using technology without being risk averse
AC1.8 Outline where to get information and advice about own role and responsibilities in preventing and protecting individuals from harm and abuse	Where can you go to seek information and advice about your responsibilities for adult safeguarding?
AC2.1 Describe what to do if abuse of an adult is known or suspected AC2.2 Describe how to raise concerns within local 'freedom to speak up/whistleblowing policies or procedures	• If you felt that an individual was at risk of abuse, or was being abused what should you do? • Tell me how you could use your whistleblowing policy/ 'freedom to speak up'
AC3.1 Outline legislation, principles, local and national policies, and procedures which relate to safeguarding adults legislation AC5.5 Describe how to apply the principles of supporting individuals to stay safe	• If an individual was being harmed, what legislation, local and national policies and procedures would you use? • Identify the principles of adult safeguarding. • Tell me how you can apply these principles while supporting individuals to stay safe.
AC3.2 Outline the local arrangements for the implementation of multiagency Adult Safeguarding policies and procedures	• What is the local multi-agency adult safeguarding organisation? • What are the local multi-agency arrangements to implement adult safeguarding policies and procedures?
AC3.3 Explain the importance of sharing	• If you knew or suspected an individual was being harmed, explain to me why

appropriate information with the relevant agencies AC3.4 Describe the actions to take if barriers are faced when alerting or referring to relevant agencies	would it be important to share appropriate information with relevant people? • Tell me about the actions you should take if you face a barrier to alerting or referring to the relevant people
AC4.1 Explain what is meant by 'restrictive practice' AC4.2 Outline organisational policies and procedures in relation to restrictive practices AC4.3 Describe own role in implementing policies and procedures in relation to restrictive practices AC4.4 Explain the importance of seeking the least restrictive option for the individual	• Explain to me what is meant by the term 'restrictive practices • Tell me what could be seen as a restrictive practice in your setting/service? • What policies/procedures does your organisation have in relation to restrictive practice? • Tell me how you implement these policies and procedures in your practice? • Explain to me why, when supporting an individual, it is important to identify and always follow the least restrictive option.
AC5.1 Explain why an individual may be at risk from harm or abuse	Explain to me why might an individual be at risk of harm and abuse
AC5.2 Describe how care environments can promote people's dignity AC5.3 Describe how care environments may undermine people's dignity	• Tell me how the care environment could help promote the dignity of X or the individuals you care for • How might the care environment undermine the dignity of X or the individuals you care for?
AC5.4 Explain the importance of individualised and person-centred care in reducing the likelihood of abuse AC5.6 Explain how the likelihood of abuse may be reduced by: • working with person-centred values • enabling active participation	• Explain to me why it is important to have an individualised and person-centred care to reduce the likelihood of abuse. • Explain to me how following person-centred values can help to reduce the likelihood of abuse • Explain to me how can promoting rights, choices and active participation reduce the likelihood of abuse for individuals

• promoting choice and rights • working in partnership with others	• Explain to me how working in partnership with others can reduce the likelihood of abuse

Unit 231 Health, safety, and principles of basic life support

Assessment Criteria	Prompt question
AC1.1 Identify legislation relating to health and safety in an adult social care work setting	During your observation, what legislation did you follow relating to health and safety?
AC1.2 Outline workplace health and safety policies and procedures relevant to own role AC1.9 Describe how to access additional support and information relating to health and safety	• When supporting X, which health and safety policies and procedures did you have to adhere to? • How would you access additional support and guidance for health and safety?
AC1.3 Describe the workplace health and safety responsibilities of: • self • the employer or manager • others	• What are your responsibilities for health and safety? • What are the responsibilities of your employer or manager with regards to health and safety? • What responsibilities do others have in relation to health and safety?
AC1.4 Explain the agreed ways of working in relation to: • medication in the setting • healthcare tasks	Explain to me the agreed ways of working for your setting/service in respect of medication and healthcare tasks
AC1.5 Describe tasks relating to health and safety that should not be carried out without special training	Describe which health and safety tasks should not be carried out without specific training.
AC1.6 Identify sustainable approaches which can be applied in own role	What sustainable approaches did you use as part of your practice?

AC1.7 Outline the measures that are designed to protect the following at work: • personal safety and security • safety and security of individuals AC1.8 Describe the agreed ways of working for checking the identity of anyone requesting access to: • premises • information	What measures do you take to protect yourself when [*undertaking X task/scenario*]? What measures do you take to ensure the safety and security of X when [*undertaking X task/scenario*]? Tell me about the agreed ways of working for checking identity of anyone requesting access to premises or access to information
AC2.1 Explain why it is important to assess the health and safety risks posed by the work settings, situations and activities AC 2.2 Explain how to report health and safety risks in the workplace AC 2.3 Explain when to report health and safety risks in the workplace	• When supporting X how did you assess potential health and safety risks? • Why was it important to assess these risks? • If you identified any risks how and when would you report these?
AC3.1 Explain how to prevent fires from: • starting • spreading AC3.2 Describe what to do in the event of a fire	• Explain to me how should you prevent a fire from starting and spreading? • Tell me what you should do in the event of a fire
AC4.1 Outline types of accidents that may occur in the workplace AC4.2 Outline types of sudden illnesses that may occur in the workplace AC4.3 Describe the workplace procedures to be followed if: • an accident occurs • a sudden illness occurs • basic life support is required	• Tell me about the types of accidents and sudden illnesses that may occur in your workplace • Tell me about the procedures to follow if: ○ an accident occurs ○ a sudden illness occurs • Tell me your role if emergency basic life support is required. Tell me about the procedures you follow • Tell me about first aid actions you can take in your role, if required

AC4.4 Describe the emergency basic life support and first aid actions that: • are permitted to be taken as part of own role. • are not permitted to be taken as part of own role	
AC5.1 Identify factors that can affect own mental health and wellbeing AC5.2 Describe circumstances that may trigger factors that can affect own mental health and wellbeing AC5.3 Outline resources available to support own mental health and wellbeing AC5.4 Describe how to access and use available resources to support own mental health and wellbeing	• What are the factors that can affect your own mental health and wellbeing? • Tell me about circumstances that affect your mental health and wellbeing • Tell me about the resources available to support your mental health and wellbeing • Tell me how you could use these resources
AC6.1 Identify hazardous substances in the workplace	• What hazardous substances may you encounter at work?
AC7.1 Outline agreed ways of working when moving and assisting people and/or objects	• When supporting individuals what agreed ways of working must you follow for moving and assisting the individual, their objects or other items?

Unit 232 Handling information

Assessment Criteria	Prompt question
AC1.1 Explain why it is important to have secure systems for: • accessing information • recording information • storing information • sharing information	Explain to me why it is important to have secure systems for accessing, recording, storing and sharing information?
AC1.3 Explain the support an individual may need to keep their information safe and secure	Explain to me how you could support X to keep their information safe and secure
AC1.2 Explain why it is important to follow the agreed ways of working for: • accessing information • recording information • storing information • sharing information	Tell me about the agreed ways of working in your setting for each of the following: • accessing information • recording information • storing information • sharing information Explain to me why it is important to follow these agreed ways of working in your practice?
AC 1.4 Describe how to report if: • agreed ways of working and legislation have not been followed • there has been a data breach or risk to data security AC1.5 Outline who to report to if: • agreed ways of working and legislation have not been followed • there has been a data breach or risk to data security	• How would you report it if you found that agreed ways of working had not been followed or there had been a data security breach? • Who would you report to?

Unit 233 Infection prevention and control

Assessment Criteria	Prompt question
AC1.1 Describe the causes of infection AC1.2 Describe the main ways infection can get into the body	• Tell me what causes an infection • Tell me how infection can get into the body
AC1.3 Describe the chain of infection	Tell me about the chain of infection
AC1.7 Summarise own job role in preventing infection at work	Tell me about your role in preventing infection in your service/setting.
AC1.4 Describe standard Infection Prevention and Control (IPC) precautions which must be followed to protect: • self • others	When supporting individuals tell me about the precautions you have to follow to protect yourself and others?
AC1.5 Outline where to find the most up to date information about Infection Prevention and Control (IPC) precautions	Where could you find the most up to date information about infection prevention and control precautions?
AC1.6 Explain how the following might pose a risk to others: • own health • own personal hygiene • own vaccination status • own exposure to infections	Explain to me: • how your own health might pose a risk to individuals • how your personal hygiene might pose a risk to individuals • how your exposure to infections and vaccination status might pose a risk to individuals
AC2.1 Identify common types of personal protective equipment (PPE) and clothing AC2.2 Describe when to use common types of personal protective equipment (PPE) and clothing AC2.3 Describe how to use common types of	• Tell me what are the common types of PPE and clothing used in a care setting/service • Tell me when and how would you use these

personal protective equipment (PPE) and clothing	
AC2.4 Describe the safe handling for spillages of bodily fluids	Tell me about the safe way of handling a spillage of bodily fluids.
AC2.5 State the principles of safe handling and disposal of: • infected or soiled linen • infected or soiled equipment • clinical waste	• If you had to change infected or dirty bed linen, how would you do this safely? • How would you dispose of any clinical waste? • If any equipment became soiled, how should you handle and dispose of it safely?
AC2.6 Describe appropriate methods for cleaning and/or decontamination of the care environment AC2.7 Describe appropriate methods for cleaning and/or decontamination of care equipment	Tell me about appropriate methods for cleaning and/or decontamination of: • the care environment • care equipment

Scenario Examples

Unit 230 Safeguarding Children

For Unit 230 (Safeguarding Children) and where candidates may not have direct experience of safeguarding children, then the following scenarios and related questions may be helpful to assess the candidate's underpinning knowledge.

Overarching Question

Assessment Criteria	Indicative Content (Candidate must provided)	Questions/ Prompt	Response	DVR Time stamp
AC1.1 Describe circumstances where there could be contact with a child or young person in the normal course of work within adult social care	At least **two** situations	Describe situations within your work setting and other adult care settings where you may encounter children or young people		

Scenario 1 – Luca, support worker for Alan who has a learning disability

Luca is a support worker for Alan who has learning disabilities. Alan tells Luca that his sister aged 12, who also has learning disabilities, is being hurt by their mother's new partner. Alan does not say how she is being hurt.

Assessment Criteria	Indicative Content (Candidate must provide)	Questions/ Prompt	Response	DVR Time stamp
AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation	At least **two** factors. Examples from known cases are not necessary but will help to show understanding.	What factors might make Alan's sister particularly vulnerable to harm, abuse or exploitation?		
AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from	At least **two** examples for each of the following: • abuse • harm • exploitation	What types of abuse, harm or exploitation might Alan's sister be particularly at risk from?		
AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited	At least **two** examples of signs and symptoms for each of the following • physical • behavioural • financial/rewards Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom.	Tell me about the signs and symptoms that might lead you to believe that Alan's sister is being abused, harmed or exploited		
AC1.5 Explain how to respond if it is known or suspected that a child or young person	Explain actions they must take **and** must not take. Explain how such action is governed, demonstrating	Explain the actions Luca should take and why		

is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures	awareness that they have a legal duty to report their concerns including: • internal agreed ways of working • legal requirement to act as set out in Working Together to Safeguard Children • the role of the local Children's Social Care Teams • the role of their local Safeguarding Children Partnership Board	What should Luca not do and why?		

Scenario 2 – Agnes, care worker in residential care older people

Agnes is a care worker in a residential home for older adults. Several of the individuals living in the home are visited by family members with their children.

Assessment Criteria	Indicative Content (Candidate must provide)	Questions/ Prompt	Response	DVR Time stamp
AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation	At least **two** factors. Examples from known cases are not necessary but will help to show understanding.	What factors should Agnes be aware of that might make a child visiting the residential home vulnerable to harm, abuse or exploitation?		
AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from	At least **two** examples for each of the following: • abuse • harm • exploitation	What types of abuse, harm or exploitation that a child or young person may experience does Agnes need to be aware of?		
AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited	At least **two** examples of signs and symptoms for each of the following • physical • behavioural • financial/rewards Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom.	What signs and symptoms might alert Agnes to the possibility that a child visiting the home is being harmed, abused or exploited?		
AC1.5 Explain how to respond if it is known or suspected that a child or young person is at risk of	Explain actions they must take **and** must not take. Explain how such action is governed, demonstrating awareness that they have a legal duty to report their concerns including:	What actions must Agnes take if she knows or suspects a child is being harmed, abused or exploited and		

harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures	• internal agreed ways of working • legal requirement to act as set out in Working Together to Safeguard Children • the role of the local Children's Social Care Teams • the role of their local Safeguarding Children Partnership Board	why must she take those actions?		

Scenario 3 – Dipak, domiciliary care worker for older individuals

Dipak works in the community supporting older individuals in their own home. He is visiting Mae who tells him that she thinks her neighbour Layla is hurting her children as she often hears loud shouting and crying

Assessment Criteria	Indicative Content (Candidate must provide)	Questions/ Prompt	Response	DVR Time stamp
AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation	At least **two** factors. Examples from known cases are not necessary but will help to show understanding.	What factors might make Layla's children vulnerable to abuse, harm or exploitation?		
AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from	At least **two** examples for each of the following: • abuse • harm • exploitation	What types of abuse, harm or exploitation might Layla's children be at risk from in their own home?		
AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited	At least **two** examples of signs and symptoms for each of the following • physical • behavioural • financial/rewards Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom.	What signs and symptoms of harm, abuse or exploitation will Dipak need to be aware of?		
AC1.5 Explain how to respond if it is known or	Explain actions they must take **and** must not take.	What actions should		

suspected that a child or young person is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures	Explain how such action is governed, demonstrating awareness that they have a legal duty to report their concerns including: • internal agreed ways of working • legal requirement to act as set out in Working Together to Safeguard Children • the role of the local Children's Social Care Teams • the role of their local Safeguarding Children Partnership Board	Dipak take and why?		

Scenario 4 – Shane, support worker for individuals who have mental health conditions and/or misuse substances

Shane is a support worker for Lou who experiences mental ill health. Lou has two children under the age of 10. Lou sometimes fails to take her prescribed medication and uses other substances including excessive amounts of alcohol.

Assessment Criteria	Indicative Content (Candidate must provide)	Questions/ Prompt	Response	DVR Time stamp
AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation	At least **two** factors. Examples from known cases are not necessary but will help to show understanding.	What factors might make Lou's children more vulnerable to harm, abuse or exploitation?		
AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from	At least **two** examples for each of the following: • abuse • harm • exploitation	What types of harm, abuse or exploitation might Lou's children be more at risk from?		
AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited	At least **two** examples of signs and symptoms for each of the following • physical • behavioural • financial/rewards Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom.	What signs and symptoms might lead Shane to be concerned about the safety of the children?		
AC1.5 Explain how to respond if it is known or suspected	Explain actions they must take **and** must not take.	What actions should Shane take if she knows or suspects that		

that a child or young person is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures	Explain how such action is governed, demonstrating awareness that they have a legal duty to report their concerns including: • internal agreed ways of working • legal requirement to act as set out in Working Together to Safeguard Children • the role of the local Children's Social Care Teams • the role of their local Safeguarding Children Partnership Board	Lou's children are at risk of harm, abuse or exploitation and why must she take those actions?		

Scenario 5 – Precious, domiciliary care worker beginning early help care

Precious works for a domiciliary care provider. Her experience to date has been with older adults. The service has recently won a contract to provide early help for families. Precious would like to learn more about working with children and families.

Assessment Criteria	Indicative Content (Candidate must provide)	Questions/ Prompt	Response	DVR Time stamp
AC1.2 Outline factors that may contribute to a child or young person being vulnerable to harm, abuse or exploitation	At least **two** factors. Examples from known cases are not necessary but will help to show understanding.	What factors that make children particularly vulnerable to harm, abuse or exploitation will Precious need to be aware of?		
AC1.3 Outline types of abuse, harm or exploitation a child or young person could be at risk from	At least **two** examples for each of the following: • abuse • harm • exploitation	What will Precious need to know about types of abuse, harm or exploitation in relation to children?		
AC1.4 Describe signs and symptoms that might indicate a child or young person is being harmed, abused or exploited	At least **two** examples of signs and symptoms for each of the following • physical • behavioural • financial/rewards Candidate should be able to state why they would suspect abuse, harm or exploitation if they identified a sign or symptom.	What will Precious need to know about signs and symptoms of different types of abuse, harm or exploitation?		
AC1.5 Explain how to respond if it is known or suspected that a child or young person	Explain actions they must take **and** must not take. Explain how such action is governed, demonstrating	What actions must Precious take if she knows or suspects a child or young person is being harmed, abused or		

is at risk of harm, abuse or exploitation in line with legal requirements, agreed ways of working and local procedures	awareness that they have a legal duty to report their concerns including: • internal agreed ways of working • legal requirement to act as set out in Working Together to Safeguard Children • the role of the local Children's Social Care Teams • the role of their local Safeguarding Children Partnership Board	exploited – and why must she take those actions?		

Appendix 1 Sources of general information

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

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