

Qualification Handbook

BIIAB Level 3 Diploma in Adult Care

603/2523/9

Version 2

Version and date	Change, alteration or addition	Section
Version 1.1, November 2017	URN for SFH145	Rules of Combination
Version 1.2, December 2017	Addition: A minimum of 46 credits must be achieved at Level 3 or above	Rules of Combination
Version 1.3	Deletion of redundant content (eg QCF)	9
Version 2, November 2019	Amendment to Rules of Combination (removal of: "Learners must take no more than 2 optional units at Level 2")	Rules of Combination

Table of Contents

1. About the BIIAB Level 3 Diploma in Adult Care.....	3
2. Objective and Purpose of this Qualification.....	3
3. About this Handbook	4
4. BIIAB Customer Service	4
5. What are Rules of Combination (ROC)?	5
6. BIIAB Level 3 Diploma in Adult Care Rules of Combination (ROC) and Structure	6
7. Age Restriction.....	17
8. Entry Requirements and Progression	17
9. Assessment	18
10. Initial Assessment and Induction.....	26
11. Resources.....	27
12. Design and Delivery.....	28
13. Format of Units	29
14. Initial Registration.....	31
15. Qualification Review and Feedback.....	32
16. Mandatory Units	32

1. About the BIIAB Level 3 Diploma in Adult Care

BIIAB is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Diploma in Adult Care	603/2523/9

2. Objective and Purpose of this Qualification

The content of the Level 3 Diploma in Adult Care has been specified by the two sector skills councils responsible for the health and adult care workforces, Skills for Health and Skills for Care, in consultation with employers, learning providers and those who use services.

The qualification has core shared knowledge and skills that support the vision of employers providing integrated services and the portability of skills and knowledge across the health and adult care workforce.

The content of the qualification is applicable to the following roles:

- lead adult care worker
- lead personal assistant

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within the Care sector at level 3.

The primary purpose of the qualification is to confirm occupational competence. The qualification is a mandatory component of the Lead Adult Care Worker Apprenticeship.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3. About this Handbook

This handbook has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (RoC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 3 Diploma in Adult Care Rules of Combination (RoC) and Structure

To achieve the BIIAB Level 3 Diploma in Adult Care, learners **must** gain a **total of 58** credits. This **must** consist of:

- **Minimum total** credit: **58**
- Mandatory Group A credit: **28**
- A **minimum of 30 credits** from Optional Group B
- A **minimum of 46 credits** must be achieved at **Level 3** or above
- Minimum Guided Learning Hours: **370 hours**
- Total Qualification Time: **580 hours**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH069	H/616/4984	Promote communication in care settings	3	3	25	Portfolio
SFH078	J/616/5030	Promote effective handling of information in care settings	2	3	16	Portfolio
SFH004	K/616/4825	Promote personal development in care settings	3	3	10	Assessment Activity Module
SFH178	K/616/5036	Promote person-centred approaches in care settings	6	3	39	Portfolio
SFH175	H/616/5035	Promote equality and inclusion in care settings	2	3	18	Assessment Activity Module
SFH043	Y/616/4979	Promote health, safety and well-being in care settings	6	3	45	Assessment Activity Module
SFH075	R/616/5029	Responsibilities of a care worker	2	2	16	Portfolio
SFH140	D/616/5034	Duty of care in care settings	1	3	8	Assessment Knowledge Module
SFH008	J/616/4976	Safeguarding and protection in care settings	3	2	26	Assessment Knowledge Module

Optional Group B

All of the optional units have been grouped into the following themes:

- Mental Health
- End of Life Care
- Dementia
- Advocacy
- Personalisation and Care Planning
- Infection Control and Hygiene
- Supporting Elderly People
- Caring for People with Disabilities
- Substance Use
- Moving People
- Partnerships
- Supporting Individuals
- Health and Healthcare and Medication
- Positive Behaviour
- Teamwork and Supervision

Learners may select **any** units, but please note the **barred combinations**.

Mental Health

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH044	Y/616/6120	Understand mental well-being and mental health promotion	3	3	20	Portfolio
SFH079	A/616/6126	Understand mental health problems	3	3	16	Portfolio
SFH102	R/616/6200	Awareness of the Mental Capacity Act 2005	3	3	28	Assessment Knowledge Module

End of Life Care

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA155	Y/503/8689	Understand how to provide support when working in end of life care	4	3	33	Assessment Knowledge Module
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
SFH165	A/616/6580	Support individuals at the end of life	6	3	50	Portfolio

Dementia (note barred combinations)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH071	L/616/6079	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
CA17	K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	2	3	15	Assessment Knowledge Module
CA21	L/601/3539	Understand the role of communication and interactions with individuals who have dementia	3	3	26	Assessment Knowledge Module
CA22	Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23	Assessment Knowledge Module
CA159	F/503/8704	End of life and dementia care	2	3	20	Portfolio
CA79	T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	3	3	26	Portfolio
CA80	A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	4	3	26	Portfolio
CA81	Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	4	3	30	Portfolio
CA82	F/601/4686	Equality, diversity and inclusion in dementia care practice	4	3	31	Portfolio

Advocacy (note barred combinations)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA49	M/502/3146	Purpose and principles of Independent Advocacy	4	3	25	Portfolio
CA160	T/502/3147	Providing Independent Advocacy support	6	3	25	Portfolio
CA161	A/502/3148	Maintaining the Independent Advocacy relationship	6	3	25	Portfolio
CA162	F/502/3149	Responding to the advocacy needs of different groups of people	6	3	25	Portfolio

Personalisation and Care Planning

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA52	K/601/9493	Introduction to personalisation in social care	3	3	22	Assessment Knowledge Module
SFH001	K/616/5778	Understand Advance Care Planning	3	3	25	Portfolio
CA109	H/601/8049	Facilitate person centred assessment, planning, implementation and review	6	3	45	Portfolio
CA63	M/601/7048	Principles of self-directed support	3	3	26	Portfolio
CA196	A/601/7215	Support person-centred thinking and planning	5	3	41	Portfolio
CA197	D/601/7353	Promote active support	5	3	36	Portfolio

Infection Control and Hygiene (note barred combinations)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH100	R/616/6133	The principles of Infection Prevention and Control	3	2	30	Portfolio
SFH052	D/616/6121	Causes and Spread of Infection	2	2	20	Portfolio
SFH136	F/616/6144	Cleaning, Decontamination and Waste Management	2	2	20	Portfolio
CA58	H/601/5703	Principles of supporting an individual to maintain personal hygiene	1	2	10	Portfolio
CA121	K/601/9963	Support individuals to maintain personal hygiene	2	2	17	Portfolio
CA225	R/504/2207	Supporting infection prevention and control in social care	2	3	18	Portfolio

Supporting Elderly People

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA152	T/502/7599	Understand the Effects of Ageing in Activity Provision	2	3	17	Portfolio
CA70	D/504/2243	Understand the factors affecting older people	2	3	17	Portfolio

Caring for People with Disabilities (note barred combinations)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH198	M/616/6883	Understand the context of supporting individuals with learning disabilities	4	3	35	Assessment Knowledge Module
CA146	J/601/6293	Understand positive risk taking for individuals with disabilities	3	3	25	Portfolio
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA147	T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28	Portfolio
CA148	J/601/6150	Understand Physical Disability	3	3	22	Portfolio
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA150	M/601/3467	Understand Sensory Loss	3	3	21	Portfolio
CA71	F/503/7150	Stroke Awareness	3	2	28	Portfolio
CA158	J/503/7165	Understand Stroke Care Management	4	3	36	Portfolio
CA228	M/504/2196	Support individuals with autistic spectrum conditions	4	3	33	Portfolio
CA199	K/601/6190	Work with other professionals and agencies to support individuals with physical disability	3	3	23	Portfolio
CA198	J/601/8657	Support individuals with a learning disability to access healthcare	3	3	25	Portfolio
CA202	K/601/3483	Promote effective communication with individuals with sensory loss	4	3	30	Portfolio
CA208	A/601/5190	Support individuals with multiple conditions and/or disabilities	4	3	31	Portfolio
CA204	R/601/3543	Support the assessment of individuals with sensory loss	3	3	22	Portfolio
CA205	D/601/3545	Support the promotion of awareness of sensory loss	3	3	23	Portfolio

Substance Use (note barred combinations)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH123	L/616/6258	Recognise indications of substance misuse and refer individuals to specialists	4	3	24	Portfolio
CA164	A/601/0670	Support individuals who are substance users	7	3	42	Portfolio
CA165	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	4	3	24	Portfolio
CA167	H/501/0586	Increase awareness about drugs, alcohol or other substances with individuals and groups	7	3	42	Portfolio
CA169	D/601/0662	Carry out initial assessments to identify and prioritise the needs of substance misusers	5	3	30	Portfolio
CA170	K/501/0587	Carry out comprehensive substance misuse assessment	5	3	30	Portfolio
CA192	J/601/9968	Help individuals address their substance use through an action plan	4	3	28	Portfolio

Moving People (note barred combinations)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA154	K/502/7583	Understanding and Enabling Assisting and Moving Individuals	4	2	28	Portfolio
SFH072	K/616/6123	Move and position individuals in accordance with their plan of care	4	2	26	Portfolio

Partnerships

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA173	R/601/3526	Develop and sustain effective working relationships with staff in other agencies	4	3	24	Portfolio
CA209	M/601/9494	Support the development of community partnerships	5	4	33	Portfolio

Supporting Individuals (note barred combinations)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH091	L/616/6129	Provide support to manage pain and discomfort	2	2	15	Portfolio
CA97	R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	2	14	Portfolio
SFH163	Y/616/6151	Undertake agreed pressure area care	4	2	30	Portfolio
SFH106	D/616/6202	Provide support to maintain and develop skills for everyday life	4	3	28	Portfolio
SFH108	H/616/6203	Facilitate learning and development activities to meet individual needs and preferences	5	3	35	Portfolio
SFH025	D/616/5857	Implement therapeutic group activities	4	3	25	Portfolio
SFH058	D/616/6068	Support individuals to develop and run support groups	3	3	24	Portfolio
CA179	M/601/9611	Prepare to support individuals within a shared lives arrangement	4	3	31	Portfolio
SFH040	J/616/6050	Support individuals to access and use services and facilities	4	3	25	Portfolio
CA181	J/601/9601	Provide support for individuals within a shared lives arrangement	5	3	35	Portfolio
CA108	R/601/8578	Support individuals in their relationships	4	3	27	Portfolio
SFH177	R/616/6598	Support individuals to live at home	4	3	29	Portfolio
SFH022	F/616/5852	Support individuals to manage their finances	3	3	20	Portfolio
SFH055	L/616/6065	Support individuals to access and manage direct payments	4	4	20	Portfolio
CA137	R/601/8581	Support individuals to deal with personal relationship problems	4	3	26	Portfolio
SFH161	H/616/6427	Support individuals with specific communication needs	5	3	35	Portfolio
SFH124	R/616/6259	Support individuals during a period of change	4	3	29	Portfolio
SFH160	D/616/6426	Support individuals to prepare for and settle in to new home environments	3	3	23	Portfolio

Supporting Individuals (continued)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH110	K/616/6204	Enable individuals to develop strategies to manage their behaviour	8	3	41	Portfolio
CA226	T/504/2202	Support individuals to stay safe from harm or abuse	4	3	27	Portfolio
SFH111	D/616/6250	Support positive risk taking for individuals	4	3	32	Portfolio
SFH053	J/616/6064	Support individuals to access education, training or employment	4	4	31	Portfolio
CA207	R/601/5180	Enable individuals to negotiate environments	5	3	34	Portfolio
CA189	K/601/9185	Support families in maintaining relationships in their wider social structures	4	3	33	Portfolio

Health and Healthcare and Medication (note barred combinations)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH174	J/616/6596	Administer medication to individuals, and monitor the effects	5	3	30	Portfolio
CA115	F/601/4056	Support use of medication in social care settings	5	3	40	Portfolio
CA210	T/601/9027	Contribute to raising awareness of health issues	4	3	26	Portfolio
CA117	R/601/8824	Prepare environments and resources for use during healthcare activities	3	2	20	Portfolio
SFH009	Y/616/5839	Prepare for and carry out extended feeding techniques	4	3	27	Portfolio
SFH179	F/616/6788	Undertake tissue viability risk assessments	3	3	16	Portfolio
SFH145	D/616/6149	Undertake physiological measurements	3	3	23	Portfolio
SFH024	L/616/5854	Obtain venous blood samples	3	3	24	Portfolio
SFH077	F/616/6080	Undertake urethral catheterisation processes	4	3	28	Portfolio
CA153	D/503/1839	Diabetes Awareness	6	3	46	Portfolio
CA217	T/503/2575	Promote nutrition and hydration in health and social care settings	4	3	32	Portfolio

Positive Behaviour (note barred combinations)

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH038	L/616/6048	Promote positive behaviour	6	3	44	Portfolio
CA194	T/601/9738	Implement the positive behavioural support model	8	4	61	Portfolio

Teamwork and Supervision

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA223	H/504/2194	Contribute to effective team working in health and social care or children and young people's settings	4	3	25	Portfolio
CA271	H/602/3185	Understanding professional supervision practice	3	4	22	Portfolio

Barred Units**Dementia**

This unit	Is barred against this unit
CA21 Understand the role of communication and interactions with individuals who have dementia	CA81 Understand and enable interaction and communication with individuals who have dementia
CA22 Understand the diversity of individuals with dementia and the importance of inclusion	CA82 Equality, diversity and inclusion in dementia care practice

Advocacy

Only one of the following units may be selected:
CA160 Providing Independent Advocacy support
CA161 Maintaining the Independent Advocacy relationship
CA162 Responding to the advocacy needs of different groups of people

Infection Control and Hygiene

This unit	Is barred against this unit
SFH100 The principles of infection prevention and control	SFH052 Causes and spread of infection
CA58 Principles of supporting an individual to maintain personal hygiene	CA121 Support individuals to maintain personal hygiene

Caring for People with Disabilities

This unit	Is barred against this unit
CA147 Understand how to support individuals with autistic spectrum conditions	CA228 Support individuals with autistic spectrum conditions

Only **one** of the following units may be selected:

CA150 Understand sensory loss
CA202 Promote effective communication with individuals with sensory loss
CA204 Support the assessment of individuals with sensory loss
CA205 Support the promotion of awareness of sensory loss

Substance Use

This unit	Is barred against this unit
SFH123 Recognise indications of substance misuse and refer individuals to specialists	CA165 Identify and act upon immediate risk of danger to substance misusers
CA164 Support individuals who are substance users	CA192 Help individuals address their substance use through an action plan
CA169 Carry out initial assessments to identify and prioritise the needs of substance misusers	CA170 Carry out comprehensive substance misuse assessment

Moving People

This unit	Is barred against this unit
CA154 Understanding and enabling assisting and moving individuals	SFH072 Move and position individuals in accordance with their plan of care

Supporting Individuals

This unit	Is barred against this unit
CA146 Understand positive risk taking for individuals with disabilities	SFH111 Support positive risk taking for individuals

Healthcare and Medication

This unit	Is barred against this unit
SFH174 Administer medication to individuals, and monitor the effects	CA115 Support use of medication in social care settings

Positive Behaviour

This unit	Is barred against this unit
SFH038 Promote positive behaviour	CA194 Implement the positive behavioural support model

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners **must** be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Adult Care at this level. For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 4 Diploma in Adult Care. It also will allow for a number of progression routes into other areas of learning.

Achievement of the BIIAB Level 3 Diploma in Adult Care may enable the learner to progress in to higher level roles such as Adult Care Lead Practitioner.

9. Assessment

Overview of Assessment Strategy

The qualification contains competence and knowledge units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Knowledge assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Principles

The Assessment Principles for the Level 3 Diploma in Adult Care have been designed by Skills for Care. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Assessment Principles for this qualification.

The Assessment Principles for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor/s and quality assurer(s) delivering, quality assuring and certifying the qualification.

Skills for Care and Development Assessment Principles March 2016

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).
- 1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations¹.
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:
<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.
- 1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice².

¹ See Appendix A for links to SfC&D partner organisations' websites

² See Appendix B for links to standards for conduct in UK nations

2. Assessment Principles

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified³, competent and knowledgeable assessor.
- 2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.
- 2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.
- 2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

³ See Appendix C for links to guidance on qualifications for occupational competence in UK nations

- 2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 Assessment of knowledge based learning outcomes
- may take place in or outside of a real work environment
 - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
 - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor
- 2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3 Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).
- 3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.
- 3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4 Definitions

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
 - be occupationally competent in the area for which they are providing expert testimony
 - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Appendix A: Skills for Care and Development partnership website links

- <http://www.ccwales.org.uk>
- <http://www.niscc.info>
- <http://www.skillsforcare.org.uk>
- <http://www.sssc.uk.com>
- <http://www.skillsforcareanddevelopment.org.uk>

Appendix B: Codes and Standards of Conduct

- <http://www.ccwales.org.uk/code-of-professional-practice/>
- http://www.niscc.info/files/Standards%20of%20Conduct%20and%20Practice/WEB_OPT_IMISED_91739_NISCC_Social_Care_Workers_Book_NAVY_PINK.pdf
- <http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/Code-of-Conduct.aspx>
- <http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-ofpractice>

Appendix C: Guidance on Occupational Competence Qualifications

Wales:

Qualification Framework for the Social Care Sector in Wales

<http://www.ccwales.org.uk/qualification-framework/>

List of the Required Qualifications for the Early Years and Childcare Sector in Wales

<http://www.ccwales.org.uk/early-years-and-childcare-worker/>

Northern Ireland:

http://www.niscc.info/files/Publications/WorkforceDevelopmentDocumentFinal_27_04_2015.pdf

England:

<http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-socialcarequalifications/Adult-social-care-vocational-qualifications.aspx>

Scotland:

<http://www.sssc.uk.com/workforce-development/qualification-information-forproviders/scottish-vocational-qualifications>

Appendix C: Joint awarding body quality group – assessor qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement

- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment
- Level 4 Awards and Certificates in Assuring the Quality of Assessment
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Educations and Training

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence units
- a Learner Summative Reflection
- Assessments for some of the knowledge units
- Access to the units.

All of these resources are available for download via <https://www.biiab.org/>

Assessments are available through CentreZone which is a password-protected area of the BIIAB website which centres approved for the qualification can access.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this handbook, and makes all optional units available in the Unit Pack on <https://www.biiab.org/>

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification time (TQT) which, as well as GLH, will include the estimated number of hours spent in preparation, study or any other unsupervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at centrezon.bii.org.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at centrezon.bii.org.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please download the Unit Pack from <https://www.biiab.org/>

Unit Title	Promote personal development in care settings	
BIIAB Reference	SFH004	
Level	3	
Credit Value	3	
GLH	10	
TQT	30	
Unit Reference No.	K/616/4825	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role
	1.2	Explain expectations about own work role as expressed in relevant standards
	1.3	Describe how to work effectively with others
2 Be able to reflect on practice	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided
	2.2	Reflect on practice to improve the quality of the service provided
	2.3	Describe how own values, belief systems and experiences may affect working practice
3 Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards
	3.2	Use feedback to evaluate own performance and inform development
4 Be able to agree a personal development plan	4.1	Identify sources of support for planning and reviewing own development
	4.2	Work with others to review and prioritise own learning needs, professional interests and development opportunities
	4.3	Work with others to agree own personal development plan
5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice
	5.2	Explain how reflective practice has led to improved ways of working
	5.3	Explain why continuing professional development is important
	5.4	Record progress in relation to personal development

Unit purpose and aims

This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.

Assessment Requirements

This unit must be assessed in line with the relevant Assessment Principles.

Additional information

Care settings eg. Adult, children and young people's health settings and adult care settings

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Continuing Professional Development (CPD)

Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

Unit Title	Safeguarding and protection in care settings	
BIIAB Reference	SFH008	
Level	2	
Credit Value	3	
GLH	26	
TQT	33	
Unit Reference No.	J/616/4976	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand principles of safeguarding adults	1.1	Explain the term safeguarding
	1.2	Explain own role and responsibilities in safeguarding individuals
	1.3	Define the following terms: <ul style="list-style-type: none"> • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others
	1.4	Describe harm
	1.5	Describe restrictive practices
2 Know how to recognise signs of abuse	2.1	Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others
	2.2	Describe factors that may contribute to an individual being more vulnerable to abuse
3 Know how to respond to suspected or alleged abuse	3.1	Explain the actions to take if there are suspicions that an individual is being abused
	3.2	Explain the actions to take if an individual alleges that they are being abused
	3.3	Identify ways to ensure that evidence of abuse is preserved

Unit Title	Safeguarding and protection in care settings	
BIIAB Reference	SFH008	
Level	2	
Credit Value	3	
GLH	26	
TQT	33	
Unit Reference No.	J/616/4976	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Understand the national and local context of safeguarding and protection from abuse	4.1	Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse
	4.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	4.3	Identify factors which have featured in reports into serious cases of abuse and neglect
	4.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing
	4.5	Identify when to seek support in situations beyond your experience and expertise
5 Understand ways to reduce the likelihood of abuse	5.1	Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person centred values • encouraging active participation • promoting choice and rights • supporting individuals with awareness of personal safety
	5.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
	5.3	Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
6 Know how to recognise and report unsafe practices	6.1	Describe unsafe practices that may affect the well-being of individuals
	6.2	Explain the actions to take if unsafe practices have been identified
	6.3	Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

Unit Title	Safeguarding and protection in care settings	
BIIAB Reference	SFH008	
Level	2	
Credit Value	3	
GLH	26	
TQT	33	
Unit Reference No.	J/616/4976	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
7 Understand principles for online safety	7.1	Describe the potential risks presented by: <ul style="list-style-type: none"> the use of electronic communication devices the use of the internet the use of social networking sites carrying out financial transactions online
	7.2	Explain ways of reducing the risks presented by each of these types of activity
	7.3	Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

Unit purpose and aims
This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Assessment Requirements
This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.

Additional information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Domestic abuse should include acts of control and coercion

Factors may include:

- a setting or situation
- the individual

An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care

The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- A colleague
- Someone in the individual's personal network
- The learner
- The learner's line manager
- Others

Local systems may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Whistle blowing

A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct

Person centred values include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

Additional information

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Unsafe practices may include

- poor working practices
- resource difficulties
- operational difficulties

Well-being may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental

Unit Title	Promote health, safety and wellbeing in care settings	
BIIAB Reference	SFH043	
Level	3	
Credit Value	6	
GLH	45	
TQT	55	
Unit Reference No.	Y/616/4979	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1	Identify legislation relating to health and safety in a care setting
	1.2	Explain the main points of health and safety policies and procedures agreed with the employer
	1.3	Analyse the main health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting
	1.4	Identify specific tasks in the work setting that should not be carried out without special training
2 Be able to carry out own responsibilities for health and safety	2.1	Use policies and procedures or other agreed ways of working that relate to health and safety
	2.2	Support others' understanding of health and safety and follow agreed safe practices
	2.3	Monitor potential health and safety risks
	2.4	Use risk assessment in relation to health and safety
	2.5	Minimise potential risks and hazards
	2.6	Access additional support or information relating to health and safety
3 Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in own work setting
	3.2	Explain procedures to be followed if an accident or sudden illness should occur
4 Be able to reduce the spread of infection	4.1	Explain own role in supporting others to follow practices that reduce the spread of infection
	4.2	Describe the causes and spread of infection
	4.3	Demonstrate the use of Personal Protective Equipment (PPE)
	4.4	Wash hands using the recommended method
	4.5	Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work
5 Be able to move and handle equipment and other objects safely	5.1	Explain the main points of legislation that relate to moving and handling
	5.2	Explain the principles for safe moving and handling
	5.3	Move and handle equipment and other objects safely

Unit Title	Promote health, safety and wellbeing in care settings	
BIIAB Reference	SFH043	
Level	3	
Credit Value	6	
GLH	45	
TQT	55	
Unit Reference No.	Y/616/4979	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
6 Be able to handle hazardous substances and materials	6.1	Describe types of hazardous substances that may be found in the work setting
	6.2	Use safe practices when: <ul style="list-style-type: none"> • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances and materials
7 Be able to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: <ul style="list-style-type: none"> • starting • spreading
	7.2	Demonstrate measures that prevent fires from Starting
	7.3	Explain emergency procedures to be followed in the event of a fire in the work setting
	7.4	Ensure clear evacuation routes are maintained at all times
8 Be able to implement security measures in the work setting	8.1	Follow agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> • Premises • Information
	8.2	Use measures to protect own security and the security of others in the work setting
	8.3	Explain the importance of ensuring that others are aware of own whereabouts
9 Know how to manage stress	9.1	Describe common signs and indicators of stress in self and others
	9.2	Analyse factors that can trigger stress
	9.3	Compare strategies for managing stress in self and others
	9.4	Explain how to access sources of support

Unit purpose and aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and wellbeing in their work setting.

Assessment Requirements

This unit must be assessed in line with the relevant Assessment Principles.
Learning Outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

Additional information

Care settings may include health, adult care or children and young people's settings

Policies and procedures may include other agreed ways of working as well as formal policies and procedures.

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

Tasks that the learner should not carry out without special training may include those relating to:

- Use of equipment
- First aid
- Medication
- Health care procedures
- Food handling and preparation

Use of Personal Protective Equipment (PPE)

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean that, after consideration, PPE is not required.

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

Additional information

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

Unit Title	Promote communication in care settings	
BIIAB Reference	SFH069	
Level	3	
Credit Value	3	
GLH	25	
TQT	30	
Unit Reference No.	H/616/4984	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand why effective communication is important in the work setting	1.1	Identify the different reasons people communicate
	1.2	Explain how communication affects relationships in the work setting
	1.3	Explain ways to manage challenging situations
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of the interaction
	2.2	Describe the factors to consider when promoting effective communication
	2.3	Demonstrate a range of communication methods and styles to meet individual needs
	2.4	Demonstrate how to respond to an individual's reactions when communicating
3 Be able to overcome barriers to communication	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways
	3.2	Identify barriers to effective communication
	3.3	Demonstrate ways to overcome barriers to communication
	3.4	Demonstrate how to use strategies that can be used to clarify misunderstandings
	3.5	Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours
	3.6	Explain how to access extra support or services to enable individuals to communicate effectively
	3.7	Explain the purposes and principles of independent advocacy
	3.8	Explain when to involve an advocate and how to access advocacy services
4 Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality
	4.2	Demonstrate ways to maintain and promote confidentiality in day-to-day communication
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Unit purpose and aims

This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Assessment Requirements

This unit must be assessed in line with the relevant Assessment Principles.

Additional information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Work setting may include one specific location or a range of locations, depending on the context of a particular work role

Preferences may be based on:

- beliefs
- values
- culture

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Communication methods may include:

- non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
 - sign language
 - braille
 - pictorial information
- verbal communication
 - vocabulary
 - linguistic tone
 - pitch
- technological aids

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Unit Title	Responsibilities of a care worker	
BIIAB Reference	SFH075	
Level	2	
Credit Value	2	
GLH	16	
TQT	20	
Unit Reference No.	R/616/5029	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand working relationships in care settings	1.1	Explain how a working relationship is different from a personal relationship
	1.2	Describe different working relationships in care settings
2 Be able to work 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	Access full and up-to-date details of agreed ways of working
	2.3	Work in line with agreed ways of working
	2.4	Contribute to quality assurance processes to promote positive experiences for individuals receiving care
3 Be able to work in partnership with others	3.1	Explain why it is important to work in partnership with others
	3.2	Demonstrate ways of working that can help improve partnership working
	3.3	Identify skills and approaches needed for resolving conflicts
	3.4	Access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts

Unit purpose and aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Assessment Requirements

This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles. Learning Outcomes 2 and 3 must be assessed in a real work environment.

Additional information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Others may include:

- Team members and colleagues
- Other professionals
- Individual people who require care or support
- Families, friends, advocates or others who are important to individual people

Unit Title	Promote effective handling of information in care settings	
BIIAB Reference	SFH078	
Level	3	
Credit Value	2	
GLH	16	
TQT	19	
Unit Reference No.	J/616/5030	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand requirements for handling information in care settings	1.1	Identify legislation and codes of practice that relate to handling information in care settings
	1.2	Summarise the main points of legal requirements and codes of practice for handling information in care settings
2 Be able to implement good practice in handling information	2.1	Describe features of manual and electronic information storage systems that help ensure security
	2.2	Demonstrate practices that ensure security when storing and accessing information
	2.3	Maintain records that are up to date, complete, accurate and legible
	2.4	Support audit processes in line with own role and responsibilities
3 Be able to support others to handle information	3.1	Support others to understand the need for secure handling of information
	3.2	Support others to understand and contribute to records

Unit purpose and aims
This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Assessment Requirements
This unit must be assessed in line with the relevant Assessment Principles.

Additional information
Care settings e.g. Adult, children and young people's health settings and adult care settings
Others may include: <ul style="list-style-type: none"> • Team members • Colleagues • Individuals accessing or commissioning care or support • Families, carers or advocates

Unit Title	Duty of care in care settings	
BIIAB Reference	SFH140	
Level	3	
Credit Value	1	
GLH	8	
TQT	10	
Unit Reference No.	D/616/5034	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how duty of care contributes to safe practice	1.1	Explain what it means to have a duty of care in own work role
	1.2	Explain how duty of care relates to duty of candour
	1.3	Explain how duty of care contributes to the safeguarding or protection of individuals
2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1	Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
	2.3	Explain where to get additional support and advice about conflicts and dilemmas
3 Know how to respond to complaints	3.1	Describe how to respond to complaints
	3.2	Explain policies and procedures relating to the handling of complaints

Unit purpose and aims
This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

Assessment Requirements
This unit must be assessed in line with the relevant Assessment Principles.

Additional information
Care settings e.g. Adult, children and young people's health settings and adult care settings
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
Policies and procedures may include other agreed ways of working as well as formal policies and procedures.

Unit Title	Promote equality and inclusion in care settings	
BIIAB Reference	SFH175	
Level	3	
Credit Value	2	
GLH	18	
TQT	20	
Unit Reference No.	H/616/5035	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the importance of diversity, equality and inclusion	1.1	Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination
	1.2	Describe the effects of discrimination
	1.3	Explain how inclusive practice promotes equality and supports diversity
2 Be able to work in an inclusive way	2.1	Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role
	2.2	Work with individuals in a way that respects their beliefs, culture, values and preferences
3 Be able to promote diversity, equality and inclusion	3.1	Model inclusive practice
	3.2	Support others to promote equality and rights
	3.3	Describe how to challenge discrimination in a way that promotes change

Unit purpose and aims

This unit is aimed at those who work in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.

Assessment Requirements

This unit must be assessed in line with the relevant Assessment Principles.

Additional information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Effects may include effects on:

- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Unit Title	Promote person-centred approaches in care settings	
BIIAB Reference	SFH178	
Level	3	
Credit Value	6	
GLH	39	
TQT	57	
Unit Reference No.	K/616/5036	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how to promote the application of person-centred approaches in care settings	1.1	Explain how and why person-centred values must influence all aspects of health and adult care work
	1.2	Evaluate the use of care plans in applying person-centred values
	1.3	Explain how to collate and analyse feedback to support the delivery of person-centred care in line with roles and responsibilities
2 Be able to work in a person-centred way	2.1	Work with an individual and others to find out the individual's history, preferences , wishes and needs
	2.2	Demonstrate ways to put person-centred values into practice in a complex or sensitive situation
	2.3	Adapt actions and approaches in response to an individual's changing needs or preferences
3 Be able to establish consent when providing care or support	3.1	Analyse factors that influence the capacity of an individual to express consent
	3.2	Establish consent for an activity or action
	3.3	Explain what steps to take if consent cannot be readily established
4 Be able to implement and promote active participation	4.1	Describe different ways of applying active participation to meet individual needs
	4.2	Work with an individual and others to agree how active participation will be implemented
	4.3	Demonstrate how active participation can address the holistic needs of an individual
	4.4	Demonstrate ways to promote understanding and use of active participation
5 Be able to support the individual's right to make choices	5.1	Support an individual to make informed choices
	5.2	Use own role and authority to support the individual's right to make choices
	5.3	Manage risk in a way that maintains the individual's right to make choices
	5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others

Unit Title	Promote person-centred approaches in care settings	
BIIAB Reference	SFH178	
Level	3	
Credit Value	6	
GLH	39	
TQT	57	
Unit Reference No.	K/616/5036	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
6 Be able to promote individuals' well-being	6.1	Explain the links between identity, self-image and self-esteem
	6.2	Analyse factors that contribute to the well-being of individuals
	6.3	Support an individual in a way that promotes their sense of identity, self-image and self-esteem
	6.4	Demonstrate ways to contribute to an environment that promotes well-being
7 Understand the role of risk assessment in enabling a person-centred approach	7.1	Compare different uses of risk assessment in care settings
	7.2	Explain how risk-taking and risk assessment relate to rights and responsibilities
	7.3	Explain why risk assessments need to be regularly revised

Unit purpose and aims

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.

Assessment Requirements

This unit must be assessed in line with the relevant Assessment Principles. Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Additional information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Person-centred values include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

A **care plan** may be known by other names e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

An **individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Others may include:

- Team members and colleagues
- Other professionals
- Individuals who require care or support
- Families, friends, advocates or others who are important to individuals

Preferences may be based on:

- beliefs
- values
- culture

Complex or sensitive situations may include those that are:

- Distressing or traumatic
- Threatening or frightening
- Likely to have serious implications or consequences
- Of a personal nature
- Involving complex communication or cognitive needs

Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.

Additional information

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Well-being may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

© BIIAB November 2019

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, whether electronic, mechanical, photocopying, scanning, recording or otherwise, without written permission of the publisher except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for written permission to reproduce any part of the publication should be addressed in writing to the publisher. Any unauthorised or restricted act in relation to this publication may result in civil proceedings and/or criminal prosecution.

Infor House
1 Lakeside Road
Farnborough
Hampshire
GU14 6XP