

Qualification Handbook

BIIAB Level 3 Diploma in Health and Social Care (Adults) for England

601/6879/1

Version 4

Version and date	Change, alteration or addition	Section
Version 2, December 2016	Change to unit codes as follows:	
	CA30 changed to CA43	Rules of Combination and Mandatory Units
	CA20 changed to CA144	Rules of Combination
	CA31 changed to CA52	Rules of Combination
	CA29 changed to CA56	Rules of Combination
	CA6 changed to CA155	Rules of Combination
Version 3, July 2017	Correction to Barred Units	Rules of Combination
Version 4, January 2018	Updated handbook throughout to remove reference to "QCF"	
	Updated RoC with TQT figures	Rules of Combination

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1. About the BIIAB Level 3 Diploma in Health and Social Care (Adults) for England

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 Health and Social Care (Adults) for England	601/6879/1

2. Objective and Purpose of this Qualification

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

Achievement of this qualification indicates competence. Alongside the BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care, the BIIAB Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings and Functional Skills, the qualification is designed to make up the component parts of the Adult Social Care pathway of the Advanced Level Apprenticeship in Health and Social Care in England. Please note that apprentices on the Health pathway are not required to complete the BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care.

The primary purpose of the qualification is to confirm occupational competence.

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 support pack 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 pack 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 (eg 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 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 Health and Social Care (Adults) for England Rules of Combination (ROC) and Structure

To achieve the Level 3 Diploma in Health and Social Care (Adults) for England learners **must** gain a **total of 58** credits. This **must** consist of:

- **Minimum total** credit: **58**
- Mandatory Group A **minimum** credit: **28**
- A **minimum of 30 Credits** from Optional Groups B and C as follows:
 - A **minimum of 2 credits** and a **maximum of 7 credits** from Optional Group B
 - A **minimum of 23 credits** Optional Group C
- A **minimum of 35** credits **must** be achieved through the completion of units at **Level 3** and above
- GLH: **315**
- TQT: **580**

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 overleaf are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CA132	J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10	Portfolio
CA138	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10	Portfolio
CA1139	Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	2	3	8	Portfolio
CA140	R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	1	3	5	Assessment Knowledge Module
CA43	A/601/8574	Principles of safeguarding and protection in health and social care	3	2	26	Assessment Knowledge Module
CA44	J/601/8576	The role of the health and social care worker	2	2	14	Portfolio
CA141	Y/601/8145	Promote person centred approaches in health and social care	6	3	41	Portfolio
CA142	F/601/8138	Promote and implement health and safety in health and social care	6	3	43	Portfolio
CA143	J/601/9470	Promote good practice in handling information in health and social care settings	2	3	16	Portfolio

Optional Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CA49	M/502/3146	Purpose and principles of Independent Advocacy	4	3	25	Portfolio
CA50	F/602/0097	Understand mental well-being and mental health promotion	3	3	14	Portfolio
CA51	J/602/0103	Understand mental health problems	3	3	14	Portfolio
CA144	J/601/3538	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
CA145	Y/601/8579	Understand theories of relationships and social networks	3	4	29	Portfolio
CA52	K/601/9493	Introduction to personalisation in social care	3	3	22	Assessment Knowledge Module
CA53	L/501/6737	The principles of Infection Prevention and Control	3	2	30	Portfolio
CA54	H/501/7103	Causes and Spread of Infection	2	2	20	Portfolio
CA55	R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20	Portfolio
CA56	K/601/5315	Understand the context of supporting individuals with learning disabilities	4	2	35	Assessment Knowledge Module
CA58	H/601/5703	Principles of supporting an individual to maintain personal hygiene	1	2	10	Portfolio
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

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CA62	M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30	Portfolio
CA63	M/601/7048	Principles of self-directed support	3	3	26	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
CA151	F/601/3473	Understand Models of Disability	3	3	26	Portfolio
CA152	T/502/7599	Understand the Effects of Ageing in Activity Provision	2	3	17	Portfolio
CA153	D/503/1839	Diabetes Awareness	6	3	46	Portfolio
CA155	Y/503/8689	Understand how to provide support when working in end of life care	4	3	33	Assessment Knowledge Module
CA156	A/503/8135	Understand Advance Care Planning	3	3	25	Portfolio
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
CA159	F/503/8704	End of life and dementia care	2	3	20	Portfolio
CA271	H/602/3185	Understanding professional supervision practice	3	4	22	Portfolio
CA154	K/502/7583	Understanding and Enabling Assisting and Moving Individuals	4	2	28	Portfolio
CA71	F/503/7150	Stroke Awareness	3	2	28	Portfolio
CA158	J/503/7165	Understand Stroke Care Management	4	3	36	Portfolio
CA28	L/504/8409	Awareness of the Mental Capacity Act 2005	3	3	28	Assessment Knowledge Module
CA70	D/504/2243	Understand the factors affecting older people	2	3	17	Portfolio

Optional Group C

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
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
CA163	M/601/0648	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
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
CA168	T/601/0666	Test for substance use	5	3	30	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
CA171	D/601/0676	Assist with the transfer of individuals, who misuse substances, between agencies and services	1	3	6	Portfolio
CA172	K/501/0590	Support individuals through detoxification programmes	3	3	18	Portfolio
CA173	R/601/3526	Develop and sustain effective working relationships with staff in other agencies	4	3	24	Portfolio
CA74	Y/501/0598	Administer medication to individuals, and monitor the effects	5	3	30	Portfolio
CA216	D/501/0599	Supply and exchange injecting equipment for individuals	3	3	18	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

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
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
CA136	K/601/9025	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
CA100	T/601/8721	Undertake agreed pressure area care	4	2	30	Portfolio
CA104	J/601/8027	Move and position individuals in accordance with their plan of care	4	2	26	Portfolio
CA210	T/601/9027	Contribute to raising awareness of health issues	4	3	26	Portfolio
CA174	A/601/9028	Provide support to continue recommended therapies	3	3	20	Portfolio
CA175	L/601/8028	Provide support to maintain and develop skills for everyday life	4	3	28	Portfolio
CA176	L/601/8644	Facilitate learning and development activities to meet individual needs and preferences	5	3	35	Portfolio
CA209	M/601/9494	Support the development of community partnerships	5	4	33	Portfolio
CA177	D/601/9491	Implement therapeutic group activities	4	3	25	Portfolio
CA178	H/601/9492	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
CA180	F/601/7927	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
CA109	H/601/8049	Facilitate person centred assessment, planning, implementation and review	6	3	45	Portfolio
CA110	Y/601/7903	Support individuals to live at home	4	3	25	Portfolio
CA230	D/601/7904	Support individuals to manage their finances	3	3	20	Portfolio
CA231	H/601/7905	Support individuals to access and manage direct payments	6	4	40	Portfolio

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CA232	K/601/7906	Support individuals to access housing and accommodation services	4	3	24	Portfolio
CA137	R/601/8581	Support individuals to deal with personal relationship problems	4	3	26	Portfolio
CA111	T/601/8282	Support Individuals With Specific Communication Needs	5	3	35	Portfolio
CA182	M/601/7907	Support individuals during a period of change	4	3	29	Portfolio
CA183	T/601/7908	Support individuals to prepare for and settle in to new home environments	3	3	23	Portfolio
CA112	A/601/7909	Support individuals who are bereaved	4	3	30	Portfolio
CA113	H/601/8147	Work in partnership with families to support individuals	4	3	27	Portfolio
CA114	F/601/3764	Promote positive behaviour	6	3	44	Portfolio
CA115	F/601/4056	Support use of medication in social care settings	5	3	40	Portfolio
CA116	T/601/9495	Support individuals at the end of life	7	3	53	Portfolio
CA117	R/601/8824	Prepare environments and resources for use during healthcare activities	3	2	20	Portfolio
CA118	A/601/8980	Prepare for and carry out extended feeding techniques	4	3	27	Portfolio
CA184	Y/601/9022	Undertake tissue viability risk assessments	3	3	26	Portfolio
CA185	R/601/8662	Undertake physiological measurements	3	3	23	Portfolio
CA186	D/601/8860	Obtain venous blood samples	3	3	24	Portfolio
CA187	J/601/8979	Undertake urethral catheterisation processes	4	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
CA189	K/601/9185	Support families in maintaining relationships in their wider social structures	4	3	33	Portfolio
CA190	F/601/9029	Work with families, carers and individuals during times of crisis	5	4	35	Portfolio
CA191	L/601/9034	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	8	3	41	Portfolio
CA192	J/601/9968	Help individuals address their substance use through an action plan	4	3	28	Portfolio

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CA193	Y/601/8825	Interact with and support individuals using telecommunications	5	3	36	Portfolio
CA194	T/601/9738	Implement the positive behavioural support model	8	4	61	Portfolio
CA195	L/601/9549	Support positive risk taking for individuals	4	3	32	Portfolio
CA121	K/601/9963	Support individuals to maintain personal hygiene	2	2	17	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
CA198	J/601/8657	Support individuals with a learning disability to access healthcare	3	3	25	Portfolio
CA123	F/602/0049	Support young people with a disability to make the transition into adulthood	5	3	40	Portfolio
CA124	K/601/7047	Support parents with disabilities	6	3	43	Portfolio
CA125	J/602/0053	Support individuals with self-directed support	5	3	35	Portfolio
CA199	K/601/6190	Work with other professionals and agencies to support individuals with physical disability	3	3	23	Portfolio
CA200	M/601/5817	Support families who are affected by Acquired Brain Injury	3	3	30	Portfolio
CA201	D/601/5750	Support families who have a child with a disability	3	3	23	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
CA203	J/601/3541	Support individuals in the use of assistive technology	4	4	32	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
CA206	H/601/3546	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
LHS15	D/504/6101	First aid essentials	1	2	10	Portfolio

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
CA228	M/504/2196	Support individuals with autistic spectrum conditions	4	3	33	Portfolio
CA226	T/504/2202	Support individuals to stay safe from harm or abuse	4	3	27	Portfolio
CA224	J/504/2205	Provide support to adults who have experienced harm or abuse	5	4	39	Portfolio
CA225	R/504/2207	Supporting infection prevention and control in social care	2	3	18	Portfolio
CA217	T/503/2575	Promote nutrition and hydration in health and social care settings	4	3	32	Portfolio

Barred Units

This unit	Is barred against this unit
CA21 Understand the role of communication and interactions with individuals who have dementia (L/601/3539)	CA81 Understand and enable interaction and communication with individuals who have dementia (Y/601/4693)
CA22 Understand the diversity of individuals with dementia and the importance of inclusion (Y/601/3544)	CA82 Equality, diversity and inclusion in dementia care practice (F/601/4686)
CA58 Principles of supporting an individual to maintain personal hygiene (H/601/5703)	CA121 Support individuals to maintain personal hygiene (K/601/9963)
CA146 Understand positive risk taking for individuals with disabilities (J/601/6293)	CA195 Support positive risk taking for individuals (L/601/9549)
CA62 Principles of supporting young people with a disability to make the transition into adulthood (M/601/7227)	CA123 Support young people with a disability to make the transition into adulthood (F/602/0049)
CA63 Principles of self-directed support (M/601/7048)	CA125 Support individuals with self-directed support (J/602/0053)
CA74 Administer medication to individuals, and monitor the effects (Y/501/0598)	CA115 Support use of medication in social care settings (F/601/4056)
CA114 Promote positive behaviour (F/601/3764)	CA194 Implement the positive behavioural support model (T/601/9738)

Only one of the following units may be selected:
CA160 Providing Independent Advocacy support (T/502/3147)
CA161 Maintaining the Independent Advocacy relationship (A/502/3148)
CA162 Responding to the advocacy needs of different groups of people (F/502/3149)

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.

Learners will maximise their chances of achievement if they first undertake the BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care, which provides and assesses learners on the knowledge required to work in this area at this level.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Adult Social 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 (England). It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/7304/X BIIAB Level 4 Diploma in Adult Care (England)

9. Assessment

Overview of Assessment Strategy

Most of the units in this qualification are competence units that 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.

Some of the units in this qualification are knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs). The AKMs are externally set by BIIAB, internally marked and internally quality assured by the centre and externally quality assured by the BIIAB External Quality Assurer (EQA).

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 Strategy

The Assessment Strategy has 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 Skills for Care designed assessment strategy for this qualification.

The assessment strategy 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, quality assurers delivering, quality assuring and certificating the qualification.

Please note that unit LHS15 First Aid Essentials is to be assessed in accordance with the Skills for Health Assessment Principles for First Aid Qualifications. These principles are available upon request from customersupport@bii.org.

Skills for Care Assessment Principles

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 an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') **must** be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision **must** be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes **must** be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment **must** include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes **must** be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes **must** be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

- 3.1 Internal quality assurance is **key** to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance **must** be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

4.1 Occupationally competent

This means that each assessor **must** be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also 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 relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. 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 competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness **must**:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

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 learner'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

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 / NVQ units
- Assessment Knowledge Modules and Assessor Guidance for the knowledge units
- a Learner Summative Reflection
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

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. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.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 spend in preparation, study or any other supervised learning, study or assessment for an average learner.

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

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

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 Number / 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.

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 centrezone.biiab.org.

Unit Title	The role of the health and social care worker	
BIIAB Reference	CA44	
Level	2	
Credit Value	2	
GLH	14	
Unit Reference No.	J/601/8576	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand working relationships in health and social care	1.1	Explain how a working relationship is different from a personal relationship
	1.2	Describe different working relationships in health and social 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	Implement agreed ways of working
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	Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts

Assessment Requirements and Evidence Requirements
<p>This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>

Unit Title	Promote communication in health, social care or children's and young people's settings	
BIIAB Reference	CA132	
Level	3	
Credit Value	3	
GLH	10	
Unit Reference No.	J/601/1434	
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
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
	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 strategies that can be used to clarify misunderstandings
	3.5	Explain how to access extra support or services to enable individuals to communicate effectively
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 confidentiality in day to day communication
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit Title	Principles for implementing duty of care in health, social care or children's and young people's settings	
BIIAB Reference	CA140	
Level	3	
Credit Value	1	
GLH	5	
Unit Reference No.	R/601/1436	
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 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 potential 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 the main points of agreed procedures for handling complaints

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Promote person centred approaches in health and social care CA141 3 6 41 Y/601/8145	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the application of person centred approaches in health and social care	1.1	Explain how and why person-centred values must influence all aspects of health and social care work
	1.2	Evaluate the use of care plans in applying person centred values
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 BIIAB Reference Level Credit Value GLH Unit Reference No.	Promote person centred approaches in health and social care CA141 3 6 41 Y/601/8145	
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 health and social care
	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

Assessment Requirements and Evidence Requirements
<p>This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>

Unit Title	Promote and implement health and safety in health and social care	
BIIAB Reference	CA142	
Level	3	
Credit Value	6	
GLH	43	
Unit Reference No.	F/601/8138	
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 health or social care work 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 to understand and follow safe practices
	2.3	Monitor and report potential health and safety risks
	2.4	Use risk assessment in relation to health and safety
	2.5	Demonstrate ways to 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	Demonstrate the recommended method for hand washing
	4.3	Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work

Unit Title	Promote and implement health and safety in health and social care	
BIIAB Reference	CA142	
Level	3	
Credit Value	6	
GLH	43	
Unit Reference No.	F/601/8138	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
5 Be able to move and handle equipment and other objects safely	5.1	Explain the main points of legislation that relates to moving and handling
	5.2	Explain principles for safe moving and handling
	5.3	Move and handle equipment and other objects safely
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	Demonstrate safe practices for: <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 that clear evacuation routes are maintained at all times
8 Be able to implement security measures in the work setting	8.1	Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> • Premises • Information
	8.2	Demonstrate use of 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
	9.2	Describe signs that indicate own stress
	9.3	Analyse factors that tend to trigger own stress
	9.4	Compare strategies for managing stress

Assessment Requirements and Evidence Requirements
<p>This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles</p> <p>Learning outcomes 2, 4, 5, 6, 7 and 8 must be assessed in a real work environment.</p>

Unit Title	Promote good practice in handling information in health and social care settings	
BIIAB Reference	CA143	
Level	3	
Credit Value	2	
GLH	16	
Unit Reference No.	J/601/9470	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand requirements for handling information in health and social care settings	1.1	Identify legislation and codes of practice that relate to handling information in health and social care
	1.2	Summarise the main points of legal requirements and codes of practice for handling information in health and social care
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
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

Assessment Requirements and Evidence Requirements
<p>This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>

Unit Title	Promote equality and inclusion in health, social care or children's and young people's settings	
BIIAB Reference	CA1139	
Level	3	
Credit Value	2	
GLH	8	
Unit Reference No.	Y/601/1437	
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
	1.2	Describe the potential 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 and codes of practice relating to equality, diversity and discrimination apply to own work role
	2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences
3 Be able to promote diversity, equality and inclusion	3.1	Demonstrate actions that model inclusive practice
	3.2	Demonstrate how to support others to promote equality and rights
	3.3	Describe how to challenge discrimination in a way that promotes change

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

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.

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