

## BIIAB Level 2 Certificate in Induction into Adult Social Care in Northern Ireland

Level 2 Certificate – 601/8995/2

## About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

## Sources of Additional Information

---

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

## Copyright

---

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, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
1.1	April 2023	Reformatted Qualification Guide into new branding

## Contents

About Us.....	2
Qualification Summary .....	4
1. About the BIIAB Level 2 Certificate in Understanding the Care and Management of Diabetes.....	5
2. Objective and Purpose of this Qualification.....	5
3. About this Guidance .....	6
4. BIIAB Qualifications Limited Customer Service .....	6
5. What are Rules of Combination (ROC)? .....	7
6. BIIAB Level 2 Certificate in Induction into Adult Social Care in Northern Ireland Rules of Combination (ROC) and Structure .....	7
Mandatory Unit Group A .....	8
Optional Unit Group B .....	9
7. Age Restriction .....	9
8. Entry Requirements and Progression.....	9
9. Assessment .....	10
10. Initial Assessment and Induction .....	17
11. Resources.....	18
12. Design and Delivery .....	18
13. Format of Units.....	19
14. Initial Registration.....	20
15. Qualification Review and Feedback.....	21
16. Mandatory Units .....	21

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

BIIAB Level 2 Certificate in Induction into Adult Social Care in Northern Ireland - 601/8995/2	
<b>Qualification Purpose</b>	To prepare for further learning or training by developing knowledge in health and social care.
<b>Age Range</b>	<b>Pre 16</b>   <b>16-18</b> ✓   <b>18+</b>   <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual and CCEA
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/07/2016
<b>Review Date</b>	30/06/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	184 hours
<b>Total Qualification Time (TQT)</b>	228 hours
<b>Credit Value</b>	23
<b>BIIAB Qualifications Limited Sector</b>	Health and Social Care
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited web site

## 1. About the BIIAB Level 2 Certificate in Induction into Adult Social care in Northern Ireland

BIIAB Qualifications Limited is regulated to deliver this qualification by CCEA Regulations in Northern Ireland (please note the qualification will be submitted to CCEA once it has been approved by the Northern Ireland Social Care Council). 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)
<b>BIIAB Level 2 Certificate in Induction into Adult Social Care in Northern Ireland</b>	601/8995/2

## 2. Objective and Purpose of this Qualification

This qualification has been designed to meet the requirements of the specification designed by the Northern Ireland Social Care Council and thereby meets the requirements for induction of learners who work or want to work in the adult care sector in Northern Ireland.

Achievement of this qualification does not by itself indicate competence but the knowledge obtained aids progression onto the BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland, which allows full demonstration of competence. These two qualifications, along with Essential Skills in Application of Number and Communication, are designed to make up the component parts of the Level 2 Apprenticeship Framework in Health and Social Care in Northern Ireland (subject to approval from the Northern Ireland Social Care Council).

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge in health and social care. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for adult social care at this level.

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 Guidance**

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

### **4. BIIAB Qualifications Limited Customer Service**

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

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 Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support 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 Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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 2 Certificate in Induction into Adult Social Care in Northern Ireland Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Induction into Adult Social Care in Northern Ireland, learners **must** gain a **total of 23** credit. This **must** consist of:

- Minimum total credit: **23**
- Mandatory group A **minimum** credit: **20**
- Optional Unit Group B **minimum** credit: **3**
- A **minimum of 23** credits **must** be achieved through the completion of units at **Level 2** and above
- Minimum Guided Learning Hours: **184 hours**
- Maximum Guided Learning Hours: **184 hours**
- Total Qualification Time: **228 hours**

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

Listed below are the qualification units.

### Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
NICA238	R/508/6496	Principles of communication in adult social care settings	2	2	15	Assessment Knowledge Module
NICA501	J/508/6513	Principles of personal development in adult social care settings	2	2	15	Assessment Knowledge Module
NICA502	D/508/6534	Principles of diversity, equality and inclusion in adult social care settings	2	2	16	Assessment Knowledge Module
NICA30	M/508/6540	Principles of safeguarding and protection in health and social care	2	3	25	Assessment Knowledge Module
NICA24	T/508/6541	Introduction to duty of care in health, social care or children's and young people's settings	2	1	8	Assessment Knowledge Module
NICA234	A/508/6542	Understand the role of the social care worker	2	1	9	Assessment Knowledge Module
NICA235	F/508/6543	Understand person-centred approaches in adult social care settings	2	4	30	Assessment Knowledge Module
NICA236	J/508/6544	Understand health and safety in social care settings	2	4	36	Assessment Knowledge Module





Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
NICA237	R/508/6546	Understand how to handle information in social care settings	2	1	8	Assessment Knowledge Module

## Optional Unit Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
NICA503	H/508/6521	Understand how to safeguard the welfare of children and young people	2	3	22	Assessment Knowledge Module
NICA139	K/508/6486	Understand employment responsibilities and rights in health, social care or children and young people's settings	2	3	22	Assessment Knowledge Module

## 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.

New workers in Health and Social Care in Northern Ireland are required to undertake an induction, the details of which are available on the NISCC website:

<http://www.niscc.info/index.php/education-for-our-training-providers/induction-standards-education>

The qualification is designed to equip learners with the knowledge to work effectively within Adult Social Care at this level. The recommended progression route is to the BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland. Learners who cannot obtain employment or who wish to focus on knowledge may, upon achievement wish to proceed onto the BIIAB Level 3 Certificate in Induction into Adult Social Care in Northern Ireland.

This qualification will also allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/6856/0 BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
- 601/8997/6 BIIAB Level 3 Certificate in Induction into Adult Social Care in Northern Ireland

## 9. Assessment

### Overview of assessment strategy

The qualification comprises knowledge units. BIIAB has developed Assessment Knowledge Modules (AKMs) for the units.

AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Alternatively, centres may wish to devise their own assessments for the knowledge units. If so Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

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.

## Assessors and Centres in Northern Ireland

Assessors and centres in Northern Ireland must adhere to the Design Principles determined by the Northern Ireland Social Care Council. These are incorporated within the Skills for Care Assessment Principles which follow.

## 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 having sufficient knowledge
- learners believe they are competent and that they have been misjudged

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## **Assessment Principles**

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, verifiers delivering, quality assuring and certificating the qualification.

## **Skills for Care and Development 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 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 organisations (See Appendix A)
- 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 practice (See Appendix B)

## **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 qualified, competent and knowledgeable assessor. (See Appendix C)
- 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
- 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 (e.g. 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.socialcare.wales>
- <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**

- <https://socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance>
- <https://niscc.info/standards-and-guidance/>
- <https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-people/Code-of-Conduct.aspx>
- [www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/](http://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/)

### **Appendix C: Guidance on Occupational Competence Qualifications**

#### **Wales**

#### **Qualification Framework for the Social Care Sector in Wales**

- <http://www.socialcare.wales/qualifications-funding/qualification-framework>

#### **N Ireland**

- [What's Workforce Support? - NISCC](#)



**England**

- <http://www.learningzone.niscc.info/qualifications-for-social-care-workers-and-managers>

**Scotland**

- <http://www.sssc.uk.com/workforce-development>

**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 Education and Training

**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 Qualifications Limited 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 Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs)
- Assessor Guidance
- A Learner Summative Reflection template
- Access to the units

All of these resources are available on request.

### 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 Qualifications Limited includes the mandatory units within this guidance document.

### 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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent 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.

BIIAB Qualifications Limited 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 guidance document 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 Qualifications Limited also assign unique unit numbers which 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. There are usually multiple assessment criteria for each Learning Outcome.

**14. Initial Registration****Registration and Certification**

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

**Equal Opportunities and Diversity Policy**

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

## **15. Qualification Review and Feedback**

BIIAB Qualifications Limited 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 Qualifications Limited 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, assessment approach remains appropriate and that it remains valid and fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification.



## Principles of communication in adult social care settings

<b>Unit Reference</b>	R/508/6496
<b>BIIAB Reference</b>	NICA238
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	15
<b>Unit Summary</b>	This unit provides the learner with the knowledge to communicate effectively in adult social care settings
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.4)</b> The learner can:
1. Understand why communication is important in adult social care settings	1.1 Identify different reasons why people communicate  1.2 Explain how effective communication affects all aspects of working in adult social care settings  1.3 Explain why it is important to observe an individual's reactions when communicating with them
2. Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Explain why it is important to find out an individual's communication and language a) needs, b) wishes and c) preferences  2.2 Describe a range of communication methods
3. Understand how to reduce barriers to communication	3.1 Identify barriers to communication  3.2 Describe ways to reduce barriers to communication

	<p>3.3 Describe ways to check that communication has been understood</p> <p>3.4 Identify sources of</p> <ul style="list-style-type: none"> <li>a) information,</li> <li>b) support and</li> <li>c) services</li> </ul> <p>to enable more effective communication</p>
<p>4. Understand confidentiality in adult social care settings</p>	<p>4.1 Define the term “confidentiality”</p> <p>4.2 Describe ways to maintain confidentiality in day to day communication</p> <p>4.3 Describe situations where information normally considered to be confidential might need to be shared with agreed others</p> <p>4.4 Explain</p> <ul style="list-style-type: none"> <li>a) how and</li> <li>b) when</li> </ul> <p>to seek advice about confidentiality</p>

**Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

## Principles of personal development in adult social care settings

<b>Unit Reference</b>	J/508/6513
<b>BIIAB Reference</b>	NICA501
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	15
<b>Unit Summary</b>	This unit provides the learner with the knowledge to personally development within their role
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.4)</b> The learner can:
1. Understand what is required for good practice in adult social care roles	1.1 Identify standards that influence the way adult social care job roles are carried out  1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills  1.3 Describe ways to ensure that a) personal attitudes and b) beliefs do not obstruct the quality of work
2. Understand how learning activities can develop knowledge, skills and understanding	2.1 Describe how a learning activity has improved own knowledge, skills and understanding  2.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding  2.3 Describe how feedback from others has developed own knowledge, skills and understanding



<p>3. Know how a personal development plan can contribute to own learning and development</p>	<p>3.1 Define the term “personal development plan”</p> <p>3.2 Identify who could be involved in the personal development plan process</p> <p>3.3 Identify sources of support for own learning and development</p> <p>3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding</p>
---	---

<b>Assessment Requirements and Evidence Requirements</b>
<p>This unit must be assessed in accordance with the Skills for Care Assessment Principles.</p>

## Principles of diversity, equality and inclusion in adult social care settings

<b>Unit Reference</b>	D/508/6534
<b>BIIAB Reference</b>	NICA502
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	16
<b>Unit Summary</b>	This unit provides the learner with the knowledge of diversity, equality and inclusion
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.2)</b> The learner can:
1. Understand the importance of diversity, equality and inclusion	1.1 Define what is meant by: <ul style="list-style-type: none"> <li>a) diversity</li> <li>b) equality</li> <li>c) inclusion</li> <li>d) discrimination</li> </ul> 1.2 Describe how <ul style="list-style-type: none"> <li>a) direct and</li> <li>b) indirect</li> </ul> discrimination may occur in the work setting 1.3 Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination
2. Know how to work in an inclusive way	2.1 List key legislation relating to diversity, equality, inclusion and discrimination in adult social care settings 2.2 List codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings

	<p>2.3 Describe how to interact with individuals in an inclusive way</p> <p>2.4 Describe ways in which discrimination may be challenged in adult social care settings</p>
<p>3. Know how to access information, advice and support about diversity, equality, inclusion and discrimination</p>	<p>3.1 Identify sources of</p> <ul style="list-style-type: none"> <li>a) information,</li> <li>b) advice and</li> <li>c) support</li> </ul> <p>about diversity, equality, inclusion and discrimination</p> <p>3.2 Describe how and when to access</p> <ul style="list-style-type: none"> <li>a) information,</li> <li>b) advice and</li> <li>c) support</li> </ul> <p>about diversity, equality, inclusion and discrimination</p>

<b>Assessment Requirements and Evidence Requirements</b>
<p>This unit must be assessed in accordance with the Skills for Care Assessment Principles.</p>



## Principles of safeguarding and protection in health and social care

<b>Unit Reference</b>	M/508/6540
<b>BIIAB Reference</b>	NICA30
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	25
<b>Unit Summary</b>	This unit provides the learner with the knowledge of safeguarding in health and social care
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.3)</b> The learner can:
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: a) Physical abuse b) Sexual abuse c) Emotional/psychological abuse d) Financial abuse e) Institutional abuse f) Self-neglect g) Neglect by others  1.2 Identify a) the signs and b) symptoms associated with each type of abuse  1.3 Describe factors that may contribute to an individual being more vulnerable to abuse
2. Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take if there are suspicions that an individual is being abused  2.2 Explain the actions to take if an individual alleges that they are being abused

	2.3 Identify ways to ensure that evidence of abuse is preserved
3. Understand the national and local context of safeguarding and protection from abuse	<p>3.1 Identify</p> <ul style="list-style-type: none"> <li>a) national policies and</li> <li>b) local systems</li> </ul> <p>that relate to safeguarding and protection from abuse</p> <p>3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse</p> <p>3.3 Identify reports into serious failures to protect individuals from abuse</p> <p>3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse</p>
4. Understand ways to reduce the likelihood of abuse	<p>4.1 Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> <li>a) working with person-centred values</li> <li>b) encouraging active participation</li> <li>c) promoting choice and rights</li> </ul> <p>4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</p>
5. Know how to recognise and report unsafe practices	<p>5.1 Describe unsafe practices that may affect the well-being of individuals</p> <p>5.2 Explain the actions to take if unsafe practices have been identified</p> <p>5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</p>

**Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

**Additional Information**

Assessment Criterion 1.3	<b>Factors</b> may include: <ul style="list-style-type: none"> <li>• a setting or situation</li> <li>• the individual</li> </ul>
Assessment Criterion 1.3	An <b>individual</b> will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. A setting where there is no formal duty of care includes adult health or social care settings.
Assessment Criterion 2.1	The <b>actions to take</b> constitute the learner's responsibilities in responding to allegations or suspicions of abuse. The actions to take if the allegation or suspicion implicates: <ul style="list-style-type: none"> <li>• a colleague</li> <li>• someone in the individual's personal network</li> <li>• the learner</li> <li>• the learner's line manager</li> <li>• others</li> </ul>
Assessment Criterion 3.1	<b>Local systems</b> may include: <ul style="list-style-type: none"> <li>• employer/organisational policies and procedures</li> <li>• multi-agency adult protection arrangements for locality</li> </ul>

<b>Additional Information</b>	
Assessment Criterion 4.1	<p><b>Person-centred values</b> include:</p> <ul style="list-style-type: none"> <li>• individuality</li> <li>• rights</li> <li>• choice</li> <li>• privacy</li> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership</li> </ul>
Assessment Criterion 4.1	<p><b>Active participation</b> 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.</p>
Assessment Criterion 5.1	<p><b>Unsafe practices</b> may include:</p> <ul style="list-style-type: none"> <li>• poor working practices</li> <li>• resource difficulties</li> <li>• operational difficulties</li> </ul>



## Introduction to duty of care in health, social care or children's and young people's settings

<b>Unit Reference</b>	T/508/6541
<b>BIIAB Reference</b>	NICA24
<b>Level</b>	2
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	8
<b>Unit Summary</b>	This unit provides the learner with the knowledge of understanding duty of care and complaints handling
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.2)</b> The learner can:
1. Understand the implications of duty of care	1.1 Define the term 'duty of care'  1.2 Describe how the duty of care affects own work role
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights  2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints  3.2 Identify the main points of agreed procedures for handling complaints

### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.



## Understand the role of the social care worker

<b>Unit Reference</b>	A/508/6542
<b>BIIAB Reference</b>	NICA234
<b>Level</b>	2
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	9
<b>Unit Summary</b>	This unit provides the learner with the knowledge of the role of a social worker
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.4)</b> The learner can:
1. Understand working relationships in social care settings	1.1 Explain how a working relationship is different from a personal relationship  1.2 Describe different working relationships in social care settings
2. Understand the importance of working in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role  2.2 Outline what is meant by agreed ways of working  2.3 Explain the importance of having all up-to-date details of agreed ways of working
3. Understand the importance of working in partnership with others	3.1 Explain why it is important to work in partnership with others  3.2 Identify ways of working that can help improve partnership working  3.3 Identify skills and approaches needed for resolving conflicts  3.4 Explain how and when to access support and advice about:

	a) partnership working b) resolving conflicts
--	--

**Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

## Understand person-centred approaches in adult social care settings

<b>Unit Reference</b>	F/508/6543
<b>BIIAB Reference</b>	NICA235
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	30
<b>Unit Summary</b>	This unit provides the learner with the knowledge to work in a person-centred approach
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.3)</b> The learner can:
1. Understand person-centred approaches for care and support	1.1 Define person-centred values  1.2 Explain why it is important to work in a way that embeds person-centred values
2. Understand how to implement a person-centred approach in an adult social care setting	2.1 Describe how to find out the a) history, b) preferences, c) wishes and d) needs of an individual  2.2 Describe how to take into account the a) history, b) preferences, c) wishes and d) needs of an individual when planning care and support  2.3 Explain how using an individual's care plan contributes to working in a person-centred way

<p>3. Understand the importance of establishing consent when providing care or support</p>	<p>3.1 Define the term 'consent'</p> <p>3.2 Explain the importance of gaining consent when providing care or support</p> <p>3.1 Describe how to establish consent for an activity or action</p> <p>3.2 Explain what steps to take if consent cannot be readily established</p>
<p>4. Understand how to encourage active participation</p>	<p>4.1 Define what is meant by active participation</p> <p>4.2 Describe how active participation benefits an individual</p> <p>4.3 Describe ways of reducing barriers to active participation</p> <p>4.4 Describe ways of encouraging active participation</p>
<p>5. Understand how to support an individual's right to make choices</p>	<p>5.1 Identify ways of supporting an individual to make informed choices</p> <p>5.2 Explain why risk-taking can be part of an individual's choices</p> <p>5.3 Explain how agreed risk assessment processes are used to support the right to make choices</p> <p>5.4 Explain why a worker's personal views should not influence an individual's choices</p> <p>5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by others</p>

<p>6. Understand how to promote an individual's well-being</p>	<p>6.1 Explain how individual</p> <ul style="list-style-type: none"> <li>a) identity and</li> <li>b) self-esteem</li> </ul> <p>are linked with well-being</p> <p>6.2 Describe</p> <ul style="list-style-type: none"> <li>a) attitudes and</li> <li>b) approaches</li> </ul> <p>that are likely to promote an individual's well-being</p> <p>6.3 Identify ways to contribute to an environment that promotes well-being</p>
--	--

<b>Assessment Requirements and Evidence Requirements</b>
--

<p>This unit must be assessed in accordance with the Skills for Care Assessment Principles.</p>
---

## Understand health and safety in social care settings

<b>Unit Reference</b>	J/508/6544
<b>BIIAB Reference</b>	NICA236
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	36
<b>Unit Summary</b>	This unit provides the learner with the knowledge of health and safety in a social care setting workplace
<b>Learning Outcomes (1 to 11)</b> The learner will:	<b>Assessment Criteria (1.1 to 11.3)</b> The learner can:
1. Understand the different responsibilities relating to health and safety in social care settings	1.1 List legislation relating to general health and safety in a social care setting  1.2 Describe the main points of health and safety policies and procedures  1.3 Outline the main health and safety responsibilities of: a) the social care worker b) the employer or manager c) individuals  1.4 Identify tasks relating to health and safety that should only be carried out with special training  1.5 Describe how to access additional support and information relating to health and safety
2. Understand the use of risk assessments in relation to health and safety	2.1 Define what is meant by a) "hazard" and b) "risk"  2.2 Describe how to use a health and safety risk assessment

	<p>2.3 Explain how and when to report potential health and safety risks that have been identified</p> <p>2.4 Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns</p>
<p>3. Understand procedures for responding to accidents and sudden illness</p>	<p>3.1 Describe different types of a) accidents and b) sudden illness that may occur in a social care setting</p> <p>3.2 Outline the procedures to be followed if a) an accident or b) sudden illness should occur</p> <p>3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders</p>
<p>4. Know how to reduce the spread of infection</p>	<p>4.1 List routes by which an infection can get into the body</p> <p>4.2 Describe ways in which own a) health and b) hygiene might pose a risk to an individual or to others at work</p> <p>4.3 Explain the most thorough method for hand washing</p> <p>4.4 Describe when to use different types of personal protective equipment</p>



<p>5. Know how to move and handle equipment and other objects safely</p>	<p>5.1 Identify legislation that relates to moving and handling</p> <p>5.2 List principles for safe moving and handling</p> <p>5.3 Explain why it is important for moving and handling tasks to be carried out following specialist training</p>
<p>6. Understand the principles of assisting and moving an individual</p>	<p>6.1 Explain why it is important to have specialist training before assisting and moving an individual</p> <p>6.2 Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving</p>
<p>7. Know how to handle hazardous substances</p>	<p>7.1 Identify hazardous substances that may be found in the social care setting</p> <p>7.2 Describe safe practices for:</p> <ul style="list-style-type: none"><li>a) storing hazardous substances</li><li>b) using hazardous substances</li><li>c) disposing of hazardous substances</li></ul>
<p>8. Know environmental safety procedures in the social care setting</p>	<p>8.1 Outline procedures to be followed in the social care setting to prevent:</p> <ul style="list-style-type: none"><li>a) fire</li><li>b) gas leak</li><li>c) floods</li><li>d) intruding</li><li>e) security breach</li></ul> <p>8.2 Outline procedures to be followed in the social care setting in the event of:</p> <ul style="list-style-type: none"><li>a) fire</li><li>b) gas leak</li><li>c) floods</li><li>d) intruding</li><li>e) security breach</li></ul>



<p>9. Know how to manage stress</p>	<p>9.1 Identify common signs and indicators of stress</p> <p>9.2 Identify circumstances that tend to trigger own stress</p> <p>9.3 Describe ways to manage stress</p>
<p>10. Understand procedures regarding handling medication</p>	<p>10.1 Describe the main points of agreed procedures about handling medication</p> <p>10.2 Identify who is responsible for medication in a social care setting</p> <p>10.3 Explain why medication must only be handled following specialist training</p>
<p>11. Understand how to handle and store food safely</p>	<p>11.1 Identify food safety standards relevant to a social care setting</p> <p>11.2 Explain how to:</p> <ul style="list-style-type: none"> <li>a) store food</li> <li>b) maximise hygiene when handling food</li> <li>c) dispose of food</li> </ul> <p>11.3 Identify common hazards when handling and storing food</p>

**Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Skills for Care Assessment Principles.



### Understand how to handle information in social care settings

<b>Unit Reference</b>	R/508/6546
<b>BIIAB Reference</b>	NICA237
<b>Level</b>	2
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	8
<b>Unit Summary</b>	This unit provides the learner with the knowledge to handle information
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.2)</b> The learner can:
1. Understand the need for secure handling of information in social care settings	1.1 Identify the legislation that relates to the a) recording, b) storage and c) sharing of information in social care  1.2 Explain why it is important to have secure systems for a) recording and b) storing information in a social care setting
2. Know how to access support for handling information in social care settings	2.1 Describe how to access a) guidance, b) information and c) advice about handling information  2.2 Outline what actions to take when there are concerns over the recording, storing or sharing of information

**Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Skills for Care Assessment Principles.



## Understand how to safeguard the welfare of children and young people

<b>Unit Reference</b>	H/508/6521
<b>BIIAB Reference</b>	NICA503
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	22
<b>Unit Summary</b>	This unit provides the learner with the knowledge to understand how to safeguard children and young people
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.5)</b> The learner can:
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people	1.1 Identify <ul style="list-style-type: none"> <li>a) current legislation</li> <li>b) guidelines</li> <li>c) policies and procedures for safeguarding the welfare of children and young people including e-safety</li> </ul> 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people in the workplace
2. Understand how to safeguard children, young people and practitioners in the workplace	2.1 Describe how practitioners can protect themselves from allegations and complaints within their everyday practice 2.2 Identify ways in which concerns about poor practice can be reported whilst protecting whistleblowers 2.3 Identify ways in which concerns about poor practice can be reported whilst protecting those whose practice or behaviour is being questioned

	2.4 Identify where to access sources of support where concerns have not been addressed
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	<p>3.1 Identify the characteristics of different types of abuse</p> <p>3.2 Describe actions to take in response to evidence, allegations or concerns that a child or young person has been abused, harmed or bullied, or may be at risk of harm, abuse or bullying</p> <p>3.3 Describe actions to take in response to evidence, allegations or concerns that a child or young person has self-harmed or may be at risk of self-harm</p> <p>3.4 Describe the principles of confidentiality and when information must be shared</p> <p>3.5 Describe the boundaries of confidentiality and when information must be shared</p>

**Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

## Understand employment responsibilities and rights in health, social care or children and young people's settings

<b>Unit Reference</b>	K/508/6486
<b>BIIAB Reference</b>	NICA139
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	22
<b>Unit Summary</b>	This unit provides the learner with the knowledge of their employment rights and responsibilities
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.4)</b> The learner can:
1. Know the statutory responsibilities and rights of employees and employers within own area of work	1.1 List the aspects of employment covered by law  1.2 List the main features of current employment legislation  1.3 Outline why legislation relating to employment exists  1.4 Identify a) sources and b) types of information and c) advice available in relation to employment responsibilities and rights
2. Understand agreed ways of working that protect own relationship with employer	2.1 Describe the terms and conditions of own contract of employment  2.2 Describe the information shown on own pay statement

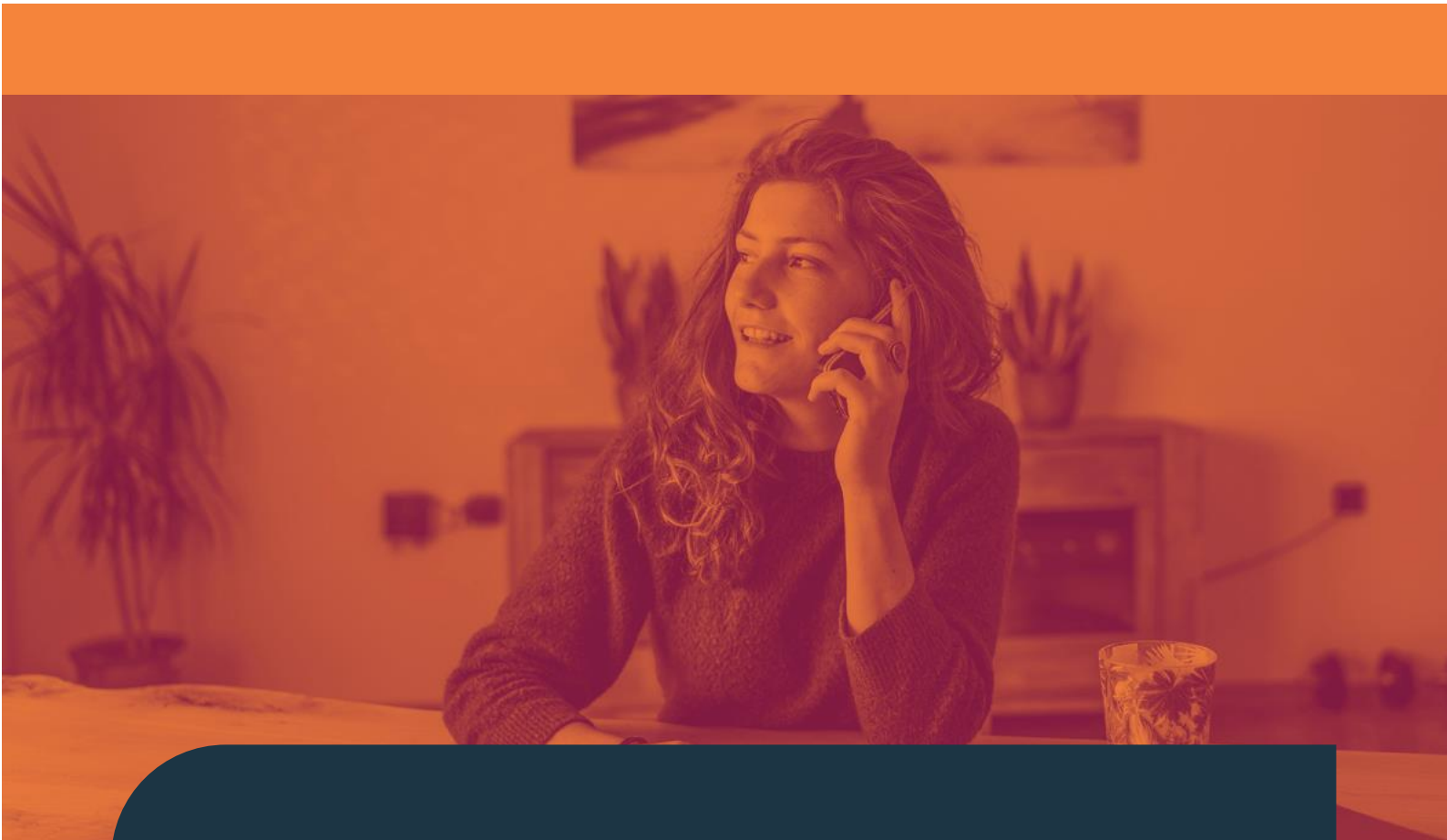
	<p>2.3 Describe the procedures to follow in event of a grievance</p> <p>2.4 Identify the personal information that must be kept up to date with own employer</p> <p>2.5 Explain agreed ways of working with employer</p>
<p>3. Understand how own role fits within the wider context of the sector</p>	<p>3.1 Explain how own role fits within the delivery of the service provided</p> <p>3.2 Explain the effect of own role on service provision</p> <p>3.3 Describe how own role links to the wider sector</p> <p>3.4 Describe the main a) roles and b) responsibilities of representative bodies that influence the wider sector</p>
<p>4. Understand career pathways available within own and related sectors</p>	<p>4.1 Describe different types of occupational opportunities</p> <p>4.2 Identify sources of information related to a chosen career pathway</p> <p>4.3 Identify next steps in own career pathway</p>
<p>5. Understand how issues of public concern may affect the image and delivery of services in the sector</p>	<p>5.1 Identify occasions where the public have raised concerns regarding issues within the sector</p> <p>5.2 Outline different viewpoints around an issue of public concern relevant to the sector</p>

	<p>5.3 Describe how issues of public concern have altered public views of the sector</p> <p>5.4 Describe recent changes in service delivery which have affected own area of work</p>
--	--

**Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Skills for Care Assessment Principles.





If you need any help with this guide  
please contact our team.

0115 854 1620

[QualsDevelopment@BIIAB.co.uk](mailto:QualsDevelopment@BIIAB.co.uk)

[biiab.co.uk](http://biiab.co.uk)

*We are part of the Skills and Education Group.*