

Level 2 Adult Social Care Certificate qualification / Care Certificate Standards Mapping Document and Guidance

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Introduction

This mapping document provides a detailed comparison between Level 2 Adult Social Care Certificate qualification and the Care Certificate Standards 2025.

The purpose of this support document is to highlight how the learning outcomes and competencies covered within Level 2 Adult Social Care Certificate qualification align with the 16 core Care Certificate standards.

By mapping the content of the Level 2 Adult Social Care Certificate qualification to each of the 16 standards, this document can help employers, learning providers and learners identify key areas of transferable competencies. It can also support quality assurance and effective workforce development planning. If learning providers and employers are utilising this resource to recognise transferable learning, then processes must be in place to ensure the learners' existing competence relates to their role, the environment they are working in and the people they are supporting.

Each mapping document for each unit / standard – outlines how the Level 2 Adult Social Care Certificate Qualification maps across to the standard, any missing gaps and chance for recognition of prior learning (RPL).

Further resources:

[Care Certificate standards](#)

[Level 2 Adult Social Care Certificate qualification](#)

[Guide to developing your staff](#)

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Unit 1

Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
1. Understand own role		1. Understand your role	
1.1a Describe own main duties and responsibilities.	Y	1.1a Describe their main duties and responsibilities.	Yes
1.1b List the standards and codes of conduct and practice that relate to own role.	Y	1.1b List the standards and codes of conduct and practice that relate to their role.	Yes
1.1c How own experiences, attitudes, values, and beliefs may affect the way you work.	Y	1.1d Explain how their previous experiences, attitudes, values and beliefs may affect the way they work.	Yes
1.1d Identify the different opportunities for professional and career development in the sector.	Y	1.1e Identify the different opportunities for professional and career development in the sector.	Yes
1.2a Describe employment rights and responsibilities.	Y	1.2a Describe their employment rights and responsibilities.	Yes
1.2b The aims, objectives, and values of the service in which you work.	Y	1.2b List the aims, objectives and values of the service in which they work.	Yes
1.2c Why it is important to work in ways that are agreed with your employer.	Y	1.2c Explain why it is important to work in ways that are agreed with their employer.	Yes
1.2d Demonstrate how to access full and up-to-date details of agreed ways of working that are relevant to own role.	Y	1.2d Demonstrate how to access full and up-to-date details of agreed ways of working that are relevant to their role.	Yes
1.2e Demonstrate working in accordance with the agreed ways of working with the employer.	Y	1.1c Demonstrate that they are working in accordance with the agreed ways of working with their employer.	Yes
1.2f How and when to escalate any concerns in line with organisational policy or ways of working.	Y	1.2e Explain how and when to escalate any concerns they might have in line with organisational policy or ways of working.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
1.2g: Why it is important to be honest and identify where errors may have occurred and to tell the appropriate person.	Y	1.2f Explain why it is important to be honest and identify where errors may have occurred and to tell the appropriate person.	Yes
1.3a: Responsibilities to the individuals being supported as well as key people, advocates and others who are significant to an individual.	Y	1.3a Describe their responsibilities to the individuals they support as well as key people, advocates and others who are significant to an individual.	Yes
1.3b: How a working relationship is different from a personal relationship.	Y	1.3b Explain how a working relationship is different from a personal relationship.	Yes
1.3c: Different working relationships in adult social care settings.	Y	1.3c Describe different working relationships in health and social care settings.	Yes
1.4a: Why it is important to work in teams and in partnership with others.	Y	1.4a Explain why it is important to work in teams and in partnership with others.	Yes
1.4b: Why it is important to work in partnership with key people, advocates and others who are significant to individuals being supported.	Y	1.4b Explain why it is important to work in partnership with key people, advocates and others who are significant to individuals being supported.	Yes
1.4c: Demonstrate behaviours, attitudes, and ways of working that can help improve partnership working.	Y	1.4c Demonstrate behaviours, attitudes and ways of working that can help improve partnership working.	Yes
1.4d: Demonstrate how and when to access support and advice about: ▪ partnership working ▪ resolving conflicts.	Y	1.4d Demonstrate how and when to access support and advice about: ▪ partnership working ▪ resolving conflicts.	Yes

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Unit 2

Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
2. Personal development		2. Your personal development	
2.1a: The processes for: - identifying own learning needs - agreeing a personal development plan and who should be involved.	Y	2.1a Describe the processes for: - identifying own learning needs - agreeing a personal development plan and who should be involved.	Yes
2.1b: Why feedback from others is important in helping to develop and improve approaches to own work.	Y	2.1b Explain why feedback from others is important in helping to develop and improve the way they work.	Yes
2.1c: Contribute to and agree own personal development plan.	Y	2.1c Contribute to and agree own personal development plan.	Yes
2.2a: Sources of support for own learning and development.	Part	Check learners' responses in 2.1a, 2.2f and 2.2b, may be opportunities to cross reference	Learners may refer to the Care Workforce Pathway.
2.2b: How learning activities have improved own knowledge, skills and understanding.	Y	2.2c Describe how reflecting on a situation or learning activity has improved their own knowledge, skills and understanding.	Yes
2.2c: The level of literacy, numeracy, digital and communication skills needed to carry out own role.	Y	2.2a Describe the functional level of literacy, numeracy, communication, and digital skills necessary to carry out their role.	Yes

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2.2d: Where to find information and support on how to check and develop own current level of: ▪ literacy ▪ numeracy ▪ digital ▪ communication skills.	Y	2.2b Explain where to find information and support on how to check and develop own current level of skills in: ▪ literacy ▪ numeracy ▪ digital ▪ communication skills.	Yes
2.2e: How reflecting on a situation has improved own knowledge, skills and understanding.	Y	2.2c Describe how reflecting on a situation or learning activity has improved their own knowledge, skills and understanding.	Yes
2.2f: How feedback from others has developed own knowledge, skills and understanding.	Y	2.2d Describe how feedback from others has developed their own knowledge, skills and understanding.	Yes
2.2g: Demonstrate how to measure own knowledge, performance and understanding against relevant standards.	Y	2.2e Demonstrate how to measure their own knowledge, performance and understanding against relevant standards.	Yes
2.2h: The learning opportunities available and how they can be used to improve ways of working.	Y	2.2f List the learning opportunities available to them and how they can use them to improve their ways of working.	Yes
2.2i: Demonstrate how to record progress in relation to own personal development.	Y	2.2g Demonstrate how to record progress in relation to their personal development.	Yes
		2.2h Explain why continuing professional development is important.	

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Unit 3

Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
3. Duty of Care		3. Duty of care	
3.1a: Define: - duty of care - duty of candour.	Y	3.1a Define - duty of care - duty of candour.	Yes
3.1b: Describe how duty of care and duty of candour affects own work role.	Y	3.1b Describe how the duty of care affects their own work role.	Yes
3.2a: Dilemmas that may arise between the duty of care and an individual's rights.	Y	3.2a Describe dilemmas that may arise between the duty of care and an individual's rights.	Yes
3.2b: What you must and must not do within own role in managing conflicts and dilemmas.	Y	3.2b Explain what they must and must not do within their role in managing conflicts and dilemmas.	Yes
3.2c: Where to get additional support and advice about how to resolve such dilemmas.	Y	3.2c Explain where to get additional support and advice about how to resolve such dilemmas.	Yes
3.3a: Demonstrate how to respond to comments and complaints in line with agreed ways of working and legislation.	Y	3.3a Demonstrate how to respond to comments and complaints in line with legislation and agreed ways of working.	Yes
3.3b: Who to ask for advice and support in handling comments and complaints.	Y	3.3b Describe who to ask for advice and support in handling comments and complaints.	Yes
3.3c: The importance of learning from comments and complaints to improve the quality of service.	Y	3.3c Explain the importance of learning from comments and complaints to improve the quality of service.	Yes
3.4a: How to recognise: - adverse events - incidents, - errors and near misses.	Y	3.4a Describe how to recognise adverse events, incidents, errors and near misses.	Yes

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3.4b: What you must and must not do in relation to adverse events, incidents, errors and near misses.	Y	3.4b Explain what they must and must not do in relation to adverse events, incidents, errors and near misses.	Yes
3.4c: Agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses.	Y	3.4c List the legislation and agreed ways of working in relation to reporting any adverse events, incidents, errors and near misses.	Yes – to ensure learner has covered legislation and agreed ways of working in standards achievement
3.5a: Factors and difficult situations that may cause confrontation.	Y	3.5a List the factors and difficult situations that may cause confrontation.	Yes
3.5b: How communication can be used to solve problems and reduce the likelihood or impact of confrontation.	Y	3.5b Describe how communication can be used to solve problems and reduce the likelihood or impact of confrontation.	Yes
3.5c: How to assess and reduce risks in confrontational situations.	Y	3.5c Describe how to assess and reduce risks in confrontational situations.	Yes
3.5d: Demonstrate how and when to access support and advice about resolving conflicts.	Y	3.5d Demonstrate how and when to access support and advice about resolving conflicts.	Yes
3.5e: Agreed ways of working for reporting any confrontations.	Y	3.5e Explain the agreed ways of working for reporting any confrontations.	Yes

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Unit 4

Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
4. Equality, diversity, inclusion, and human rights		4. Equality, diversity, inclusion and human rights	
4.1a: What is meant by: - human rights - protected characteristics	Y	4.1a Explain what is meant by: - equality including protected characteristics - diversity - inclusion - human rights	Yes
		4.1b Explain what is meant by bias and discrimination	
		4.1c Describe ways in which discrimination may deliberately or inadvertently occur in the work setting	
4.1b: What is meant by discrimination and the potential effects on individuals and others.	Part	Refer to 4.1b, extra knowledge may be needed re effects on individuals and others.	Yes
4.1c: How practices that support equality, diversity, inclusion, and human rights reduce the likelihood of discrimination.	Y	4.1d Explain how practices that support, equality, diversity, inclusion and human rights reduce the likelihood of discrimination.	Yes
4.1d: Explain what is meant by disability hate crime, mate crime and bullying.	N		No
4.1e: How to recognise, challenge and report discrimination in line with your employers' policies and procedures, in a way that encourages positive change	Y	4.2c Describe how to recognise, challenge and report discrimination in line with your employers' policies and procedures, in a way that encourages positive change.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
4.2a: The key concepts of the legislation and codes of practice relating to equality, diversity, inclusion, and human rights and how these apply to own role and practice.	Y	4.2a Identify which legislation and codes of practice relating to equality, diversity, inclusion and human rights apply to their own role and practices	Yes
4.2b: Approaches and practices which support culturally appropriate care.	N	4.2b Demonstrate interactions with individuals that support culturally appropriate care.	Qualification is knowledge, standards are demonstrate
4.2c: Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, and preferences	Part	See 4.2b above, cross referencing achievement may be possible	Yes
4.3a: A range of sources, including those made available by your employer, with information, advice and support about equality, diversity, inclusion, and human rights.	Part	4.3a Identify a range of sources of information, advice and support about equality, diversity, inclusion and human rights.	Check learner has referenced employer resources within standards knowledge
4.3b: How and when to access information, advice and support about equality, diversity, inclusion, and human rights	Y	4.3b Describe how and when to access information, advice and support about equality, diversity, inclusion and human rights.	Yes
		4.3c Explain who to ask for advice and support about equality, diversity, inclusion and human rights.	

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
5. Work in a person-centred way		5. Work in a person-centred way	
5.1a: Identify person-centred values.	Y	5.1a Identify person-centred values and describe how to put them into practice in their day-to-day work.	Yes
5.1b: How to put person-centred values into practice in your day-to-day work.	Y	5.1a Identify person-centred values and describe how to put them into practice in their day-to-day work.	Yes
5.1c: Why it is important to work in a way that promotes person-centred values when providing support to individuals.	Y	5.1b Describe why it is important to work in a way that promotes person-centred values when providing support to individuals.	No
5.1d: Ways to promote dignity in your day-to-day work.	Y	5.1c Identify ways to promote dignity in their day-to-day work.	Yes
5.1e: The importance of relationships significant to the individual being supported when working in a person-centred way.	Y	5.1d Explain the importance of relationships significant to the individual being supported when working in a person-centred way.	Yes
5.2a: The importance of finding out the history, preferences, wishes and needs of the individual.	Y	5.2a Describe the importance of finding out the history, preferences, wishes and needs of the individual.	Yes
5.2b: Why the changing needs of an individual must be reflected in their care and/or support plan.	Y	5.2b Explain why the changing needs of an individual must be reflected in their care and/or support plan.	Yes
5.2c: The importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care.	Y	5.2c Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end-of-life care.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
5.3a: Identify relevant legislation and codes of practice relating to mental capacity.	Y	5.3a Identify relevant legislation and codes of practice relating to mental capacity.	Yes
5.3b: What is meant by the term "capacity".	Y	5.3b Explain what is meant by the term "capacity".	Yes
5.3c: Why it is important to assume that an individual has capacity unless there is evidence that they do not.	Y	5.3c. Explain why it is important to assume that someone has capacity unless there is evidence that they do not.	Yes
5.3d: What is meant by "consent," and factors that influence an individual's mental capacity and ability to express consent.	Y	5.3d Explain what is meant by "consent", and factors that influence an individual's mental capacity and ability to express consent.	Yes
5.3e: Situations where an assessment of capacity might need to be undertaken and the meaning and significance of best interest decisions or advance statements regarding future care which the individual has already made.	Y	5.3e Describe situations where an assessment of capacity might need to be undertaken and the meaning and significance of: ▪ best interest decisions ▪ advance statements ▪ advanced decisions	Yes
		5.4a Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress.	
		5.4b Report any concerns they have to the relevant person.	
		5.5a Raise any concerns directly with the individual concerned.	
5.4a: Ensure that where individuals have restricted movement or mobility that they are comfortable.	Y	5.6a Ensure that where individuals have restricted movement or mobility that they are comfortable.	Yes
5.4b: Recognise the signs that an individual is in pain, discomfort, or emotional distress.	Y	5.6b Recognise the signs that an individual is in pain, discomfort or emotional distress.	Yes

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5.4c: Take appropriate steps to remove or minimise factors which may be causing pain, discomfort, or emotional distress to the individual.	Y	5.6c Take appropriate steps to remove or minimise factors, including environmental factors, which may be causing pain, discomfort or emotional distress to the individual.	Yes
5.4d: Raise any concerns directly and appropriately with others concerned and report any concerns you have following agreed ways of working.	Y	5.5b Raise any concern with their supervisor/ manager. 5.5c Raise any concerns via other channels or systems.	Yes
5.5a: How individual identity and self-esteem are linked to emotional, spiritual wellbeing, and overall wellbeing.	Y	5.7a Explain how individual identity and self-esteem are linked to wellbeing.	Yes
5.5b: Demonstrate that own attitudes and behaviours promote emotional, spiritual wellbeing, and overall wellbeing of the individual.	Y	5.7b Demonstrate that their own attitudes and behaviours promote the wellbeing of the individual.	Yes
5.5c: Support and encourage individual's own sense of identity and self-esteem.	Y	5.7c Support and encourage individuals own sense of identity and self-esteem.	Yes
5.5d: Report any concerns about the individual's emotional, spiritual wellbeing and overall wellbeing to the appropriate person.	Y	5.7d Report any concerns about the individual's wellbeing to the appropriate person.	Yes
5.6: Demonstrate a range of actions which promoted person centred values	Y	5.8a Demonstrate that their actions promote person-centred values including: ▪ individuality ▪ independence ▪ privacy ▪ partnership ▪ choice ▪ dignity ▪ respect ▪ rights	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
6. Communication		6. Communication	
6.1a: Identify the different ways that people communicate in the workplace.	Part	6.1a Describe the different ways that people communicate.	Need to ensure learner has covered all aspects of communication in the workplace via standard achievement
6.1b: How communication affects relationships at work.	Y	6.1b Describe how communication affects relationships at work.	Yes
6.2a: How to establish an individual's communication and language needs, wishes and preferences.	Y	6.2a Describe how to establish an individual's communication and language needs, wishes and preferences.	Yes
6.2b: A range of methods, styles, communication aids and assistive technologies that could help meet an individual's communication needs, wishes and preferences.	Y	6.2b List a range of communication methods, aids, assistive technologies and digital communication tools that could help meet an individual's communication needs, wishes and preferences.	Yes
6.2c: A range of digital communication tools that can be used to support and enhance the individual's communication needs, wishes, preferences and connections.	Part	6.2b List a range of communication methods, aids, assistive technologies and digital communication tools that could help meet an individual's communication needs, wishes and preferences.	Need to ensure learner has covered aspect of enhancing communication in standard achievement

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6.3a: Barriers to effective communication with individuals and how they can be reduced.	Y	6.3a List barriers to effective communication with individuals and how they can be reduced.	Yes
6.3b: How an individual's behaviour may be a form of communication.	Y	6.3b Describe how an individual's behaviour may be a form of communication.	Yes
6.3c: Where to find information and support or services, to help individuals communicate more effectively.	Y	6.3d Describe where to find information and support or services, to help the individual communicate more effectively.	Yes
6.4a: Demonstrate the use of appropriate verbal and non-verbal communication when communicating with individuals.	Part	6.5a Demonstrate the use of appropriate verbal and non-verbal communication	Need to ensure learner has covered demonstrate with people who draw on care and support via standard achievement
6.4b: Demonstrate the appropriate and safe use of communication aids, assistive technologies, and digital tools.	Y	6.6a Ensure the appropriate and safe use of communication aids, assistive technologies, and digital communication tools are: ▪ available ▪ clean ▪ working properly (including updated software where appropriate) ▪ in good repair	Yes
6.4c: Check whether you have been understood when communicating with individuals.	Y	6.3c Describe how to check whether they (the support worker) have been understood.	Yes

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6.4d: Why it is important to observe and be receptive to an individual's reactions when communicating with them.	Y	6.5b Describe why it is important to observe and be receptive to an individual's reactions when communicating with them.	Yes
6.4e: Report any concerns about communication aids or technologies to the appropriate person.	Y	6.6b Report any concerns about the communication aid/ technology or digital communication tool to the appropriate person.	Yes
6.5a: What confidentiality means in relation to your role.	Y	6.4a Describe what confidentiality means in relation to their role.	Yes
6.5b: Legislation and agreed ways of working which maintain confidentiality across all types of communication.	Y	6.4b List any legislation and agreed ways of working to maintain confidentiality in day-to-day communication.	Yes
6.5c: Situations where information, normally considered to be confidential, might need to be passed on.	Y	6.4c Describe situations where information, normally considered to be confidential, might need to be passed on.	Yes
6.5d: Who you should ask for advice and support about confidentiality.	Y	6.4d Describe who they should ask for advice and support about confidentiality.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
7. Privacy and dignity		7. Privacy and dignity	
7.1a: What is meant by privacy and dignity.	Y	7.1a Describe what is meant by privacy and dignity.	Yes
7.1b: Situations where an individual's privacy and dignity could be compromised.	Y	7.1b List situations where an individual's privacy and dignity could be compromised.	Yes
7.1c: Different ways to maintain privacy and dignity of individuals in your care and support.	Y	7.1c Describe different ways to maintain privacy and dignity of individuals in your care and support.	Yes
7.2a: Demonstrate that your actions promote and maintain the privacy and dignity of individuals.	Y	7.2a Demonstrate that their actions maintain the privacy of the individual.	Yes
7.2b: Why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so.	Y	7.2c Explain why it is important not to disclose anything about the individual that they may wish to be kept private, unless it is appropriate to do so.	Yes
7.3a: Ways of supporting individuals to make informed choices.	Y	7.3a Describe ways of helping individuals to make informed choices.	Yes
7.3b: How risk assessment processes can be used to support the rights of individuals to make their own decisions.	Y	7.3b Explain how risk assessment processes can be used to support the right of individuals to make their own decisions.	Yes
7.3c: Why your own personal views must not influence an individual's own choices or decisions.	Y	7.3c Explain why personal views must not influence an individual's own choices or decisions.	Yes

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7.3d: Why there may be times when you need to support an individual to question or challenge decisions made about them by others.	Y	7.3d Describe why there may be times when they need to support an individual to question or challenge decisions made about them by others.	Yes
7.4a: Demonstrate how to support individuals to make informed choices.	Y	7.4a Demonstrate how to support individuals to make informed choices.	Yes
7.4b Use risk assessment processes to support the rights of individuals to make their own decisions.	Y	7.4b Ensure any risk assessment processes are used to support the right of individuals to make their own decisions.	Yes
7.4c Ensure your own personal views do not influence an individual's own choices or decisions.	Y	7.4c Ensure their own personal views do not influence an individual's own choices or decisions.	Yes
7.5a: How valuing individuals contributes to active participation.	Y	7.5a Describe the importance of how valuing people contributes to active participation.	Yes
7.5b: How to enable individuals to make informed choices about their lives.	Y	7.5b Explain how to enable individuals to make informed choices about their lives.	Yes
7.5c: A range of ways you can support active participation with individuals.	Y	7.5c List other ways they can support active participation.	Yes
7.5d: The importance of enabling individuals to be as independent as possible and to maintain their own network of relationships and connections with their community.	Y	7.5d Describe the importance of enabling individuals to be as independent as possible and to maintain their own network of relationships and connections with their community.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
7.6a: Demonstrate how to support the active participation of individuals.	Y	7.6a Demonstrate that they can support the active participation of individuals in their care.	Yes
7.6b: How your own personal views could restrict the individuals ability to actively participate. the individual's ability to actively participate in their care.	Y	7.6b Reflect on how their own personal views could restrict	Yes
		7.2b Demonstrate that the privacy and dignity of the individual is maintained at all times in line with the person's individual needs and preferences when providing personal care.	
		7.2d Report any concerns they have to the relevant person.	
		7.4d Describe how to report any concerns they have to the relevant person.	
		7.6c Report any concerns to the relevant person.	

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
8. Nutrition and hydration		8. Fluids and nutrition	
8.1a: The importance of food safety, including hygiene in the preparation and handling of food.	Y	8.1a Describe the importance of food safety, including hygiene, in the preparation and handling of food.	Yes
8.2a: The importance of good nutrition and hydration in maintaining health and wellbeing.	Y	8.1b Explain the importance of good nutrition and hydration in maintaining health and wellbeing.	Yes
8.2b: Signs and symptoms of poor nutrition and hydration.	Y	8.1c List signs and symptoms of poor nutrition and hydration.	Yes
8.2c: Ways to promote and support adequate nutrition and hydration.	Y	8.1d Explain how to promote adequate nutrition and hydration.	Yes
8.2d: How to identify and report changes or risks relating to nutrition and hydration needs.	Y	8.1e Explain how to identify and report changes or risks relating to nutrition and hydration needs.	Yes
8.3a: How to identify the nutrition and hydration care and support needs of individuals.	N		
8.3b: Factors that can affect an individual's nutrition and hydration care and support needs.	N		
8.3c: Support individuals with their nutrition and hydration in line with their preferences, needs and care or support plan.	Part	Check standard achievement and evidence towards 8.2a, 8.2b, 8.2c, 8.3a, 8.3b, 8.3c, 8.3d	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
8.3d: Monitor and record (where required) the nutrition and hydration care and support provided to individuals.	N		
8.3e: When you might need to seek additional advice and guidance when supporting individuals with their nutrition and hydration needs and how to gain this.	Y	8.2d Know how to report any concerns to the relevant person.	Yes
		8.2a Ensure that fluids are within reach of those that have restrictions on their liberty, movement or mobility.	
		8.2b Ensure that fluids are refreshed on a regular basis.	
		8.2c Ensure that fluids are offered and individuals are supported and encouraged to drink in accordance with their plan of care.	
		8.3a Ensure any nutritional products are within reach of those that have restrictions on their liberty, movement or mobility.	
		8.3b Ensure food is provided at the appropriate temperature and in accordance with the plan of care and the individual is able to eat it.	

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
		8.3c Ensure that appropriate utensils are available to enable the individual to meet their nutritional needs as independently as possible.	
		8.3d Support and encourage individuals to eat in accordance with their plan of care.	
		8.3e Know how to report any concerns to the relevant person. This could include: ▪ senior member of staff ▪ carer ▪ family member	

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
9. Awareness of mental health and dementia		9. Awareness of mental health and dementia	
9.1a: What is meant by the terms: ▪ mental health ▪ mental well-being.	Y	9.1a Describe what is meant by the terms: ▪ mental health ▪ mental wellbeing.	Yes
9.1b: List common types of mental health conditions.	Y	9.1b List common types of mental health conditions.	Yes
9.1c: What is meant by the term dementia.	Y	9.1c Explain what is meant by the term dementia.	Yes
9.1d: How living with a mental health condition or dementia can impact an individual's: ▪ everyday life and the lives of their families and carers ▪ health and well-being ▪ care and support needs.	Y	9.1d Explain how these conditions may influence a person's needs in relation to the care that they may require.	Yes, ensure learner has covered full breadth of qualification criteria from standard achievement
9.2a: How to recognise early indicators of mental health deterioration.	Y	9.4a Describe how to recognise early indicators of mental health deterioration.	Yes
9.2b: List early signs and symptoms of dementia.	Y	9.4b List early signs and symptoms of dementia.	Yes
9.2c: Why early identification of mental health needs or dementia is important.	Y	9.4c Explain why early detection of mental health needs or dementia is important.	Yes
9.2d: How an individual's care and support needs may change when a mental health condition or dementia is identified or there is a decline in the individual's condition.	Y	9.4d Give examples of how and why adjustments to care and support might need to be made when a mental health condition or dementia is identified or there is a decline in the individual's condition.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
9.2e: Ways to engage with and signpost individuals living with a mental health condition or dementia and their families and carers to other services and support.	Y	9.4e Explain ways to engage with and signpost individuals living with a mental health condition or dementia and their families and carers to other services and support.	Yes
9.3a: How positive attitudes can support individuals living with a mental health condition or dementia.	Y	9.2a Explain how positive attitudes towards those with mental health conditions or dementia will improve the care and support they receive.	Yes
9.3b: Why it is important to recognise a person living with a mental condition or dementia as a unique individual.	N		
9.3c: How using person-centred approaches and encouraging active participation can enable and encourage an individual living with a mental health condition or dementia to keep well and maintain independence.	N		
9.3d: Describe barriers individuals living with a mental health condition or dementia can face in accessing healthcare services.	N		
9.4a: Identify reasonable adjustments which can be made in health and care services accessed by individuals living with a mental health condition or dementia and the importance of planning these in advance.	Y	9.3a Identify reasonable adjustments which can be made in health and care services accessed by individuals living with a mental health condition or dementia and the importance of planning these in advance.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
9.4b: Explain how to report concerns associated with unmet health and care needs which may arise for individuals living with a mental health condition or dementia.	Y	9.3b Describe how to report concerns associated with any unmet needs which may arise from mental health conditions or dementia through agreed ways of working.	Yes
9.5a: Explain how key pieces of legislation and guidelines support and promote human rights, inclusion, equal life chances and citizenship of individuals living with a mental health condition or dementia.	Part	9.5a List the main requirements of legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with mental health conditions or dementia.	To ensure the learner has covered how legislation support and promote practice in standard responses
		9.1e Explain why it is important to understand that the causes and support needs are different for people with mental health conditions or dementia.	
		9.2b Describe the social model of disability and how it underpins positive attitudes and involving people in their own care.	
		9.5b Explain how the legislation and policies listed may affect the day-to-day experiences of individuals with mental health needs or dementia and their families.	

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
10. Adult Safeguarding		10. Adult safeguarding	
10.1a: Explain the term adult safeguarding.	Y	10.1a Explain the term adult safeguarding.	Yes
10.1b: The legal definition of an adult at risk.	Y	10.1b Give the legal definition of an adult at risk.	Yes
10.1c: Own role and responsibilities in adult safeguarding.	Y	10.1c Explain their own role and responsibilities in safeguarding individuals.	Yes
10.1d: What constitutes harm.	Y	10.1e Describe what constitutes harm.	Yes
10.1e: The main types of abuse.	Y	10.1d List the main types of abuse.	Yes
10.1f: Possible indicators of abuse.	Y	10.1g List the possible indicators of abuse.	Yes
10.1g: A range of factors which have featured in adult abuse and neglect.	Y	10.1i List a range of factors which have featured in adult abuse and neglect.	Yes
10.1h: The range of potential risks with using technology and how to support individuals to be safe without being risk averse.	Y	10.1j Describe the range of potential risks with using technology and how to support individuals to be safe without being risk averse.	
10.1i: Demonstrate that individuals are treated with dignity and respect when providing care and support services.	Y	10.1k Demonstrate the importance of ensuring individuals are treated with dignity and respect when providing health and care services.	Yes
10.1j: Where to get information and advice about own role and responsibilities in preventing and protecting individuals from harm and abuse.	Y	10.1l Describe where to get information and advice about their role and responsibilities in preventing and protecting individuals from harm and abuse.	

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
10.2a: Why an individual may be at risk from harm or abuse.	Y	10.2a Explain why an individual may be at risk from harm or abuse.	
10.2b: How care environments can promote or undermine people's dignity.	Y	10.2b Describe how care environments can promote or undermine people's dignity and rights.	
10.2c: The importance of individualised and person-centred care.	Y	10.2c Explain the importance of individualised and person-centred care.	Yes
10.2d: How to apply basic principles of supporting individuals to keep themselves safe.	Y	10.2d Explain how to apply the basic principles of helping people to keep themselves safe.	
10.2e: How the likelihood of abuse may be reduced by: ▪ working with person centred values ▪ enabling active participation ▪ promoting choice and rights ▪ working in partnership with others.		10.2f List ways in which the likelihood of abuse may be reduced by ▪ working with person-centred values ▪ enabling active participation ▪ promoting choice and rights ▪ working in partnership with others.	
10.3a: What to do if abuse of an adult is suspected; including how to raise concerns within local freedom to speak up/whistleblowing policies or procedures.	Y	10.3a Explain what to do if abuse of an adult is suspected; including how to raise concerns in accordance with ways of working.	
10.4a: Relevant legislation, principles, local and national policies, and procedures which relate to safeguarding adults.	Y	10.4a List relevant legislation, local and national policies and procedures which relate to adult safeguarding.	

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
10.4b: The local arrangements for the implementation of multi-agency Adult Safeguarding policies and procedures	Y	10.2e Explain the local arrangements for the implementation of multi-agency adult safeguarding policies and procedures.	
10.4c: The importance of sharing appropriate information with the relevant agencies.	Y	10.4b Explain the importance of sharing information with the relevant agencies.	
10.4d: The actions to take if you experience barriers in alerting or referring to relevant agencies.	Y	10.4c Describe the actions to take if they experience barriers in alerting or referring to relevant agencies	
10.5a: What is meant by 'restrictive practice'			
10.5b: Organisational policies and procedures in relation to restrictive practices and own role in implementing these	Y	10.1f Describe what constitutes restrictive practices; the organisation's policies and procedures in relation to restrictive practices and your own role in implementing these.	
10.5c: The importance of seeking the least restrictive option for the individual.			
		10.1h Describe the nature and scope of harm to and abuse of adults at risk.	

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Unit 11

Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
11. Safeguarding Children		11. Safeguarding Children	
11.1a: Circumstances where there could be contact with a child or young person in the normal course of work within adult social care.	N		Need to check learner knowledge and understanding as gained from standard achievement
11.1b: Factors that may contribute to a child or young person being more at risk of abuse.	N		Need to check learner knowledge and understanding as gained from standard achievement
11.1c: Types of abuse that a child or young person could be at risk from.	N		Need to check learner knowledge and understanding as gained from standard achievement
11.1d: How to respond to a risk, suspicion, or disclosure that a child or young person is being abused or neglected in line with relevant legislation, agreed ways of working and local procedures.	Part	If they work in social care: Explain what they must do if they suspect a child, young person (met in any circumstances) is being abused or neglected	Need to check learner knowledge and understanding as gained from standard achievement

Standard 11: Safeguarding children of the Care Certificate standards does not map to Unit 11 of the level 2 Adult Social Care Certificate qualification. To achieve Care Certificate standard 11 learners must:

- **If they work in health:** Meet the most up to date national minimum training standards for safeguarding children at the level appropriate to their workplace as set out in the intercollegiate guidance issued by the Royal College of Nursing
- **If they work in social care:** Explain what they must do if they suspect a child, a young person (met in any circumstances) is being abused or neglected.

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Unit 12

Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
12. Health, safety, and principles of basic life support		13. Health and safety	
12.1a: Legislation relating to general health and safety in an adult social care working setting.	Y	13.1a Identify legislation relating to general health and safety in a health or social care work setting.	Yes
12.1b: The main points of the health and safety policies and procedures agreed with the employer.	Y	13.1b Describe the main points of the health and safety policies and procedures agreed with the employer.	Yes
12.1c: The main health and safety responsibilities of: ▪ self ▪ the employer or manager ▪ others in the work setting.	Y	13.1c Outline the main health and safety responsibilities of: ▪ self ▪ the employer or manager ▪ others in the work setting.	Yes
12.1d: Tasks relating to health and safety that should not be carried out without special training.	Y	13.1d List tasks relating to health and safety that should not be carried out without special training.	Yes
12.1e: How to access additional support and information relating to health and safety.	Y	13.1e Explain how to access additional support and information relating to health and safety.	Yes
12.1f: Identify a range of sustainable approaches which can be applied in own role.	N		

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
12.2a: Why it is important to assess the health and safety risks posed by work settings, situations, or activities.	Y	13.2a Explain why it is important to assess the health and safety risks posed by particular work settings, situations or activities.	Yes
12.2b: How and when to report health and safety risks in the workplace.	Y	13.2b Describe how and when to report health and safety risks that they have identified.	Yes
12.3a: Key pieces of legislation that relate to moving and assisting.	Y	13.3a Identify key pieces of legislation that relate to moving and assisting.	Yes
12.3b: Tasks relating to moving and assisting you are not allowed to carry out until they are competent.	Y	13.3b List tasks relating to moving and assisting that they are not allowed to carry out until they are competent.	Yes
12.3c: Demonstrate how to move and assist people and/or objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working.	Y	13.3c Demonstrate how to move and assist people and objects safely, maintaining the individual's dignity, and in line with legislation and agreed ways of working.	Yes
12.4a: Different types of accidents and sudden illness that may occur in the course of your work.	Y	13.4a List the different types of accidents and sudden illness that may occur in the course of their work.	Yes
12.4b: The workplace procedures to be followed if: - an accident - a sudden illness should occur - basic life support is required.	Y	13.4b Describe the procedures to be followed if an accident or sudden illness should occur.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
12.4c: The emergency basic life support and first aid actions you are and are not allowed to carry out in your role.	Y	13.4c List the emergency first aid actions they are and are not allowed to carry out.	Yes
12.5a: Agreed ways of working in relation to: - medication in the setting - healthcare tasks.	Y	13.5a Describe the agreed ways of working in relation to medication. 13.5b Describe the agreed ways of working in relation to healthcare tasks.	Yes
12.5b: Tasks relating to medication and health care procedures that you must not carry out until you are competent.	Y	13.5c List the tasks relating to medication and health care procedures that they are not allowed to carry out until they are competent.	Yes
12.6a: Common hazardous substances in the workplace.	Y	13.6a Describe the hazardous substances in their workplace.	Yes
12.6b: Demonstrate safe practices for storing, using, and disposing of hazardous substances.	Y	13.6b Demonstrate safe practices for storing, using and disposing of hazardous substances.	Yes
12.7a: How to prevent fires from starting or spreading.	Y	13.7a Explain how to prevent fires from starting or spreading.	Yes
12.7b: What to do in the event of a fire.	Y	13.7b Describe what to do in the event of a fire.	Yes
12.8a: The measures that are designed to protect your own safety and security at work, and the safety of those you support.	Y	13.8a Describe the measures that are designed to protect their own security at work, and the security of those they support.	Yes

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12.8b: Agreed ways of working for checking the identity of anyone requesting access to premises or information.	Y	13.8b Explain the agreed ways of working for checking the identity of anyone requesting access to premises or information.	Yes
12.9a: Common factors that can affect own mental health and wellbeing.	Y	13.9a Describe common factors that can affect the mental health and wellbeing of themselves and others.	Yes
12.9b: Circumstances that tend to trigger these factors in self.	Y	13.9b Identify circumstances that tend to trigger these factors in themselves and others.	Yes
12.9c: The resources which are available to support own mental health and wellbeing.	Part	13.9c Explain how to access and use the resources which are available to support own and others mental health and wellbeing.	Yes - check learner has covered aim of criteria within standard response
12.9d: How to access and use the available resources which are available to support own mental health and wellbeing.	Part	13.9c Explain how to access and use the resources which are available to support own and others mental health and wellbeing.	Yes

Standard 12: Basic Life Support of the Care Certificate standards does not map to **Unit 12** of the level 2 Adult Social Care Certificate Qualification. To achieve Care Certificate standard 12 learners must:

Be able to carry out basic life support.

Complete practical basic life support training that meets the UK Resuscitation Council guidelines.

- If working with adults in health and social care they will undertake training in basic adult life support.
- If working with pediatric patients in health, they will undertake training in pediatric basic life support.
- If working with newborn patients in health, they will undertake training in newborn life support.

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Unit 13

Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
13. Handling Information		14. Handling Information	
13.1a: Why it is important to have secure systems and follow the agreed ways of working for: - accessing - recording - storing - sharing information.	Part	14.1a Describe the agreed ways of working and legislation regarding accessing, recording, storing, and sharing of information.	Need to check depth of response provided by learner in standard achievement
13.1b: Explain the support an individual may need to keep their information safe and secure.	N	14.1b Explain why it is important to have secure systems for accessing, recording, storing and sharing information	Yes
13.1c: Demonstrate how to keep records that are up to date, complete, accurate and legible.	Y	14.1c Demonstrate how to keep records that are up to date, complete, accurate and legible.	Yes
13.1d: How, and to whom, to report if: - agreed ways of working and legislation have not been followed - there has been a data breach or risk to data security.	Y	14.1d Explain how, and to whom, to report if: - agreed ways of working and legislation have not been followed - there has been a data breach or risk to data security.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
14. Infection prevention and control (IPC)		15. Infection prevention and control	
14.1a: The causes of infection, the main ways infection can get into the body and the chain of infection.	Y	15.1a Describe the causes of infection and the six links in the chain of infection.	Yes
14.1b: The standard Infection Prevention and Control (IPC) precautions which must be followed to protect you and others in your workplace and where to find the most up to date information.	Y	15.1b Identify the standard infection prevention and control (IPC) precautions which must be followed to protect you and others in your workplace and where to find the most up to date information.	Yes
14.1c: Your role in preventing infection in the area you work.	Y	15.1c Explain your role in preventing infection in the area you work.	Yes
14.1d: Demonstrate effective hand hygiene using appropriate products.	Y	15.1d Demonstrate effective hand hygiene using appropriate products.	Yes
14.1e: How your own health, hygiene, vaccinations status and exposure to infection at work might pose a risk to the individuals you support and others you meet.	Y	15.1e Explain how your own health, hygiene, vaccinations status and exposure to infection at work might pose a risk to the individuals you support and others you meet.	Yes
14.1f: Identify common types of personal protective equipment (PPE) and clothing and describe how and when to use them.	Y	15.1f Identify common types of personal protective equipment (PPE) and clothing and describe how and when to use them.	Yes

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
14.1g: Demonstrate effective use of PPE appropriate to the care activity including putting on and taking off (donning and doffing) safely.	Y	15.1g Demonstrate effective use of PPE appropriate to the care activity including putting on and taking off (donning and doffing) safely.	Yes
14.1h: The appropriate methods for cleaning and/or decontamination of the care environment/equipment.	Y	15.1h Describe the appropriate methods for cleaning and/or decontamination of the care environment/equipment.	Yes
14.1i: The process for safe handling of blood/bodily fluids spills.	Y	15.1i Identify the process for safe handling of blood/bodily fluids spills.	Yes
14.1j: The principles of safe handling and disposal of infected or soiled linen/equipment and clinical waste.	Y	15.1j Identify the principles of safe handling and disposal of infected or soiled linen/equipment and clinical waste.	Yes

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Unit 15

Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
15. An awareness of learning disability and autism.		16. Awareness of learning disability and autism.	
15.1a: What is meant by the term learning disability.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.1b: What is meant by the term autism.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.1c: Identify other mental or physical conditions that a person with a learning disability or autistic person are more likely to live with than the general population.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
15.1d: How learning disability or autism can impact a person's: ▪ everyday life ▪ health and well-being ▪ care and support needs		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.1e: Describe barriers people with a learning disability or an autistic person can face in accessing healthcare services.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.1f: Describe the different health inequalities experienced by people with a learning disability and autistic people.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.2a: Identify key differences in communication for: ▪ a person with a learning disability ▪ an autistic person.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
15.2b: How sensory issues can impact autistic people.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes-check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.2c: Explain the importance of meeting a person's unique communication and information needs.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes-check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.2d: Ways to adapt own communication when supporting people with a learning disability and autistic people.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes-check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.2e: Identify different ways to engage with and signpost people with a learning disability, autistic people and their families and carers to information, services, and support.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes-check content of learning programme accessed by learner via employer and knowledge and understanding gained

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Level 2 Adult Social Care Certificate qualification	Does it Map to CC Standard? (Y/N/Part)	Care Certificate standards	Opportunity for RPL from standards to qualification
15.3a: Identify reasonable adjustments which can be made in health and care services accessed by people with a learning disability and autistic people and the importance of planning these in advance.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.3b: How to report concerns associated with unmet health and care needs which may arise for people with a learning disability and autistic people when reasonable adjustments are not made.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained
15.4a: Explain how key pieces of legislation and guidance support and promote human rights, inclusion, equal life chances and citizenship of people with learning disability and autistic people.		See standard reference for requirements, this will be covered by employers chosen learning programme	Potential Yes - check content of learning programme accessed by learner via employer and knowledge and understanding gained

Standard 16: Awareness of learning disability and autism of the Care Certificate standards does not map to the level 2 Adult Social Care Certificate qualification.
To achieve Care Certificate standard 16 learners must:

Commission regulated services to undertake training in how to interact appropriately with people with a learning disability and autistic people, at a level appropriate to their role. For more information, visit:

[Regulation 18: Staffing - Care Quality Commission](#)

Information for providers on how the training should be undertaken can be found at:

[NHS England](#) or [Skills for Care](#)

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