



Training
QualificationsUK

Qualification Specification

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

Qualification Number: 601/4040/9

Version 10.2

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 9	Rebranded
Version 10	Additional categories of abuse to A/601/8574 added
Version 10.1	Credit number error pg 28.
Version 10.2 Sept 2025	Equity added to Principles of diversity, equality and inclusion in adult social care settings H/602/3039 AC1.1. Amended incorrect terminology Principles of safeguarding and protection in health and social care A/601/8574 'LO1 AC1.2 'symptoms' to 'indicators'.

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 2 Certificate in Preparing to Work in Adult Social Care (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the TQUK Level 2 Certificate in Preparing to Work in Adult Social Care (RQF) is to develop the learner's knowledge and understanding of the underlying principles required for a variety of job roles in the adult health and social care sector including: equality and diversity, safeguarding, duty of care, health and safety, person centred approaches and handling information.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level one in literacy and numeracy or equivalent.

The qualification is suitable for learners of pre-16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 2 Diploma in Care (RQF)
- TQUK Level 3 Diploma in Adult Care (RQF)
- TQUK Level 3 Diploma in Healthcare Support (RQF)

Structure

Learners must achieve 20 credits from the nine mandatory units

Mandatory Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Principles of personal development in adult social care settings	L/602/3035	2	17	2
Principles of diversity, equality and inclusion in adult social care settings	H/602/3039	2	18	2

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Principles of safeguarding and protection in health and social care	A/601/8574	2	26	3
Introduction to duty of care in health, social care or children's and young people's settings	H/6015474	2	9	1
Understand the role of the social care worker	A/602/3113	2	9	1
Understand person-centred approaches in adult social care settings	J/602/3180	2	34	4
Understand health and safety in social care settings	R/602/3179	2	40	4
Understand how to handle information in social care settings	Y/602/3118	2	9	1
Principles of communication in adult social care settings	L/602/2905	2	17	2

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 200 hours.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 179.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirement the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assessor. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

Skills for Care and Development www.skillsforcareanddevelopment.org.uk

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learnerrecord-ilr-sources-of-data>

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Mandatory units

Title:	Principles of personal development in adult social care settings L/602/3035	
Level:	2	
Credit value:	2	
Guided learning hours:	17	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand what is required for good practice in adult social care roles	1.1	Identify standards that influence the way adult social care job roles are carried out
	1.2	Explain why reflecting on work activities is an important way to develop own knowledge and skills
	1.3	Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2. Understand how learning activities can develop knowledge, skills and understanding	2.1	Describe how a learning activity has improved own knowledge, skills and understanding
	2.2	Describe how reflecting on a situation has improved own knowledge, skills and understanding
	2.3	Describe how feedback from others has developed own knowledge, skills and understanding

3. Know how a personal development plan can contribute to own learning and development	3.1	Define the term “personal development plan”
	3.2	Identify who could be involved in the personal development plan process
	3.3	Identify sources of support for own learning and development
	3.4	List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.		

Title:	Principles of diversity, equality and inclusion in adult social care settings H/602/3039	
Level:	2	
Credit value:	2	
Guided learning hours:	18	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the importance of diversity, equality and inclusion	1.1	Define what is meant by: • diversity • equality • inclusion • equity • discrimination
	1.2	Describe how direct or indirect discrimination may occur in the work setting
	1.3	Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination
2. Know how to work in an inclusive way	2.1	List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.2	Describe how to interact with individuals in an inclusive way
	2.3	Describe ways in which discrimination may be challenged in adult social care settings
3. Know how to access information, advice and support about diversity, equality, inclusion and discrimination	3.1	Identify sources of information, advice and support about diversity, equality, inclusion and discrimination

	3.2	Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination
Assessment requirements: This unit must be assessed in line with the Skills for Care and Development RQF Assessment Principles.		

Title:	Principles of safeguarding and protection in health and social care A/601/8574	
Unit number:	5	
Level:	2	
Credit value:	3	
Guided learning hours:	26	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Know how to recognise signs of abuse.	1.1	Define the following types of abuse: • physical abuse • domestic abuse • sexual abuse • emotional/psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • institutional/organisational abuse • self-neglect • neglect/acts of omission.
	1.2	Identify the signs and/or indicators associated with each type of abuse.
	1.3	Describe factors that may contribute to an individual being more vulnerable to abuse.
2. Know how to respond to suspected or alleged abuse.	2.1	Explain the actions to take if there are suspicions that an individual is being abused.
	2.2	Explain the actions to take if an individual alleges that they are being abused.
	2.3	Identify ways to ensure that evidence of abuse is preserved.

3. Understand the national and local context of safeguarding and protection from abuse.	3.1	Identify national policies and local systems that relate to safeguarding and protection from abuse.
	3.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
	3.3	Identify reports into serious failures to protect individuals from abuse.
	3.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.
4. Understand ways to reduce the likelihood of abuse.	4.1	Explain how the likelihood of abuse may be reduced by: • working with person centred values • encouraging active participation • promoting choice and rights.
	4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
5. Know how to recognise and report unsafe practices.	5.1	Describe unsafe practices that may affect the wellbeing of individuals.
	5.2	Explain the actions to take if unsafe practices have been identified.
	5.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.		

Title:	Introduction to duty of care in health, social care or children's and young people's settings H/601/5474	
Level:	2	
Credit value:	1	
Guided learning hours:	9	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the implications of duty of care.	1.1	Define the term 'duty of care'.
	1.2	Describe how the duty of care affects own job role.
2. Understand support available for addressing dilemmas that may arise about duty of care.	2.1	Describe dilemmas that may arise between the duty of care and an individual's rights.
	2.2	Explain where to get additional support and advice about how to resolve dilemmas.
3. Know how to respond to complaints.	3.1	Describe how to respond to complaints.
	3.2	Identify the main points of agreed procedures for handling complaints.
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles		

Title:	Understand the role of the social care worker A/602/3113	
Level:	2	
Credit value:	1	
Guided learning hours:	9	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand working relationships in social care settings.	1.1	Explain how a working relationship is different from a personal relationship.
	1.2	Describe different working relationships in social care settings.
2. Understand the importance of working in ways that are agreed with the employer.	2.1	Describe why it is important to adhere to the agreed scope of the job role.
	2.2	Outline what is meant by agreed ways of working.
	2.3	Explain the importance of full and up-to-date details of agreed ways of working.
3. Understand the importance of working in partnership with others.	3.1	Explain why it is important to work in partnership with others.
	3.2	Identify ways of working that can help improve partnership working.
	3.3	Identify skills and approaches needed for resolving conflicts.
	3.4	Explain how and when to access support and advice about: • partnership working • resolving conflicts.

Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

Title:	Understand person-centred approaches in adult social care settings J/602/3180	
Level:	2	
Credit value:	4	
Guided learning hours:	34	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand person-centred approaches for care and support.	1.1	Define person-centred values.
	1.2	Explain why it is important to work in a way that embeds person-centred values.
2. Understand how to implement a person-centred approach in an adult social care setting.	2.1	Describe how to find out the history, preferences, wishes and needs of an individual.
	2.2	Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support.
	2.3	Explain how using an individual's care plan contributes to working in a person-centred way.
3. Understand the importance of establishing consent when providing care or support.	3.1	Define the term "consent".
	3.2	Explain the importance of gaining consent when providing care or support.
	3.3	Describe how to establish consent for an activity or action.
	3.4	Explain what steps to take if consent cannot be readily established.
4. Understand how to encourage active participation.	4.1	Define what is meant by active participation.
	4.2	Describe how active participation benefits an individual.

	4.3	Describe ways of reducing barriers to active participation.
	4.4	Describe ways of encouraging active participation.
5. Understand how to support an individual's right to make choices.	5.1	Identify ways of supporting an individual to make informed choices.
	5.2	Explain why risk-taking can be part of an individual's choices.
	5.3	Explain how agreed risk assessment processes are used to support the right to make choices.
	5.4	Explain why a worker's personal views should not influence an individual's choices.
	5.5	Describe how to support an individual to question or challenge decisions concerning them that are made by others.
6. Understand how to promote an individual's well-being.	6.1	Explain how individual identity and self esteem are linked with well-being.
	6.2	Describe attitudes and approaches that are likely to promote an individual's well-being.
	6.3	Identify ways to contribute to an environment that promotes well-being.
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.		

Title:	Understand health and safety in social care settings R/602/3179	
Level:	2	
Credit value:	4	
Guided learning hours:	40	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the different responsibilities relating to health and safety in social care settings.	1.1	List legislation relating to general health and safety in a social care setting.
	1.2	Describe the main points of health and safety policies and procedures.
	1.3	Outline the main health and safety responsibilities of: a) the social care worker b) the employer or manager c) individuals.
	1.4	Identify tasks relating to health and safety that should only be carried out with special training.
	1.5	Describe how to access additional support and information relating to health and safety.
2. Understand the use of risk assessments in relation to health and safety.	2.1	Define what is meant by "hazard" and "risk".
	2.2	Describe how to use a health and safety risk assessment.
	2.3	Explain how and when to report potential health and safety risks that have been identified.

	2.4	Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns.
3. Understand procedures for responding to accidents and sudden illness.	3.1	Describe different types of accidents and sudden illness that may occur in a social care setting.
	3.2	Outline the procedures to be followed if an accident or sudden illness should occur.
	3.3	Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders.
4. Know how to reduce the spread of infection.	4.1	List routes by which an infection can get into the body.
	4.2	Describe ways in which own health or hygiene might pose a risk to an individual or to others at work.
	4.3	Explain the most thorough method for hand washing.
	4.4	Describe when to use different types of personal protective equipment.
5. Know how to move and handle equipment and other objects safely.	5.1	Identify legislation that relates to moving and handling.
	5.2	List principles for safe moving and handling.
	5.3	Explain why it is important for moving and handling tasks to be carried out following specialist training.
6. Understand the principles of assisting and moving an individual.	6.1	Explain why it is important to have specialist training before assisting and moving an individual.
	6.2	Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving.
7. Know how to handle hazardous substances.	7.1	Identify hazardous substances that may be found in the social care setting.

	7.2	Describe safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances.
8. Know environmental safety procedures in the social care setting.	8.1	Outline procedures to be followed in the social care setting to prevent: • fire • gas leak • floods • intruding • security breach.
	8.2	Outline procedures to be followed in the social care setting in the event of: • fire • gas leak • floods • intruding • security breach.
9. Know how to manage stress.	9.1	Identify common signs and indicators of stress.
	9.2	Identify circumstances that tend to trigger own stress.
	9.3	Describe ways to manage stress.
10. Understand procedures regarding handling medication.	10.1	Describe the main points of agreed procedures about handling medication.
	10.2	Identify who is responsible for medication in a social care setting.
	10.3	Explain why medication must only be handled following specialist training.
11. Understand how to handle and store food safely.	11.1	Identify food safety standards relevant to a social care setting.

	11.2	Explain how to: • store food • maximise hygiene when handling food • dispose of food.
	11.3	Identify common hazards when handling and storing food

Title:	Understand how to handle information in social care settings Y/602/3118	
Level:	2	
Credit value:	1	
Guided learning hours:	9	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand the need for secure handling of information in social care settings.	1.1	Identify the legislation that relates to the recording, storage and sharing of information in social care.
	1.2	Explain why it is important to have secure systems for recording and storing information in a social care setting.
2. Know how to access support for handling information in social care settings.	2.1	Describe how to access guidance, information and advice about handling information.
	2.2	Outline what actions to take when there are concerns over the recording, storing or sharing of information.
Assessment requirements: This unit must be assessed in line with the Skills for Care and Development RQF Assessment Principles.		

Title:	Principles of communication in adult social care settings L/602/2905	
Level:	2	
Credit value:	2	
Guided learning hours:	17	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand why communication is important in adult social care settings.	1.1	Identify different reasons why people communicate.
	1.2	Explain how effective communication affects all aspects of working in adult social care settings.
	1.3	Explain why it is important to observe an individual's reactions when communicating with them.
2. Understand how to meet the communication and language needs, wishes and preferences of an individual.	2.1	Explain why it is important to find out an individual's communication and language needs, wishes and preferences.
	2.2	Describe a range of communication methods.
3. Understand how to reduce barriers to communication.	3.1	Identify barriers to communication.
	3.2	Describe ways to reduce barriers to communication.
	3.3	Describe ways to check that communication has been understood.
	3.4	Identify sources of information and support or services to enable more effective communication.
	4.1	Define the term "confidentiality".

4. Understand confidentiality in adult social care settings	4.2	Describe ways to maintain confidentiality in day to day communication.
	4.3	Describe situations where information normally considered to be confidential might need to be shared with agreed others.
	4.4	Explain how and when to seek advice about confidentiality.
Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.		