



BIIAB Qualification Support Pack and Evidence Matrix Records

BIIAB Level 4 Diploma in Adult Care

603/2877/0

Version 1

Version and date	Change, alteration or addition	Section

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1. Introduction

This support pack has been developed to provide additional guidance for learners, assessors and quality assurers who will be helping learners to achieve the qualification.

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

This support pack is available for download via CentreZone on www.biiab.org.

If this pack is updated, we will let you know in the BIIAB monthly newsletter to approved centres.

This support pack is written for the learner so that it can be used as a reference point for information.

2. Customer Service and Administration Procedures

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

3. Appeals Procedure

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 candidates to be resolved within the centre. BIIAB will only consider a candidate's 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.

4. Assessment

Assessment is the process used to judge your competence, as a learner, against set standards. You may be assessed, moderated or verified at work either by one or several appointed individuals.

The **Assessor** is the person who is normally responsible for providing training to you, and that person will observe your performance. 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 your performance and decide how it compares to the national standard. The Assessor will also ask you questions based on the knowledge required to do the work, to ascertain your understanding of your job role.

When the required units have been completed and the Assessor is satisfied that you have 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 see your portfolio of evidence during the assessment process.

An **External Quality Assurer (EQA)**, who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of your 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.

Expert Witnesses may also be involved in the assessment process and will be competent to make judgements about the activity for which they are providing the testimony. The overall assessment decision lies with the Assessor though who has responsibility to verify any expert witness testimony to the Internal Quality Assurer.

Assessment Principles

The Assessment Principles for the Level 4 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 conduct² 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.
- 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

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

- 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_OPTIMISED_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
- QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF 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 (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- 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

5. Evidence Matrix

The evidence matrix is designed to help you with evidence collection. It is a mapping activity to ensure that you have covered the 'Assessment Criteria' contained in the learning outcomes, and is intended to help to keep the volume of evidence to a minimum. One matrix must be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable you or your assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, you will enable the assessor, internal verifier and external quality assurer to locate the evidence which you are submitting to demonstrate your competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (e.g. implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning

All evidence matrices for this qualification can be found in this document; the mandatory unit matrices are presented first, followed by all the optional unit matrices in alphabetical order.

6. Learner Summative Reflection

Each of the units achieved will appear on the certificate. If you do not complete the requirements for a full qualification, you will be awarded a unit certificate for the units in which competence has been demonstrated.

In order to claim the units for the qualification, you will need to complete a Learner Summative Reflection, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role. The Learner Summative Reflection form can be found at the end of this pack.

The qualification units that you need to complete are listed on the following pages.

7. Qualification Structure and Evidence Matrix Records

Overview

This qualification is the BIIAB Level 4 Diploma in Adult Care.

Rules of Combination

The qualification is structured through rules of combination. Rules of combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a learner to achieve the qualification. Rules of combination also imply the potential for learners to transfer credits between qualifications and Awarding Organisations.

The mandatory units are in the Qualification Handbook, and the optional units are in the Optional Unit Pack, both of which can be downloaded from www.biiab.org.

To achieve the BIIAB Level 4 Diploma in Adult Care, learners **must** gain a **total of 70** credits. This **must** consist of:

- **Minimum** total credit: **70**
- **Minimum** TQT: **700 hours**
- Mandatory Group A **minimum** TQT: **370 hours**
- Mandatory Group A **minimum** credit: **37**
- The remaining **33 credits** must come from Optional Group B
- A **minimum of 55** credits **must** be achieved through the completion of units at **Level 4** and above.
- **Minimum** GLH: **460 hours**

Listed below are the qualification units.

Mandatory Group A

BIIAB Unit	URN	Unit Title	Credit	Level	GLH	Assessment Method
DAC4A1	F/616/8850	Lead communication in adult care settings	4	4	28	Assessment Activity Module
DAC4A2	J/616/8851	Develop, maintain and use records and reports	3	4	20	Assessment Activity Module
DAC4B1	L/616/8852	Personal development in adult care settings	4	4	31	Assessment Activity Module
DAC4C1	J/616/8865	Lead inclusive practice in adult care settings	3	4	22	Assessment Activity Module
DAC4D1	L/616/8860	Lead health and safety in adult care settings	3	4	21	Assessment Activity Module
DAC4D2	R/616/8867	Facilitate person-centred assessment to support well-being	2	4	18	Assessment Activity Module
DAC4D3	Y/616/8868	Facilitate support planning to ensure positive outcomes for individuals and to support well-being	3	4	25	Assessment Activity Module
DAC4E1	D/616/8869	Professional practice in adult care settings	3	4	18	Assessment Activity Module
DAC4E2	R/616/8870	Working in partnership with others	4	4	26	Assessment Activity Module
DAC4E3	Y/616/8871	Understand personalisation in care and support services	4	5	30	Assessment Knowledge Module
DAC4F1	D/616/8872	Understand safeguarding and protection in adult care settings	2	3	14	Assessment Knowledge Module
DAC4F2	H/616/8873	Safeguard children and young people who are present in the adult care sector	2	4	16	Assessment Activity Module

Optional Group B

To assist centres and learners, all of the optional units have been grouped into the following themes:

- Health
- Dementia
- Mental Health
- Learning Disabilities
- Management
- Social Care
- Assistive Technology
- End of Life
- Substance Misuse

Health

BIIAB Unit	URN	BIIAB Unit Title	Credit	Level	GLH	Assessment Method
CA153	D/503/1839	Diabetes awareness	6	3	46	Assessment Knowledge Module
SFH119	F/616/6256	Provide advice on foot care for individuals with diabetes	4	4	31	Portfolio
3AC04	R/506/6054	Understand Parkinson's for health and social care staff	2	3	14	Portfolio
CA158	J/503/7165	Understand stroke care management	4	3	36	Portfolio
CA150	M/601/3467	Understand sensory loss	3	3	21	Portfolio
CA293	M/601/5249	Promote awareness of sensory loss	3	5	19	Portfolio
CA300	M/601/5252	Support individuals with sensory loss with communication	5	5	37	Portfolio
CA301	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	Portfolio
SFH118	A/616/6255	Support individuals to manage dysphagia	5	4	35	Portfolio

Dementia

BIIAB Unit	URN	BIIAB 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

Mental Health

BIIAB Unit	URN	BIIAB Unit Title	Credit	Level	GLH	Assessment Method
SFH102	R/616/6200	Awareness of the Mental Capacity Act 2005	3	3	28	Assessment Knowledge Module
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA188	A/601/9174	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	5	4	35	Portfolio
SFH139	D/616/6281	Enable individuals with mental health problems to develop alternative coping strategies	4	4	16	Portfolio

Learning Disabilities

BIIAB Unit	URN	BIIAB Unit Title	Credit	Level	GLH	Assessment Method
CA147	T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28	Portfolio
CA228	M/504/2196	Support individuals with autistic spectrum conditions	4	3	33	Portfolio
CA287	J/601/5645	Promote access to healthcare for individuals with learning disabilities	6	5	44	Portfolio
CA288	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	7	5	53	Portfolio

Management

BIIAB Unit	URN	BIIAB Unit Title	Credit	Level	GLH	Assessment Method
CA270	D/602/3170	Understand how to manage a team	3	4	20	Portfolio
CA271	H/602/3185	Understanding professional supervision practice	3	4	22	Portfolio
CA311	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	6	5	50	Portfolio
5AC02	A/602/6237	Share knowledge and good practice	3	5	20	Portfolio
CA251	J/602/3499	Undertake a research project within services for health and social care or children and young people	10	5	80	Portfolio
CA329	J/504/2219	Appraise staff performance	5	5	32	Portfolio
5AC03	R/506/7091	Facilitate change in health and social care or children and young people's settings	5	5	33	Portfolio
4AC15	D/506/7093	Manage finance within own area of responsibility in health and social care or children and young people's settings	4	4	31	Portfolio
5AC04	H/506/7094	Manage quality in health and social care or children and young people's setting	5	5	36	Portfolio

Social Care

BIIAB Unit	URN	BIIAB Unit Title	Credit	Level	GLH	Assessment Method
CA145	Y/601/8579	Understand theories of relationships and social networks	3	4	29	Portfolio
CA70	D/504/2243	Understand the factors affecting older people	2	3	17	Portfolio
4AC09	M/506/6367	Understand public funding of individual care needs in Adult Social Care	4	4	29	Portfolio
CA146	J/601/6293	Understand positive risk taking for individuals with disabilities	3	3	25	Portfolio
CA63	M/601/7048	Principles of self-directed support	3	3	26	Portfolio
CA306	R/502/3298	Providing Independent Advocacy to Adults	5	4	35	Portfolio
SFH121	J/616/6257	Support the spiritual wellbeing of individuals	3	3	26	Portfolio
SFH106	D/616/6202	Provide support to maintain and develop skills for everyday life	4	3	28	Portfolio

BIIAB Unit	URN	BIIAB Unit Title	Credit	Level	GLH	Assessment Method
CA209	M/601/9494	Support the development of community partnerships	5	4	33	Portfolio
SFH040	J/616/6050	Support individuals to access and use services and facilities	4	3	25	Portfolio
SFH055	L/616/6065	Support individuals to access and manage direct payments	4	4	20	Portfolio
SFH090	R/616/6195	Support individuals to access housing and accommodation services	4	3	31	Portfolio
SFH053	J/616/6064	Support individuals to access education, training or employment	4	4	31	Portfolio
CA190	F/601/9029	Work with families, carers and individuals during times of crisis	5	4	35	Portfolio
CA194	T/601/9738	Implement the positive behavioural support model	8	4	61	Portfolio
CA227	T/504/2216	Assess the needs of carers and families	4	3	28	Portfolio
4AC10	T/506/6368	Provide information, advice and guidance	4	4	26	Portfolio
4AC11	T/506/6354	Develop and implement reablement plans	4	4	30	Portfolio
4AC12	J/506/6052	Mentoring in social care	2	4	15	Portfolio
CA225	R/504/2207	Supporting infection prevention and control in social care	2	3	18	Portfolio
CA327	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	3	5	22	Portfolio
CA229	R/504/2224	Support people who are providing homes to individuals	6	4	40	Portfolio
CA219	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	6	5	42	Portfolio
CA298	H/601/5250	Support the use of assistive technology	4	5	31	Portfolio

Assistive Technology

BIIAB Unit	URN	BIIAB Unit Title	Credit	Level	GLH	Assessment Method
CA203	J/601/3541	Support individuals in the use of assistive technology	4	4	32	Portfolio
4AC13	L/506/8160	Assessment, implementation and review of assistive technology in social care	4	4	27	Portfolio
3AC05	H/506/8164	Installation, maintenance and removal of assistive technology in social care	2	3	15	Portfolio
3AC06	D/506/8163	Promote rights and values in assistive technology in social care	2	3	17	Portfolio
4AC14	R/506/8161	Promote assistive technology in social care	4	4	29	Portfolio

End of Life

BIIAB Unit	URN	BIIAB 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 end of life	6	3	50	Portfolio
SFH001	K/616/5778	Understand advance care planning	3	3	25	Portfolio
SFH035	A/616/6045	Support individuals during the last days of life	5	4	40	Portfolio

Substance Misuse

BIIAB Unit	URN	BIIAB 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
CA166	M/601/0682	Provide services to those affected by someone else's substance use	4	3	24	Portfolio
CA167	H/501/0586	Increase awareness about drugs, alcohol or other substances with individuals and groups	7	3	42	Portfolio
CA170	K/501/0587	Carry out comprehensive substance misuse assessment	5	3	30	Portfolio
CA172	K/501/0590	Support individuals through detoxification programmes	3	3	18	Portfolio

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