BIIAB Level 3 Diploma in Adult Care

Level 3 Diploma – 610/1093/5

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 provides access to a wide variety of information.

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Version	Date	Details of Change
1.0	January 2023	Launch of new qualification
1.1	March 2023	Amendment to unit table – CA223 and CA271
1.2	March 2023	Amendment to 'About Us' section
1.3	July 2025	A link to the Optional Unit Pack has been added on page 31

Contents

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 3 Diploma in Adult Care - 610/1093/5						
Qualification Purpose	Confirm Occupational Competence and a mandatory component of the Lead Adult Care Worker Apprenticeship					
Age Range	**Pre 16**		**16-18** ✓	**18+**		**19+** ✓
Regulation	The above qualification is regulated by Ofqual					
Assessment	• Internal assessment • Internal and external moderation					
Type of Funding Available	See FaLa (Find a Learning Aim)					
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges					
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed					
Operational Start Date	01/01/2023					
Review Date	31/12/2026					
Operational End Date						
Certification End Date						
Guided Learning (GL)	407 hours					
Total Qualification Time (TQT)	580 hours					
Credit Value	58					
BIIAB Qualifications Limited Sector	Health and Social Care					
Ofqual SSA Sector	1.3 Health and Social Care					
Support from Trade Associations	Skills for Care					
Administering Office	See BIIAB Qualifications Limited web site					

1. About the BIIAB Level 3 Diploma in Adult Care

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

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

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Diploma in Adult Care	610/1093/5

2. Objective and Purpose of this Qualification

The content of the Level 3 Diploma in Adult Care has been specified by Skills for Care, in consultation with employers, learning providers and those who use services.

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

The content of the qualification is applicable to the following roles:
- lead adult care worker
- lead personal assistant

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

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

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

Due to constant Regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is

funded for use with individual learners before making registrations. If you are unsure about the qualifications 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

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

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 3 Diploma for Adult Care Rules of Combination (ROC) and Structure

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

- Minimum total credit: **58**
- Mandatory Group A credit: **40**
- A minimum of **18 credits** from Optional Group B
- A minimum of **40 credits** must be achieved at **Level 3 or above**
- Minimum Guided Learning Hours: **407 hours**
- Total Qualification Time: **580 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
AC301	Y/650/3100	Health and Safety in the adult care setting	3	7	58	Assessment Activity Module
AC302	A/650/3101	Promote choice, independence and wellbeing in adult care settings	3	3	24	Assessment Activity Module
AC303	D/650/3102	Promote communication and effective handling of information in adult care settings	3	6	45	Assessment Activity Module
AC304	F/650/3103	Promote equality, diversity, inclusion, and human rights in adult care settings	3	3	25	Assessment Activity Module
AC305	H/650/3104	Promote personal well-being and continuous development in adult care settings	3	4	30	Assessment Activity Module
AC306	J/650/3105	Promote person-centred practice in adult care settings	3	5	39	Assessment Activity Module
AC307	K/650/3106	Safeguarding, mental capacity and restrictive practice in adult care settings	3	6	40	Assessment Knowledge Module
AC308	L/650/3107	Ways of working and duty of care in adult care settings	3	6	50	Assessment Activity Module

Optional Group B

All of the optional units have been grouped into the following themes:
- Mental Health
- End of Life Care
- Dementia
- Advocacy
- Personalisation and Care Planning
- Infection Control and Hygiene
- Supporting Elderly People
- Caring for People with Disabilities
- Substance Use
- Moving People
- Partnerships
- Supporting Individuals
- Health and Healthcare and Medication
- Positive Behaviour
- Teamwork and Supervision
- IT

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

Mental Health

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

End of Life Care

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

Dementia

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH071	L/616/6079	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
CA17	K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	3	2	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

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA159	F/503/8704	End of life and dementia care	3	2	20	Portfolio
CA79	T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	3	3	26	Portfolio
CA80	A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	3	4	26	Portfolio
CA81	Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	3	4	30	Portfolio
CA82	F/601/4686	Equality, diversity and inclusion in dementia care practice	3	4	31	Portfolio

NOTE: barred combinations

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

Advocacy

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA49	M/502/3146	Purpose and principles of Independent Advocacy	3	4	25	Portfolio

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

NOTE: barred combinations

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

Personalisation and Care Planning

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

Infection Control and Hygiene

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

NOTE: barred combinations

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

Supporting Elderly People

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

Caring for People with Disabilities

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH198	M/616/6883	Understand the context of supporting individuals with learning disabilities	3	4	35	Assessment Knowledge Module
CA146	J/601/6293	Understand positive risk taking for individuals with disabilities	3	3	25	Portfolio
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA147	T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28	Portfolio
CA148	J/601/6150	Understand Physical Disability	3	3	22	Portfolio
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA150	M/601/3467	Understand Sensory Loss	3	3	21	Portfolio
CA71	F/503/7150	Stroke Awareness	2	3	28	Portfolio

CA158	J/503/7165	Understand Stroke Care Management	3	4	36	Portfolio
CA228	M/504/2196	Support individuals with autistic spectrum conditions	3	4	33	Portfolio
CA199	K/601/6190	Work with other professionals and agencies to support individuals with physical disability	3	3	23	Portfolio
CA198	J/601/8657	Support individuals with a learning disability to access healthcare	3	3	25	Portfolio
CA202	K/601/3483	Promote effective communication with individuals with sensory loss	3	4	30	Portfolio
CA208	A/601/5190	Support individuals with multiple conditions and/or disabilities	3	4	31	Portfolio
CA204	R/601/3543	Support the assessment of individuals with sensory loss	3	3	22	Portfolio
CA205	D/601/3545	Support the promotion of awareness of sensory loss	3	3	23	Portfolio

NOTE: barred combinations

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

Only **one** of the following units may be selected:
CA150 Understand sensory loss
CA202 Promote effective communication with individuals with sensory loss
CA204 Support the assessment of individuals with sensory loss
CA205 Support the promotion of awareness of sensory loss

Substance Use

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

NOTE: barred combinations

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

Moving People

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

NOTE: barred combinations

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

Partnerships

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

Supporting Individuals

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH091	L/616/6129	Provide support to manage pain and discomfort	2	2	15	Portfolio
CA97	R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	2	14	Portfolio
SFH163	Y/616/6151	Undertake agreed pressure area care	2	4	30	Portfolio
SFH106	D/616/6202	Provide support to maintain and develop skills for everyday life	3	4	28	Portfolio
SFH108	H/616/6203	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	Portfolio
SFH025	D/616/5857	Implement therapeutic group activities	3	4	25	Portfolio
SFH058	D/616/6068	Support individuals to develop and run support groups	3	3	24	Portfolio
CA179	M/601/9611	Prepare to support individuals within a shared life arrangement	3	4	31	Portfolio
SFH040	J/616/6050	Support individuals to access and use services and facilities	3	4	25	Portfolio
CA181	J/601/9601	Provide support for individuals within a shared life arrangement	3	5	35	Portfolio

CA108	R/601/8578	Support individuals in their relationships	3	4	27	Portfolio
SFH177	R/616/6598	Support individuals to live at home	3	4	29	Portfolio
SFH022	F/616/5852	Support individuals to manage their finances	3	3	20	Portfolio
SFH055	L/616/6065	Support individuals to access and manage direct payments	4	4	20	Portfolio
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
CA137	R/601/8581	Support individuals to deal with personal relationship problems	3	4	26	Portfolio
SFH161	H/616/6427	Support individuals with specific communication needs	3	5	35	Portfolio
SFH124	R/616/6259	Support individuals during a period of change	3	4	29	Portfolio
SFH110	K/616/6204	Enable individuals to develop strategies to manage their behaviour	3	8	41	Portfolio
CA226	T/504/2202	Support individuals to stay safe from harm or abuse	3	4	27	Portfolio
SFH111	D/616/6250	Support positive risk taking for individuals	3	4	32	Portfolio
SFH053	J/616/6064	Support individuals to access education, training or employment	4	4	31	Portfolio
CA207	R/601/5180	Enable individuals to negotiate environments	3	5	34	Portfolio

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA189	K/601/9185	Support families in maintaining relationships in their wider social structures	3	4	33	Portfolio

NOTE: barred combinations

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

Health and Healthcare and Medication

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

			3	6	46	Portfolio
CA153	D/503/1839	Diabetes Awareness				
CA217	T/503/2575	Promote nutrition and hydration in health and social care settings	3	4	32	Portfolio

NOTE: barred combinations

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

Positive Behaviour

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

NOTE: barred combinations

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

Teamwork and Supervision

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA223	H/504/2194	Contribute to effective team working in health and social care or children and young people's settings	3	4	25	Portfolio

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA271	H/602/3185	Understanding professional supervision practice	4	3	22	Portfolio

IT

Unit No	URN	Unit Title	Level	Credit	GLH	Assessment Method
IT67	A/502/4400	Specialist Software	3	4	30	Portfolio
IT42	D/502/4258	IT Security for Users	3	3	20	Portfolio

7. Age Restriction

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

- 16-18
- 19+

8. Entry Requirements and Progression

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

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

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

9. Assessment

Overview of assessment strategy

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

- meet the assessment criteria
- achieve the learning outcomes

Assessment process

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

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

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

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

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

checking the consistency of assessments made by the training provider, and across training providers.

Assessment Principles

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

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

Skills for Care and Development Assessment Principles

1. Introduction

1.1   Skills for Care and Development (SfC&D) is an alliance of key organisations from England, Northern Ireland, Ireland, Scotland and Wales with varied roles across social care, social work and early years and with remits across workforce development and regulation.

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[1].

1.1   The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.

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

1.2 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skills for Health assessment principles should also be considered: https://www.skillsforhealth.org.uk/info-hub/category/resources/

1.3 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.

1.4 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct2 and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.5 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[2].

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.

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.

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

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

- https://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/

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 (CTLLS)

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

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/

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:

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

All of these resources are available 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 and makes all optional units available for approved centres in the Optional Unit Pack which can be accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

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 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.

Total Qualification Time (TQT)

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

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

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

Learning Outcomes and Assessment Criteria

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

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved. 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 (CMS). Please refer to BIIAB Qualifications Limited's Centre Guidance for using CMS.

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.

Health and safety in the adult care setting

Unit Reference	Y/650/3100
Level	3
Credit Value	7
Guided Learning (GL)	58
Unit Summary	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health and safety in their work setting.
Learning Outcomes (1 to 9) The learner will:	**Assessment Criteria (1.1 to 9.4)** The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a care 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: • 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. Understand procedures for responding to accidents and sudden illness	2.1 Describe different types of accidents and sudden illness that may occur in own work setting 2.2 Explain procedures to be followed if an accident or sudden illness should occur

3. Be able to carry out own responsibilities for health and safety	3.1 Use policies and procedures or other agreed ways of working that relate to health and safety 3.2 Support others' understanding and follow safe practices 3.3 Monitor potential health and safety risks 3.4 Use risk assessment in relation to health and safety 3.5 Minimise and manage potential risks and hazards 3.6 *Access additional support or information relating to health and safety*
4. Be able to move and handle equipment and other objects safely	4.1 Explain the main points of legislation that relate to moving and handling 4.2 Explain the principles for safe moving and handling 4.3 Move and handle equipment and other objects safely
5. Know how to handle hazardous substances and materials	5.1 Describe types of hazardous substances that may be found in the work setting 5.2 Demonstrate safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials

6. Know how to promote fire safety in the work setting	6.1 Describe practices that prevent fires from: • starting • spreading 6.2 Explain emergency procedures to be followed in the event of a fire in the work setting 6.3 Demonstrate measures that prevent fires from starting 6.4 Ensure clear evacuation routes are maintained at all times
7. Be able to implement security measures in the work setting	7.1 Explain the importance of ensuring that others are aware of own whereabouts 7.2 Follow agreed procedures for checking the identity of anyone requesting access to: • premises • information 7.3 Use measures to protect own security and the security of others in the work setting
8. Understand how to prevent and control the spread of infection	8.1 Describe different types of infection and how they are spread (chain of infection) 8.2 Explain how to identify individuals who have, or are at risk of developing, an infection, and the actions to take to reduce the risks to them and others 8.3 Explain own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection

	8.4 Identify own role in supporting others to follow practices that reduce the spread of infection 8.5 Describe own responsibilities for ensuring the appropriate cleaning and decontamination of environments and equipment
9. Be able to prevent and control the spread of infection	9.1 Risk assess a range of situations and select and use appropriate Personal Protective Equipment (PPE) correctly 9.2 Identify when it is necessary to perform hand hygiene 9.3 Select appropriate products and perform hand hygiene using recommended techniques 9.4 Demonstrate ways to ensure that own health and hygiene does not pose a risk to individuals and others
Details of the relationship of the unit and relevant national occupational standards: **DAC3D/HG**, **DAC3D/HT** & **DAC3D/IP**	

Promote choice, independence, and wellbeing in adult care settings

Unit Reference	A/650/3101
Level	3
Credit Value	3
Guided Learning (GL)	24
Unit Summary	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote choice, independence and wellbeing in adult care settings.
Learning Outcomes (1 to 7) The learner will:	**Assessment Criteria (1.1 to 7.3)** The learner can:
1. Be able to promote individuals' rights to make choices	1.1 Support individuals to make informed choices and decisions 1.2 Establish informed consent when providing care and support 1.3 Use support mechanisms and guidance to support the individual's right to make choices 1.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices
2. Be able to promote individuals' independence	2.1 Involve individuals in their care and support 2.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care 2.3 Identify a range of technologies that can support or maintain individual's independence

3. Understand the role of risk assessments in promoting a person-centred approaches, choice and independence	3.1 Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks 3.2 Describe the different risk assessments methods that can be used in different situations and own role within these 3.3 Discuss the importance of risk assessment reviews, including: • why it is important to review and update individuals' risk assessments • when individuals' risk assessments should be reviewed and updated • who should be involved in the review and update of individuals' risk assessments
4. Understand the importance of individuals' well-being	4.1 Explain the relationship between identity, self-image and self-esteem and the impact this can have on an individual's well-being 4.2 Discuss the factors that positively and negatively influence the individuals' well-being 4.3 Identify the range of services and resources available to support individuals' well-being and how to access this 4.4 Describe how an individuals' well-being may affect their behaviours and relationships
5. Know how to monitor individuals' health	5.1 Describe how to engage and involve individuals in monitoring their own health and well-being 5.2 Identify the early indicators of physical and mental health deterioration

	5.3 Explain how to escalate concerns about an individual's health deterioration, and to whom
6. Be able to assess and respond to changes in an individual's health and well-being	6.1 Engage and involve individuals in understanding and monitoring their health and well-being 6.2 Use appropriate tools to monitor and report changes in health and well-being 6.3 Record observations of health and well-being and take appropriate action
7. Be able to promote individuals' health and well-being	7.1 Support an individual in a way that promotes their sense of identity, self-image and self esteem 7.2 Demonstrate ways to contribute to an environment that promotes well-being 7.3 Demonstrate a person-centred approach to working with individuals and others to improve individuals' health and well-being
Details of the relationship of the unit and relevant national occupational standards: **DAC3A/CI** & **DAC3A/HW**	

Promote communication and effective handling of information in adult care settings

Unit Reference	D/650/3102
Level	3
Credit Value	6
Guided Learning (GL)	45
Unit Summary	This unit is aimed at those who work in care settings. The unit is about the central importance of communication in the adult care setting and ways to overcome barriers to meet individual needs and preferences in communication. It also covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information
Learning Outcomes (1 to 8) The learner will:	**Assessment Criteria (1.1 to 8.4)** The learner can:
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate 1.2 Explain how communication affects relationships in the work setting 1.3 Explain how communication skills can be used to manage complex, sensitive, abusive, and difficult situations 1.4 Describe the importance of maintaining open and honest communication

2. Understand the variety in peoples' communication needs and preferences	2.1 Describe the range of communication styles, methods and skills available 2.2 Explain how people may use and or interpret communication methods and styles in different ways 2.3 Describe the factors to consider when promoting effective communication 2.4 Describe how digital and other technologies can be used to promote and enhance communication between self and others 2.5 Identify the barriers that may be present when communicating with others 2.6 Explain how to access extra support or services to enable effective communication with and between individuals 2.7 Describe the impact of poor or inappropriate communication practices
3. Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication methods and skills 3.2 Apply communication skills appropriately in relation to message and audience for maximum impact 3.3 Use communication skills to build relationships 3.4 Identify and overcome barriers to communication with a range of people
4. Be able to meet the communication and language needs, wishes and preferences	4.1 Establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality

of individuals	of interaction
	4.2 Demonstrate a range of communication styles, methods and skills to meet individuals' needs
	4.3 Respond to an individual's reactions when communicating
	4.4 Demonstrate professionalism when using a variety of communication methods
5. Understand the role of independent advocacy services in supporting individuals' to communicate their wishes, needs and preferences	5.1 Explain the purpose and principles of independent advocacy
	5.2 Explain when to offer support to individuals to access an advocate
	5.3 Describe how to support individuals make access advocacy services
6. Understand confidentiality in care settings	6.1 Explain the meaning of the term 'confidentiality'
	6.2 Describe the importance of maintaining confidentiality when communicating with others
	6.3 Identify when and why confidentiality may need to be breached
	6.4 Explain the potential tension between maintaining an individual's confidentiality and disclosing concerns
7. Understand requirements for handling information in care settings	7.1 Summarise the main points of legal requirements, policies and codes of practice for handling information in care settings

	7.2 Describe features of manual and electronic information storage systems that help ensure data and cyber security
	7.3 Explain how to support others to keep information secure
	7.4 Identify what would be considered a 'data breach' in the handling of information, and how to respond
8. Be able to implement good practice in handling information	8.1 Ensure data security when storing and accessing information
	8.2 Maintain and promote confidentiality in day to day communication
	8.3 Maintain records that are up to date, complete, accurate and legible
	8.4 Support audit processes in line with own role and responsibilities
Details of the relationship of the unit and relevant national occupational standards: **DAC3B/EC** & **DAC3B/HI**	

Promote equality, diversity, inclusion, and human rights in adult care settings

Unit Reference	F/650/3103
Level	3
Credit Value	3
Guided Learning (GL)	25
Unit Summary	This unit is aimed at those who work in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.3) The learner can:
1. Understand influencers on working practices to promote equality, diversity, inclusion, and human rights	1.1 Explain how legislation, policies and codes of practice apply to and influence own work role 1.2 Describe how external factors influence own work role
2. Understand the importance of equality, diversity, inclusion, and human rights within your work setting	2.1 Describe the definition and relevance to own practice of: • Diversity • Equality • Inclusion • Discrimination • Unconscious bias • Protected Characteristics • Human Rights 2.2 Explain how inclusive practice and cultures promote equality, diversity, inclusion, and human rights 2.3 Identify how the promotion of equality, diversity, inclusion, and human rights can lead to improved outcomes for individuals

	2.4 Explain how your organisation promotes equality, diversity, inclusion, and human rights
	2.5 Identify own role in promoting equality, diversity inclusion and human rights
3. Know how to promote equality, diversity, inclusion, and human rights	3.1 Describe the potential effects of discrimination
	3.2 Describe how unconscious biases may affect own and others' behaviours
	3.3 Explain how to respond to and challenge discrimination in a way that promotes positive change
	3.4 Explain how to report any discriminatory or exclusive behaviours, and to whom
4. Be able to work in an inclusive way	4.1 Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, and preferences
	4.2 Promote a culture that supports inclusive practices
	4.3 Reflect on and make improvements to own practice in promoting equality, diversity, inclusion, and human rights
Details of the relationship of the unit and relevant national occupational standards: **DAC3C/ED**	

Promote personal well-being and continuous development in adult care settings

Unit Reference	H/650/3104
Level	3
Credit Value	4
Guided Learning (GL)	30
Unit Summary	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote personal wellbeing and continuous development in adult care settings
Learning Outcomes (1 to 9) The learner will:	**Assessment Criteria (1.1 to 9.6)** The learner can:
1. Know what is required to be competent in own role	1.1 Identify the duties and responsibilities of own work role 1.2 Discuss expectations of own work role as expressed in relevant standards 1.3 Explain the relationship between continuing professional development and the provision of quality care 1.4 Identify sources of support for planning and reviewing own development
2. Be able to demonstrate commitment to own development	2.1 Assess own knowledge, performance and understanding against relevant standards 2.2 Work with others to identity and prioritise own learning needs, professional interests, and development aspirations 2.3 Work with others to agree own personal and professional development plan

	2.4 Work with others to achieve and review personal and professional development plan 2.5 Record progress in relation to personal and professional development
3. Understand the value of reflective practice	3.1 Describe the benefits and scope of reflective practice 3.2 The importance of reflective practice in supporting continuous improvements to own practice and provision of quality care
4. Be able to use reflective practice to improve ways of working	4.1 Reflect on how learning activities have affected practice 4.2 Reflect on how own values, beliefs and experiences may affect working practices 4.3 Reflect on own ability to use initiative, make decisions, and take responsibility for own actions 4.4 Use reflections and feedback from others to evaluate own performance and inform development
5. Be able to develop leadership behaviours	5.1 Model high standards of practice to encourage others to make a positive difference 5.2 Share ideas to improve services with others 5.3 Promote partnership approaches to supporting individuals

6. Be able to understand own well-being	6.1 Explain what is meant by 'personal well-being,' 'self-care' and 'resilience' 6.2 Discuss factors that positively and negatively influence own well-being 6.3 Identify indicators of own well-being and well-being deterioration
7. Understand the importance of maintaining and improving own well-being	7.1 Describe how own well-being impact's role and behaviour 7.2 Describe how own well-being impacts others
8. Know how to maintain and improve own well-being	8.1 Discuss strategies to maintain and improve own well-being 8.2 Identify a range of well-being support offers available and how to access them 8.3 Explain how to access professional help if needed
9. Know how to manage own stress and anxiety	9.1 Explain what is meant by 'stress' and 'anxiety' 9.2 Identify indicators of stress and anxiety in oneself 9.3 Describe factors that can trigger stress and anxiety in oneself 9.4 Explain how stress and anxiety may affect own reactions and behaviours towards others 9.5 Discuss strategies for managing own stress and anxiety

	9.6 Identify how to access a range of support offers
Details of the relationship of the unit and relevant national occupational standards: **DAC3D/CD** & **DAC3D/PW**	

Promote person-centred practice in adult care settings

Unit Reference	J/650/3105
Level	3
Credit Value	5
Guided Learning (GL)	39
Unit Summary	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria** (1.1 to 3.3) The learner can:
1. Be able to work in a person-centred way	1.1 Work with an individual and others to establish and understand the individual's history, preferences, wishes, strengths and needs 1.2 Work with individuals to identify how they want to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs 1.3 Be responsive to individuals' changing needs or preferences and adapt actions and approaches accordingly 1.4 Demonstrate respect for individuals' lifestyle, choices, and relationships 1.5 Promote understanding and application of active participation amongst others

2. Understand the application of person-centred practices in care settings	2.1 Explain how person-centred values can be applied in a range of situations
	2.2 Describe how to effectively build relationships with individuals
	2.3 Describe how and why person-centred values and strength-based approaches must influence all aspects of care work
	2.4 Explain how to use care plans and other resources to apply person-centred values and strength-based approaches
	2.5 Discuss how the active participation of individuals and others in care planning promotes person-centred values and strength-based approaches to meet the holistic needs of an individual, now and in planning for their futures
	2.6 Describe how to seek feedback to support the delivery of person-centred care in line with roles and responsibilities
	2.7 Explain how to support an individual to question or challenge decisions concerning them that are made by others

3. Understand the importance of individuals' relationships	3.1 Identify the different people and relationships that may be important to individuals,' including intimate or sexual relationships
	3.2 Explain the impact maintaining and building relationships can have for individuals
	3.3 Describe own role in supporting individuals to maintain and build relationships
Details of the relationship of the unit and relevant national occupational standards: **DAC3C/PC**	

Safeguarding, mental capacity and restrictive practice in adult care settings

Unit Reference	K/650/3106
Level	3
Credit Value	6
Guided Learning (GL)	40
Unit Summary	This unit is aimed at those working in a wide range of care settings. This unit covers the critical area of safeguarding individuals, mental capacity, and restrictive practices. It identifies several types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged. It also explores the principles of mental capacity and consent.
Learning Outcomes (1 to 9) The learner will:	**Assessment Criteria (1.1 to 9.4)** The learner can:
1. Understand the national and local context of safeguarding and protection from abuse and neglect	1.1 Describe relevant legislation, principles, national policies and frameworks and local systems that relate to safeguarding and protection from abuse and neglect 1.2 Explain the roles of different agencies in safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect 1.3 Identify reports into serious failures in upholding individuals' rights to live free from abuse and neglect and explain how they influence current practice 1.4 Describe sources on information and advice about own role in safeguarding, including

	whistle blowing and accountability for decision making and information sharing
2. Know how to recognise signs of abuse and neglect	2.1 Explain what is meant by the terms: • safeguarding • abuse • harm 2.2 Identify the factors that contribute to an individual being more at risk of abuse or neglect 2.3 Explain what is meant by abuse and neglect, including: • physical abuse • domestic abuse • sexual abuse • psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • organisational abuse • neglect/acts of omission • self-neglect 2.4 Describe indicators that an individual may be being abused 2.5 Identify indicators of perpetrator behaviour
3. Understand ways to reduce the likelihood of abuse or neglect occurring	3.1 Explain how the likelihood of abuse may be reduced by: • working with person centred values • enabling active participation • promoting choice and rights • working in partnership with others 3.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

4. Know how to respond to suspected or disclosed abuse and neglect	4.1 Describe the actions to take if there are suspicions an individual is being abused or neglected
	4.2 Identify how to respond if an individual discloses that they are being abused
	4.3 Identify issues relating to consent to share information and how to share information about suspicions or disclosures of abuse or neglect
	4.4 Explain how to keep the individual and others appropriately informed and involved about their safeguarding concern in line with policies and procedures
	4.5 Identify ways to ensure evidence is preserved
	4.6 Explain how and when to seek support in relation to responding to safeguarding concerns
	4.7 Describe how to respond to suspicion or disclosure that a child or young person is being abused or neglected
5. Know how to recognise and report unsafe practices	5.1 Identify unsafe practices that may affect individuals' well-being
	5.2 Describe the actions to take if unsafe practices have been identified
	5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but no action taken in response

6. Understand the principles of online safety	6.1 Explain the importance of balancing online safety measures with the benefits individuals can gain from accessing online systems, and the individual's right to make informed decisions. 6.2 Describe the potential risks to individuals presented by: • use of electronic communication devices • use of the internet • use of social networking sites • carrying out financial transactions online 6.3 Identify ways of working in inclusively with individuals to reduce the risks presented by each of these types of activities
7. Understand the principles of mental capacity	7.1 Describe the main purpose and principles of relevant legislation and codes of practice relating to mental capacity, and how these principles interact 7.2 Explain factors that influence an individual's mental capacity and ability to express consent 7.3 Explain the relationship between an individuals' mental capacity, consent, choice, and safety 7.4 Identify what is meant by 'valid consent'
8. Understand the application of the principles of mental capacity and consent	8.1 Identify own role and responsibilities in relation to relevant principles, legislation and codes of practice and upholding individuals' rights 8.2 Explain why it is important to establish an individual's consent when providing care and support

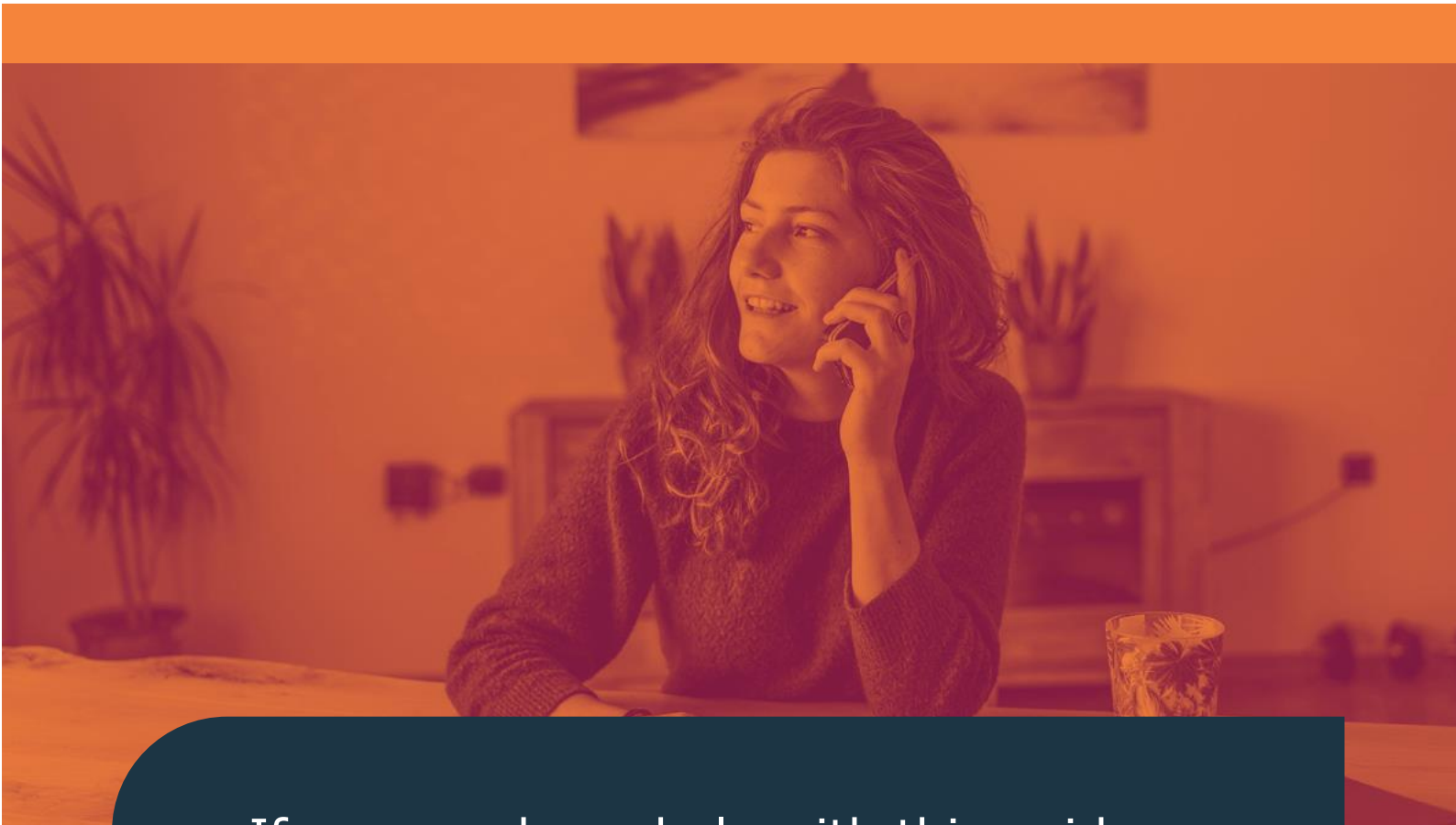|	
	8.3 Describe how personal values and attitudes can influence perceptions of situations and of individuals' capacity
	8.4 Explain strategies and skills that could be used to maximise individuals' capacity to make their own decisions
	8.5 Identify own role in identifying when an assessment of capacity may be required
	8.6 Describe the steps to take if consent cannot be readily established, and own role in this
9. Understand restrictive practices	9.1 Explain what is meant by 'restrictive practice'
	9.2 Explain the importance and impact of seeking the least restrictive option for individuals
	9.3 Explain how to raise concerns when restrictions appear out of proportion with evident risk
	9.4 Describe organisational policies and procedures in relation to restrictive practices and own role in implementing these
Details of the relationship of the unit and relevant national occupational standards: **DAC3A/SG** & **DAC3A/MC**	

Ways of working and duty of care in adult care settings

Unit Reference	L/650/3107
Level	3
Credit Value	6
Guided Learning (GL)	50
Unit Summary	This unit is aimed at those who work in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others whilst introducing ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care
Learning Outcomes (1 to 8) The learner will:	**Assessment Criteria (1.1 to 8.3)** The learner can:
1. Understand agreed ways of working	1.1 Describe why it is important to work within the scope of own role, responsibility and training 1.2 Explain what is meant by the term 'delegated healthcare task', who might delegate a healthcare task, and why 1.3 Describe own role in quality assurance processes and promoting positive experiences for individuals accessing care
2. Be able to work in ways that are agreed with the employer	2.1 Access full and up-to-date details of agreed ways of working 2.2 Implement agreed ways of working

3. Understand working relationships in care settings	3.1 Explain how a working relationship is different from a personal relationship 3.2 Describe different working relationships in care settings 3.3 Explain why it is important to work in partnership with others 3.4 Identify different skills and approaches used when working in partnership with others 3.5 Describe how and when to access support and advice about: • partnership working • resolving conflicts in relationships and partnerships
4. Be able to work in partnership with others	4.1 Demonstrate ways of working that can help improve partnership working
5. Understand how duty of care contributes to safe practice	5.1 Explain what it means to have a duty of care in own work role 5.2 Explain how duty of care relates to duty of candour 5.3 Explain how duty of care contributes to the safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect

6. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	6.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 6.2 Describe how to work effectively with individuals and others to manage conflicts and dilemmas related to duty of care to achieve positive outcomes for individuals 6.3 Explain where to get additional support and advice about conflicts and dilemmas
7. Know how to respond to concerns and complaints	7.1 Identify own role in listening and responding to comments and complaints 7.2 Describe the main points of agreed procedures for handling comments and complaints 7.3 Explain the importance of empowering individuals and others to express their comments and complaints
8. Know how to recognise and respond to adverse events, incidents, errors and near misses	8.1 Explain what is considered to be an adverse event, incident, error and near miss 8.2 Explain how to recognise, report and respond to adverse events, incidents, errors and near misses 8.3 Describe how own role in recognising and responding to adverse events, incidents, errors and near misses can prevent further occurrences and improve quality of care.
Details of the relationship of the unit and relevant national occupational standards: **DAC3A/WW** & **DAC3A/DC**	

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

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