

BIIAB Level 2 Certificate in Understanding the Dignity and Safeguarding in Adult Health and Social Care

Level 2 Certificate – 601/7264/2

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 provides access to a wide variety of information.

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Version	Date	Details of Change
2.0	March 2016	Assessment methodology – RoC
3.0	January 2018	Updated throughout to remove reference to "QCF & RoC updated with TQT figures
3.1	April 2023	Reformatted Qualification Guide into new branding

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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 Understanding Dignity and Safeguarding in Adult Health and Social Care - 601/7264/2	
Qualification Purpose	To prepare for further learning or training by developing knowledge in a subject area.
Age Range	Pre 16 <input type="checkbox"/> 16-18 <input checked="" type="checkbox"/> 18+ <input type="checkbox"/> 19+ <input checked="" type="checkbox"/>
Regulation	The above qualification is regulated by Ofqual
Assessment	<ul style="list-style-type: none"> • 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	01/03/2016
Review Date	30/06/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	145 hours
Total Qualification Time (TQT)	158 hours
Credit Value	16
BIIAB Qualifications Limited Sector	Health and Social Care
Ofqual SSA Sector	1.3 Health and Social Care
Support from Trade Associations	
Administering Office	See BIIAB Qualifications Limited web site

1. About the BIIAB Level 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual and CCEA Regulations in England and Northern Ireland respectively. 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 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care	601/7264/2

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate knowledge about dignity and safeguarding. It is appropriate for learners working or aiming to work in the health and social care sector.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge in a subject area.

Due to constant regulatory, policy and funding changes users are advised to check this qualification 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 qualityassurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may benEEDED 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 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care

To achieve the BIIAB Level 2 Certificate in Understanding Dignity and Safeguarding in Adult Health and Social Care, learners **must** gain a **total of 16** credit. This **must** consist of:

- Minimum total credit: **16**
- Mandatory Group A **minimum** credit: **16**
- A minimum of **16 credits** must be achieved at **Level 2 or above**
- Minimum Guided Learning Hours: **145 hours**
- Total Qualification Time: **158 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 on the next page are the qualification units.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
2UDS1	R/506/1386	Understand safeguarding in adult health and social care	2	3	28	Portfolio
2UDS2	F/506/1299	Principles of dignity in adult health and social care practice	2	5	45	Portfolio
2UDS3	K/506/1300	Understand duty of care in adult health and social care	2	5	46	Portfolio
2UDS4	M/506/1301	Understand dilemmas and public concerns in adult health and social care	2	3	26	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 knowledge in dignity and safeguarding.

Learners may wish to broaden their knowledge by undertaking other specialist level 2 qualifications or progressing on to level 3 qualifications within health and social care.

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

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 2 Certificate in Understanding the Safe Handling of Medicines
- BIIAB Level 2 Certificate in the Principles of Dementia Care
- BIIAB Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities
- BIIAB Level 2 Certificate in Understanding the Care and Management of Diabetes
- BIIAB Level 2 Certificate in Understanding Nutrition and Health

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. Centres may devise their own assessments for the units, but the assessments must

- 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

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal Quality Assurance

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

Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and

professional development.

Qualified to make assessment decisions: This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

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

Expert witness: An expert witness must:

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

Assessment of the Knowledge Units

When assessing knowledge and understanding based units, it is important that the chosen assessment methodology is appropriate and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs must ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of

prior learning from extensive experience in that particular occupational sector.

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
- 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.

Understand safeguarding in adult health and social care

Unit Reference	R/506/1386
BIIAB Reference	2UDS1
Level	2
Credit Value	3
Guided Learning (GL)	28
Unit Summary	This unit provides the learner with the knowledge of safeguarding in adult health and social care
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.1) The learner can:
1. Understand the national and local context of safeguarding and protection from abuse	1.1 Identify current legislation in relation to safeguarding 1.2 Identify national policies and local systems relating to safeguarding and protection from abuse 1.3 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 1.4 Describe a range of safeguarding concerns in adult health and social care
2. Know how to recognise potential and actual abuse and harm	2.1 Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others

	<p>2.2 Describe the signs, symptoms and indicators associated with each type of abuse</p> <p>2.3 Explain how signs, symptoms and indicators should be taken within the context of the situation</p> <p>2.4 Give reasons why abuse or harm is not always recognised</p> <p>2.5 Outline how individuals can be harmed when using a health and social care service</p> <p>2.6 Explain factors that may contribute to an individual being more vulnerable to abuse or harm</p> <p>2.7 Outline possible situations when:</p> <ul style="list-style-type: none"> • restraint is used within legal guidelines • restraint is used inappropriately
3. Know how to respond if abuse or harm is disclosed, suspected or alleged	<p>3.1 Describe the actions to take in the event of suspicions or allegations that an individual is being abused or harmed</p> <p>3.2 Explain why individuals may not disclose neglect or abuse</p> <p>3.3 Describe how to respond to an individual disclosing abuse or harm</p> <p>3.4 Outline procedures for reporting and recording disclosure or suspicion of abuse or harm</p>
4. Understand ways to reduce the likelihood of abuse or harm Understand ways to reduce the likelihood of abuse or harm	<p>4.1 Explain how the likelihood of abuse and harm may be reduced by:</p> <ul style="list-style-type: none"> • working with person centred values • encouraging active participation



	<ul style="list-style-type: none">• promoting choice and rights <p>4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse and harm</p>
5. Know about information and support in relation to abuse or harm	<p>5.1 Identify different sources of information and support in relation to:</p> <ul style="list-style-type: none">• individuals• health and social care workers• families and carers

Principles of dignity in adult health and social care practice

Unit Reference	F/506/1299
BIIAB Reference	2UDS2
Level	2
Credit Value	5
Guided Learning (GL)	45
Unit Summary	This unit provides the learner with the knowledge of dignity in adult health and social care
Learning Outcomes (1 to 6) The learner will:	Assessment Criteria (1.1 to 6.6) The learner can:
1. Understand the principles of dignity in adult health and social care	1.1 Explain the principles of dignity in adult health and social care 1.2 Explain the relationship between dignity, self-worth and well-being
2. Understand the potential impact on individuals when accessing and using health and social care services	2.1 Describe the potential impact for individuals when being supported with daily living activities 2.2 Explain the potential conflicts that may arise when care is delivered in an individual's home environment
3. Understand how to apply the principles of dignity in adult health and social care	3.1 Explain how to demonstrate dignity for each of the following: <ul style="list-style-type: none"> • offering choice • promoting communication • respecting privacy • valuing the individual • recognising unmet needs

	<p>3.2 Explain how applying the principles of dignity might conflict with organisational priorities</p> <p>3.3 Describe how to evaluate own performance in meeting the principles of dignity</p>
4. Understand how person-centred approaches contribute to dignity in adult health and social care	<p>4.1 Explain the concept of person-centred support in:</p> <ul style="list-style-type: none"> • care planning • care practice <p>4.2 Outline how person-centred approaches support the principles of dignity</p>
5. Understand the role of the health and social care worker in relation to promoting dignity	<p>5.1 Explain how attitudes, values and beliefs may influence behaviour towards others</p> <p>5.2 Give examples of behaviour that does not respect dignity</p> <p>5.3 Outline the actions to take in response to behaviour that does not respect dignity</p> <p>5.4 Identify sources of support available when responding to concerns</p>
6. Understand the importance of professional relationships for dignity and service provision	<p>6.1 Explain the importance of using respectful language to promote dignity in relation to:</p> <ul style="list-style-type: none"> • interactions and communication • record keeping <p>6.2 Outline examples of how respectful language can be used to promote dignity</p> <p>6.3 Describe the effects of using disrespectful language</p>



	<p>6.4 Outline ways to encourage individuals to comment and share concerns about aspects of their care and support</p> <p>6.5 Explain the importance of understanding behaviour as a means of communication</p> <p>6.6 Explain how to respond to behaviour that challenges or presents a risk to:</p> <ul style="list-style-type: none">• the individual• others involved with the individual
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Understand duty of care in adult health and social care

Unit Reference	K/506/1300
BIIAB Reference	2UDS3
Level	2
Credit Value	5
Guided Learning (GL)	46
Unit Summary	This unit provides the learner with the knowledge of duty of care in adult health and social care
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.3) The learner can:
1. Understand what is meant by 'duty of care'	1.1 Explain what is meant by 'duty of care' within the context of adult health and social care 1.2 Describe how duty of care influences health and social care practice
2. Know about dilemmas and conflicts relating to duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe possible conflicts for a health and social care worker between duty of care to an individual and the demands of an employer 2.3 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to recognise and report unsafe practices	3.1 Describe unsafe practices that may affect the well-being of individuals 3.2 Explain the actions to take if unsafe practices have been identified



	3.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
4. Understand the impact of own actions on individuals and others	<p>4.1 Explain how health and social care workers can promote a positive culture</p> <p>4.2 Give examples of ways that own actions can impact on individuals and others</p> <p>4.3 Explain the importance of sharing concerns with a responsible professional</p> <p>4.4 Explain the possible consequences of health and social care workers failing to act in the interests of individuals and others</p>
5. Understand the importance of consent in health and social care practice	<p>5.1 Define the meaning of:</p> <ul style="list-style-type: none">• consent• best interests <p>5.2 Identify different ways of gaining consent</p> <p>5.3 Explain actions to take when consent:</p> <ul style="list-style-type: none">• is not given• cannot be confirmed

Understand dilemmas and public concerns in adult health and social care

Unit Reference	M/506/1301
BIIAB Reference	2UDS4
Level	2
Credit Value	3
Guided Learning (GL)	26
Unit Summary	This unit provides the learner with the knowledge to understand dilemmas and public concerns in adult health and social care
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.3) The learner can:
1. Understand dilemmas that may be encountered in adult health and social care	1.1 Outline potential dilemmas that could relate to: <ul style="list-style-type: none"> • personal attitudes, beliefs and values • organisational priorities and values • positive risk taking • staffing levels • time management • information sharing 1.2 Identify sources of support to resolve dilemmas
2. Know about issues of public concern in adult health and social care	2.1 Identify wider issues that impact on adult health and social care services 2.2 Describe how issues of public concern have altered public views of the sector 2.3 Outline how media reporting on issues of public concern affects people's perceptions of adult health and social care services

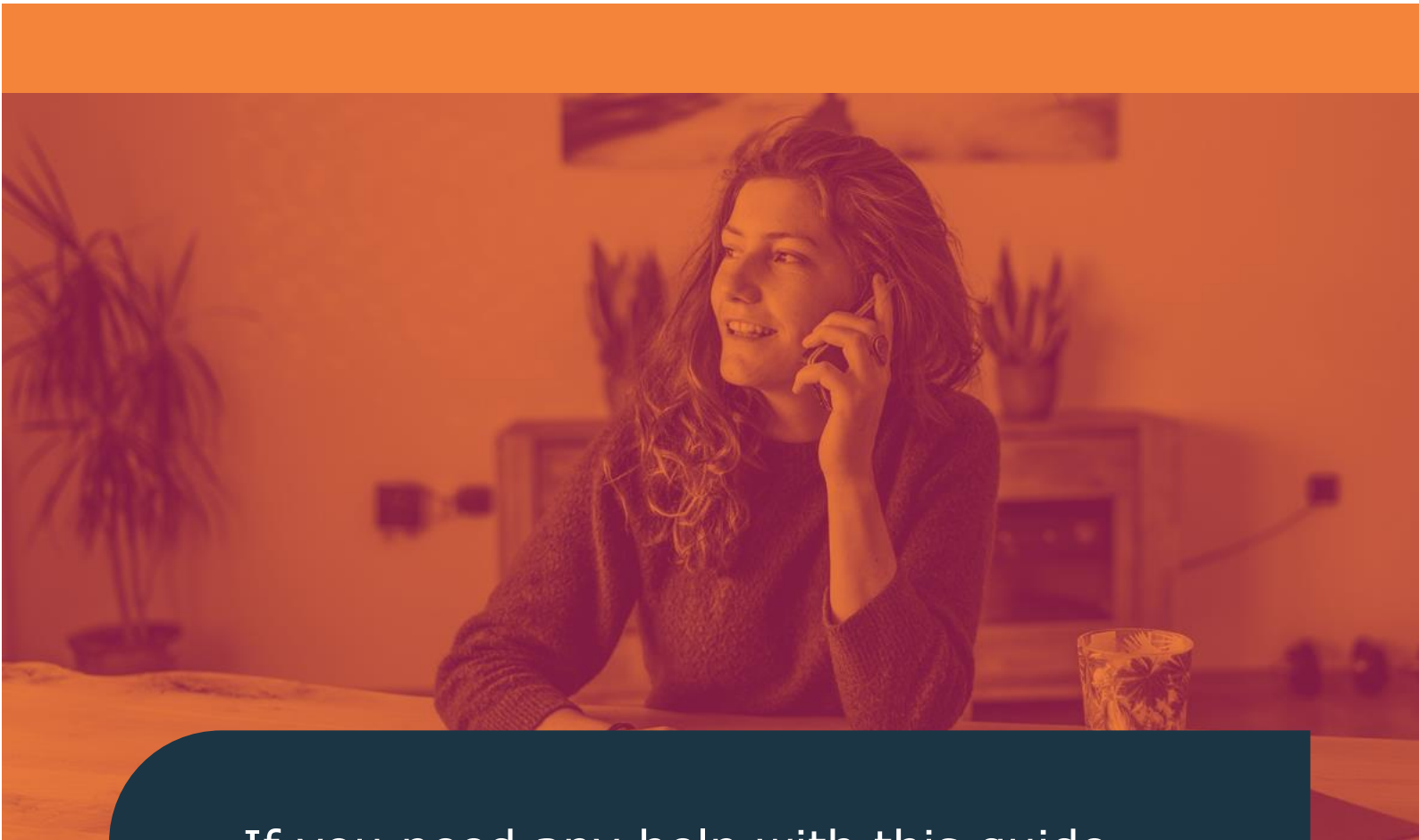


3. Understand how a serious case review has impacted on adult health and social care practice

3.1 Identify current serious case reviews

3.2 Summarise the key issues raised in a recent serious case review

3.3 Describe recent changes in service delivery recommended as a result of this review



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

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We are part of the Skills and Education Group.