Qualification Guidance

BIIAB Level 2 Diploma in Care

Level 2 Diploma – 603/2521/5

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
1.1		Barred units in ROC - Correction to unit codes SFH042, SFH125 and SFH072
1.2		ROC - Correction to unit codes SFH102, SFH009, SFH198, SFH161, SFH174, SFH038, SFH057, SFH162, SFH041, SFH107, SFH143, SFH177, SFH005
3.0		Correction of unit code CA53 to SFH100 Correction of unit code CA54 to SFH052
3.1	April 2023	Reformatted Qualification Guide into new branding
3.2	July 2023	Amended to review date in Qualification Summary

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 2 Diploma in Care - 603/2521/5	

Qualification Purpose	To enable the learner to develop knowledge in the subject of dementia and to prepare for further learning or training.

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	01/01/2018
Review Date	01/11/2026
Operational End Date	
Certification End Date	
Guided Learning (GL)	305 hours
Total Qualification Time (TQT)	460 hours
Credit Value	46
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 Diploma in 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 2 Diploma in Care	603/2521/5

2. Objective and Purpose of this Qualification

The content of the Level 2 Diploma in Care has been specified by the two sector skills councils responsible for the health and adult care workforces, Skills for Health and 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.

As such, the content of the qualification is applicable to a variety of roles, for example:
- adult care worker
- healthcare assistant/support worker
- 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 or Healthcare sector at level 2.

The primary purpose of the qualification is to confirm occupational competence.. The qualification is a mandatory component of the Adult Care Worker Apprenticeship, and appropriate for those undertaking the Healthcare Support 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 qualification's status please contact BIIAB head office.

3. About this Guidance

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

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

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Diploma in Care Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Diploma in Care, learners **must** gain a **total of 46** credits. This **must** consist of:

- Minimum total credit: **46**
- Mandatory Group A Credit: **24**
- A **minimum** of **22** credits from Optional Group B
- Minimum Guided Learning Hours**: 305 hours**
- Total Qualification Time: **460 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
SFH039	M/616/5281	Communication in care settings	2	3	20	Portfolio
SFH074	H/616/5293	Handle information in care settings	2	1	10	Assessment Activity Module
SFH105	K/616/5294	Personal development in care settings	2	3	23	Assessment Knowledge Module
SFH007	A/616/5140	Implement person-centred approaches in care settings	2	5	39	Portfolio
SFH142	M/616/5295	Equality and inclusion in care settings	2	2	17	Assessment Activity Module
SFH146	T/616/5296	Health, safety and well-being in care settings	2	4	33	Assessment Activity Module
SFH075	R/616/5029	Responsibilities of a care worker	2	2	16	Portfolio
SFH054	D/616/5289	Duty of care	2	1	7	Assessment Knowledge Module
SFH008	J/616/4976	Safeguarding and protection in care settings	2	3	26	Assessment Knowledge Module

Optional Group B

All of the optional units have been grouped into the following themes:

- Mental Health
- Dementia
- End of Life Care
- Person-centred Care and Personalisation
- Infection Control and Waste Management
- Personal Care and Hygiene
- Food and Drink
- Caring for People with Disabilities
- Administering Medication
- Health and Healthcare
- Moving People
- Working in Teams
- Supporting Individuals
- Supporting Elderly People

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

Dementia (note barred combinations)

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH070	H/616/6122	Dementia awareness	2	2	7	Assessment Knowledge Module
CA14	H/601/2879	The person centred approach to the care and support of individuals with dementia	2	2	17	Assessment Knowledge Module
CA75	F/601/3683	Understand and implement a person centred approach to the care and support of individuals with dementia	2	3	21	Portfolio
CA15	T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	2	2	18	Assessment Knowledge Module
CA16	A/601/2886	Understand equality, diversity and inclusion in dementia care	2	2	20	Assessment Knowledge Module
CA17	K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	3	2	15	Portfolio
CA21	L/601/3539	Understand the role of communication and interactions with individuals who have dementia	3	3	26	Assessment Knowledge Module

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA22	Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23	Assessment Knowledge Module
CA76	Y/601/9277	Equality, diversity and inclusion in dementia care practice	2	3	24	Portfolio
CA77	A/601/9434	Understand and enable interaction and communication with individuals with dementia	2	3	19	Portfolio
CA78	H/601/9282	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	2	3	25	Portfolio
CA80	A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	3	4	26	Portfolio
CA79	T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	3	3	26	Portfolio
CA81	Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	3	4	30	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA82	F/601/4686	Equality, diversity and inclusion in dementia care practice	3	4	31	Portfolio
CA159	F/503/8704	End of life and dementia care	3	2	20	Portfolio

End of life Care (note barred combinations)

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA1	A/503/8085	Understand how to work in end of life care	2	3	28	Assessment Knowledge Module
CA6	Y/503/8689	Understand how to provide support when working in end of life care	3	4	33	Assessment Knowledge Module
SFH165	A/616/6580	Support individuals at the end of life	3	6	50	Portfolio
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
SFH144	R/616/6147	Contribute to the care of a deceased person	2	3	24	Portfolio

Person-centred Care and personalisation

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA109	H/601/8049	Facilitate person centred assessment, planning, implementation and review	3	6	45	Portfolio
CA52	K/601/9493	Introduction to personalisation in social care	3	3	22	Assessment Knowledge Module
CA119	L/601/6442	Support person-centred thinking and planning	2	5	34	Portfolio

Infection Control and Waste Management (note barred combinations)

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
CA134	K/504/2200	Contribute to the support of infection prevention and control in social care	2	3	21	Portfolio
SFH136	F/616/6144	Cleaning, decontamination and waste management	2	2	20	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH092	J/616/6131	Select and wear appropriate personal protective equipment for work in health care settings	2	2	15	Portfolio

Personal Care and Hygiene (note barred combinations)

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
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
SFH014	J/616/6114	Undertake personal hygiene activities with individuals	2	3	24	Portfolio
SFH042	H/616/6119	Support individuals to meet personal care needs	2	2	16	Portfolio
SFH073	M/616/6124	Support individuals to manage continence	2	3	19	Portfolio

Food and Drink (note barred combinations)

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA105	T/601/9450	Meet food safety requirements when providing food and drink for individuals	2	2	15	Portfolio
SFH125	K/616/6140	Support individuals to eat and drink	2	2	15	Portfolio
SFH009	Y/616/5839	Prepare for and carry out extended feeding techniques	3	4	27	Portfolio

Caring for People with Disabilities (note barred combinations)

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
CA34	T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	2	3	23	Assessment Knowledge Module
CA122	J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	2	3	27	Portfolio
CA60	M/601/5316	Introductory awareness of autistic spectrum conditions	2	2	17	Assessment Knowledge Module

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA64	L/601/6117	Understand Physical Disability	2	2	19	Portfolio
CA65	J/601/5824	Understand the impact of Acquired Brain Injury on individuals	2	3	25	Portfolio
CA66	F/601/3442	Introductory awareness of sensory loss	2	2	16	Portfolio
CA67	Y/601/3446	Introductory awareness of models of disability	2	2	15	Portfolio
CA127	T/601/5804	Support families of individuals with Acquired Brain Injury	2	3	24	Portfolio
CA128	K/601/3449	Support effective communication with individuals with a sensory loss	2	3	23	Portfolio
CA129	A/601/4895	Contribute to the support of individuals with multiple conditions and/or disabilities	2	3	25	Portfolio
CA130	H/601/3451	Contribute to supporting individuals in the use of assistive technology	2	3	19	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH161	H/616/6427	Support individuals with specific communication needs	3	5	35	Portfolio
CA71	F/503/7150	Stroke Awareness	2	3	28	Portfolio

Administering Medication (note barred combinations)

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
SFH011	A/616/6112	Assist in the administration of medication	2	4	25	Portfolio

Health and Healthcare

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH126	T/616/6142	Contribute to monitoring the health of individuals affected by health conditions	2	2	18	Portfolio
SFH023	D/616/6118	Support individuals to carry out their own health care procedures	2	2	15	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH163	Y/616/6151	Undertake agreed pressure area care	2	4	30	Portfolio
SFH109	M/616/6138	Support individuals undergoing healthcare activities	2	3	22	Portfolio
SFH164	K/616/6154	Obtain and test capillary blood samples	3	4	30	Portfolio
SFH076	T/616/6125	Obtain and test specimens from individuals	2	2	15	Portfolio
SFH145	D/616/6149	Undertake physiological measurements	3	3	23	Portfolio
SFH082	F/616/6127	Prepare individuals for healthcare activities	2	2	9	Portfolio
SFH086	J/616/6128	Assist the practitioner to carry out health care activities	2	2	13	Portfolio
SFH095	L/616/6132	Monitor and maintain the environment and resources during and after health care activities	2	3	20	Portfolio
SFH137	J/616/6145	Principles of Health Promotion	2	2	13	Portfolio
SFH138	L/616/6146	Promotion of General Health and Well-being	2	2	12	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA135	L/503/2601	Contribute to Promoting Nutrition and Hydration in Health and Social Care Settings	2	4	28	Portfolio
CA72	F/503/3602	Basic awareness of diabetes	2	2	20	Portfolio
SFH038	L/616/6048	Promote positive behaviour	3	6	44	Portfolio

Moving people (note barred combinations)

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

Working in Teams

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH104	Y/616/6134	Contribute to the effectiveness of teams	2	2	5	Portfolio
CA133	D/504/2193	Working as part of a team in health and social care or children and young people's settings	2	2	17	Portfolio

Supporting Individuals

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA69	K/504/2195	Understand how to support individuals to be part of a community	2	3	16	Portfolio
CA83	D/601/9023	Provide support for therapy sessions	2	2	14	Portfolio
SFH057	Y/616/6067	Provide support for mobility	2	2	14	Portfolio
SFH091	L/616/6129	Provide support to manage pain and discomfort	2	2	15	Portfolio
CA87	Y/601/8632	Support participation in learning and development activities	2	3	23	Portfolio
SFH162	K/616/6428	Support independence in the tasks of daily living	2	5	37	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA89	A/601/8025	Provide support for journeys	2	2	17	Portfolio
SFH041	L/616/6051	Provide support for leisure activities	2	3	20	Portfolio
SFH006	T/616/6111	Support individuals to access and use information about services and facilities	2	3	20	Portfolio
SFH107	H/616/6136	Support individuals who are distressed	2	3	21	Portfolio
CA93	R/601/8015	Support care plan activities	2	2	13	Portfolio
SFH143	K/616/6283	Provide agreed support for foot care	2	3	23	Portfolio
SFH180	M/616/6155	Provide support for sleep	2	2	13	Portfolio
CA107	A/601/9546	Contribute to support of positive risk-taking for individuals	2	3	27	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
CA97	R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	2	14	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH005	R/616/5838	Support individuals who are bereaved	3	4	30	Portfolio
CA120	Y/601/7352	Provide active support	2	3	27	Portfolio
CA131	F/601/5160	Support individuals to negotiate environments	2	4	32	Portfolio
SFH107	H/616/6136	Support individuals who are distressed	2	3	21	Portfolio
CA73	K/602/4645	Understand the Benefits of Engaging in Activities in Social Care	2	2	16	Assessment Knowledge Module
CA99	L/601/9471	Contribute to supporting group care activities	2	3	23	Portfolio

Supporting Elderly people (note barred combinations)

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

Barred Units

Dementia

Only **one** of the following units may be selected:
CA14 The person centred approach to the care and support of individuals with dementia
CA75 Understand and implement a person centred approach to the care and support of individuals with dementia

Only **one** of the following units may be selected:
CA15 Understand the factors that can influence communication and interaction with individuals who have dementia
CA21 Understand the role of communication and interactions with individuals who have dementia
CA77 Understand and enable interaction and communication with individuals with dementia
CA81 Understand and enable interaction and communication with individuals who have dementia

Only **one** of the following units may be selected:
CA16 Understand equality, diversity and inclusion in dementia care
CA22 Understand the diversity of individuals with dementia and the importance of inclusion
CA76 Equality, diversity and inclusion in dementia care practice
CA82 Equality, diversity and inclusion in dementia care practice

Only **one** of the following units may be selected:
CA78 Approaches to enable rights and choices for individuals with dementia whilst minimising risks
CA80 Enable rights and choices of individuals with dementia whilst minimising risks

End of Life Care

Only **one** of the following units may be selected:
CA1 Understand how to work in end of life care
CA6 Understand how to provide support when working in end of life care
CA7 Understand how to support individuals during the last days of life

Infection Control and Waste Management

Only **one** of the following units may be selected:
SFH100 The principles of infection prevention and control
SFH052 Causes and spread of infection
CA134 Contribute to the support of infection prevention and control in social care

Personal Care and Hygiene

Only **one** of the following units may be selected:
CA58 Principles of supporting an individual to maintain personal hygiene
CA121 Support individuals to maintain personal hygiene
SFH014 Undertake personal hygiene activities with individuals
SFH042 Support individuals to meet personal care needs

Food and Drink

Only **one** of the following units may be selected:
CA105 Meet food safety requirements when providing food and drink for individuals
SFH125 Support individuals to eat and drink

Caring for People with Disabilities

Only **one** of the following units may be selected:
SFH198 Understand the context of supporting individuals with learning disabilities
CA34 Principles of supporting individuals with a learning disability to access healthcare
CA122 Contribute to supporting individuals with a learning disability to access healthcare

Administering Medication

Only **one** of the following units may be selected:
SFH174 Administer medication to individuals, and monitor the effects
CA115 Support use of medication in social care settings
SFH011 Assist in the administration of medication

Moving People

Only **one** of the following units may be selected:
CA154 Understanding and enabling assisting and moving individuals
SFH072 Move and position individuals in accordance with their plan of care

Supporting Elderly People

Only **one** of the following units may be selected:
CA152 Understand the effects of ageing in activity provision
CA70 Understand the factors affecting older people

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 Care or Healthcare 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 3 Diploma in Adult Care or the BIIAB Level 3 Diploma in Healthcare Support. It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 603/2523/9 BIIAB Level 3 Diploma in Adult Care
- 603/2525/2 BIIAB Level 3 Diploma in Healthcare Support

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 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.

Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care (RQF) in England – October 2017 v1

1. Introduction

1.1 Skills for Care is part of the UK sector skills council (SSC) and represents Adult Social Care in England. Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2 This document sets out the minimum expected principles and approaches to assessment of the Level 2 Diploma in Care (RQF) in England, and should be read alongside qualification regulatory arrangements.

1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer the Level 2 Diploma in Care.

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 conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.5 Assessors should ensure that the voices and choices of individuals drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice'.

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 and their families and carers.

2.5   Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

2.6   Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.

2.7   Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal assessor qualification, it is recommended that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

2.8   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 will require consent by the individual (and their families or carers) and should not be used where this compromises the privacy, dignity or confidentiality of any individual.

2.9 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.

2.10 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.

2.11 Witness testimony from others, including individuals and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

2.12 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

2.13 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.

2.14 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 for units 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 Where the Awarding Organisation requires those responsible for internal quality assurance to hold formal internal quality assurance qualifications, it is

recommended that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal internal quality assurance qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

3.3 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)

3.4 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.

3.5 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.

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 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 work role which involves evaluating the everyday practice of staff within their area of expertise

Appendix A Codes and Standards of Conduct
- https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-people/Code-of-Conduct.aspx
- http://www.skillsforhealth.org.uk/standards/item/217-code-of-conduct

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 unit
- 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.

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.

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.

Implement person-centred approaches in care settings

Unit Reference	A/616/5140
BIIAB Reference	SFH007
Level	2
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 understand and work in a person-centred way.
Learning Outcomes (1 to 6) The learner will:	**Assessment Criteria (1.1 to 6.6)** The learner can:
1. Understand person-centred approaches for care and support	1.1 Define person-centred values 1.2 Explain why it is important to work in a way that embeds person-centred values 1.3 Explain why risk-taking can be part of a person-centred approach 1.4 Explain how using an individual's care plan contributes to working in a person-centred way
2. Be able to work in a person-centred way	2.1 Find out the history, preferences, wishes and needs of the individual 2.2 Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual
3. Be able to establish consent when providing care or support	3.1 Explain the importance of establishing consent when providing care or support

	3.2 Establish consent for an activity or action
	3.3 Explain what steps to take if consent cannot be readily established
4. Be able to encourage active participation	4.1 Describe how active participation benefits an individual
	4.2 Identify possible barriers to active participation
	4.3 Demonstrate ways to reduce the barriers and encourage active participation
5. Be able to support the individual's **right to make choices**	5.1 Support an individual to make informed choices
	5.2 Use agreed risk assessment processes to support the right to make choices
	5.3 Explain why a worker's personal views should not influence an individual's choices
	5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others
6. Be able to support the individual's well-being	6.1 Explain how an individual's identity and self-esteem are linked with well-being
	6.2 Describe attitudes and approaches that are likely to promote an individual's well-being
	6.3 Support an individual in a way that promotes a sense of identity and self-esteem
	6.4 Demonstrate ways to contribute to an environment that promotes well-being

	6.5 Recognise and respond to changes in physical and mental health
	6.6 Explain the importance of good nutrition and hydration

Assessment requirements and Evidence Requirements

This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Person centred values include:
- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

A **care plan** may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.

Preferences may be based on:
- beliefs
- values
- culture

Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity').

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Well-being may include aspects that are:
- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

Safeguarding and protection in care settings

Unit Reference	J/616/4976
BIIAB Reference	SFH008
Level	2
Credit Value	3
Guided Learning (GL)	26
Unit Summary	This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different 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.
Learning Outcomes (1 to 7) The learner will:	**Assessment Criteria (1.1 to 7.3)** The learner can:
1. Understand principles of safeguarding adults	1.1 Explain the term safeguarding 1.2 Explain own role and responsibilities in safeguarding individuals 1.3 Define the following terms: • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others 1.4 Describe harm 1.5 Describe restrictive practices

2. Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others 2.2 Describe factors that may contribute to an individual being more vulnerable to abuse
3. Know how to respond to suspected or alleged abuse	3.1 Explain the actions to take if there are suspicions that an individual is being abused 3.2 Explain the actions to take if an individual alleges that they are being abused 3.3 Identify ways to ensure that evidence of abuse is preserved
4. Understand the national and local context of safeguarding and protection from abuse	4.1 Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse 4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 4.3 Identify factors which have featured in reports into serious cases of abuse and neglect

	4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing
	4.5 Identify when to seek support in situations beyond your experience and expertise
5. Understand ways to reduce the likelihood of abuse	5.1 Explain how the likelihood of abuse may be reduced by: • working with person centred values • encouraging active participation • promoting choice and rights • supporting individuals with awareness of personal safety 5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse 5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
6. Know how to recognise and report unsafe practices	6.1 Describe unsafe practices that may affect the well-being of individuals 6.2 Explain the actions to take if unsafe practices have been identified 6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
7. Understand principles for online safety	7.1 Describe the potential risks presented by: • the use of electronic communication devices • the use of the internet • the use of social networking sites

	• carrying out financial transactions online 7.2 Explain ways of reducing the risks presented by each of these types of activity 7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

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

Additional Information
Care settings e.g. Adult, children and young people's health settings and adult care settings **Domestic abuse** should include acts of control and coercion **Factors** may include: • a setting or situation • the individual An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates: • A colleague • Someone in the individual's personal network • The learner • The learner's line manager • Others

Local systems may include:
- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Whistle blowing
A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct

Person centred values include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Unsafe practices may include
- poor working practices
- resource difficulties
- operational difficulties

Well-being may include aspects that are:
- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic

- Physical
- Mental

Communication in care settings

Unit Reference	M/616/5281
BIIAB Reference	SFH039
Level	2
Credit Value	3
Guided Learning (GL)	20
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 communicate with others in work settings. This also includes how to maintain confidentiality when communicating with and about others.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.4) The learner can:
1. Understand why communication is important in the **work setting**	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of your own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication

	3.2 Demonstrate how to reduce barriers to communication in different ways
	3.3 Demonstrate ways to check that communication has been understood
	3.4 Identify sources of information, support and services to enable more effective communication
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality'
	4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working
	4.3 Describe situations where information normally considered to be confidential might need to be passed on
	4.4 Explain how and when to seek advice about confidentiality

Assessment requirements and Evidence Requirements
This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. |

Additional Information
Care settings e.g. Adult, children and young people's health settings and adult care settings

Work setting may include one specific location or a range of locations, depending on the context of a particular work role. |

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Preferences may be based on:
- beliefs
- values
- culture

Communication methods may include:
a) non-verbal communication
- eye contact
- touch
- physical gestures
- body language
- behaviour

b) verbal communication
- vocabulary
- linguistic tone
- pitch

c) technological aids

Services may include:
- translation services
- interpreting services
- speech and language services
- advocacy services

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Duty of care

Unit Reference	D/616/5289
BIIAB Reference	SFH054
Level	2
Credit Value	1
Guided Learning (GL)	7
Unit Summary	This unit covers the knowledge required to understand duty of care and the learner's own role in this.
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.2)** The learner can:
1. Understand the implications of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how duty of care relates to duty of **candour** 1.3 Describe how the duty of care affects own work role
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an **individual's** rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1 Describe the process to follow when responding to complaints 3.2 Identify the main points of agreed procedures for handling complaints

Assessment requirements and Evidence Requirements
This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Additional Information

Candour – being open and honest with patients and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Handle information in care settings

Unit Reference	H/616/5293
BIIAB Reference	SFH074
Level	2
Credit Value	1
Guided Learning (GL)	10
Unit Summary	This unit covers the knowledge and skills to be able to handle information in care settings.
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.2)** The learner can:
1. Understand the need for secure handling of information in care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in **care settings** 1.2 Explain why it is important to have secure systems for recording and storing information in a care setting
2. Know how to access support handling information	2.1 Describe how to access guidance, information and advice about handling information 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information
3. Be able to handling information in accordance with agreed ways of working	3.1 Keep records that are up to date, complete, accurate and legible 3.2 Follow agreed ways of working for: • recording information • storing information • sharing information

Assessment requirements and Evidence Requirements

This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning Outcome 3 must be assessed in a real work environment.

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Responsibilities of a care worker

Unit Reference	R/616/5029
BIIAB Reference	SFH075
Level	2
Credit Value	2
Guided Learning (GL)	16
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 understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.4)** The learner can:
1. Understand working relationships in care settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in care settings
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Access full and up-to-date details of agreed ways of working 2.3 Work in line with agreed ways of working 2.4 Contribute to quality assurance processes to promote positive experiences for individuals receiving care
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others 3.2 Demonstrate ways of working that can help improve partnership working

	3.3 Identify skills and approaches needed for resolving conflicts
	
	3.4 Access support and advice about:
	  • partnership working
	  • resolving conflicts

Assessment requirements and Evidence Requirements

This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning Outcomes 2 and 3 must be assessed in a real work environment.

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Others may include:
  • Team members and colleagues
  • Other professionals
  • Individual people who require care or support
  • Families, friends, advocates or others who are important to individual people

Personal development in care settings

Unit Reference	K/616/5294
BIIAB Reference	SFH105
Level	2
Credit Value	3
Guided Learning (GL)	23
Unit Summary	This unit is aimed at those who work in care settings. The unit introduces the concepts of personal development and reflective practice.
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.5)** The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role 1.2 Identify standards, regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role 1.3 Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice
2. Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards 2.3 Demonstrate the ability to reflect on work activities
3. Be able to agree a personal development plan	3.1 Identify sources of support and how they can be used for own learning and development

	3.2 Describe the process for agreeing a personal development plan and who should be involved
	3.3 Contribute and agree to own personal development plan
4. Be able to develop own knowledge, skills and understanding	4.1 Describe how a learning activity has improved own knowledge, skills and understanding
	4.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding
	4.3 Explain the importance of continuing professional development
	4.4 Describe how feedback from others has developed own knowledge, skills and understanding
	4.5 Demonstrate how to record progress in relation to personal development

Assessment requirements and Evidence Requirements
This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Standards may include:
- codes of conduct and practice
- regulations
- minimum standards
- National Occupational Standards

Sources of support may include:
- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Who should be involved may include:
- the individual
- carers
- advocates
- supervisor, line manager or employer
- team members
- other professionals

Continuing Professional Development (CPD)
Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

Others may include:
- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

Equality and inclusion in care settings

Unit Reference	M/616/5295
BIIAB Reference	SFH142
Level	2
Credit Value	2
Guided Learning (GL)	17
Unit Summary	This unit introduces the knowledge and skills to enable the individual to work in an equitable and inclusive way.
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.3)** The learner can:
1. Understand the importance of equality and inclusion	1.1 Explain what is meant by: • diversity • equality • inclusion • discrimination 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting 1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2. Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences 2.3 Describe how to challenge discrimination in a way that encourages change

3. Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion
	3.2 Describe how to access information, advice and support about diversity, equality and inclusion
	3.3 Identify when to access information, advice and support about diversity, equality and inclusion

| **Assessment requirements and Evidence Requirements** |
| This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning Outcomes 2 must be assessed in a real work environment. |

| **Additional Information** |
| **Care settings** e.g. Adult, children and young people's health settings and adult care settings

Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

Health, safety and well-being in care settings

Unit Reference	T/616/5296
BIIAB Reference	SFH146
Level	2
Credit Value	4
Guided Learning (GL)	33
Unit Summary	The aim of this unit is to prepare the learner for the principles of health and safety within health and care settings.
Learning Outcomes (1 to 9) The learner will:	Assessment Criteria (1.1 to 9.3) The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in a care work setting 1.2 Outline the main points of the health and safety policies and procedures agreed with the employer 1.3 Outline the main health and safety responsibilities of: • self • the employer or manager • others in the work setting 1.4 Identify tasks relating to health and safety that should not be carried out without special training 1.5 Explain how to access additional support and information relating to health and safety
2. Understand the use of risk assessments in relation to health and safety	2.1 Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities

	2.2 Explain how and when to report potential health and safety risks that have been identified
	2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illnesses that may occur in own work setting
	3.2 Outline the procedures to be followed if an accident or sudden illness should occur
4. Be able to reduce the spread of infection	4.1 Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection
	4.2 Explain the causes and spread of infection in care settings
	4.3 Demonstrate the recommended method for hand washing settings
	4.4 Demonstrate the use of Personal Protective Equipment (PPE) and when to use it
	4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work
5. Be able to move and handle equipment and objects safely	5.1 Identify legislation that relates to moving and handling
	5.2 Explain principles for moving and handling equipment and other objects safely
	5.3 Demonstrate how to move and handle equipment and objects safely

6. Know how to handle hazardous substances and materials	6.1 Describe hazardous substances and materials that may be found in the work setting 6.2 Explain safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials
7. Understand how to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: • starting • spreading 7.2 Describe emergency procedures to be followed in the event of a fire in the work setting 7.3 Explain the importance of maintaining clear evacuation routes at all times
8. Be able to implement security measures in the work setting	8.1 Use agreed ways of working for checking the identity of anyone requesting access to: • premises • information 8.2 Implement measures to protect own security and the security of others in the work setting 8.3 Explain the importance of ensuring that others are aware of own whereabouts
9. Know how to manage own stress	9.1 Identify common signs and indicators of stress in self and others 9.2 Identify circumstances and factors that tend to trigger stress in self and others

	9.3 Describe ways to manage stress and how to access sources of support

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Assessment requirements and Evidence Requirements

This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning Outcomes 4, 5 and 8 must be assessed in a real work environment.

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Policies and procedures may include other agreed ways of working as well as formal policies and procedures.

Health and safety This could be in relation to the safety of yourself, your colleagues or the people you support.

Others may include:
- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

Tasks that the learner should not carry out without special training may include those relating to:
- use of equipment
- first aid
- medication
- health care procedures
  food handling and preparation

Use of Personal Protective Equipment (PPE)
The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean that after consideration, PPE is not required.

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.
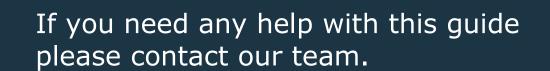
Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

Sources of support may include:
• formal support
• informal support
• supervision
• appraisal
• within the organisation
• beyond the organisation

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.