

## BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland

Level 2 Diploma – 601/6856/0

## 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

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

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Version	Date	Details of Change
2.0	November 2015	ROC – Assessment methods included Reference to Best Practice Guidance document from CCW Inclusion of CCW Design Principles Reference to centres and assessors in NI Restrictions on care provided by young people Reference to Induction Frameworks produced by CCW and NISCC
3.0	April 2016	Replacement of Skills for Care and Development Assessment Principles with updated version March 2016 Addition of new section on Best Practice Guidance for Learning and Assessment Addition of new section on the Welsh Language

		<p>Reference to Service Level Agreements between the centre and employer</p> <p>Reference to the Employer's Toolkit</p> <p>Removal of previous references to Northern Ireland specific information (there will be a separate handbook for centres in Northern Ireland)</p>
4.0	December 2016	<p>Change to unit codes as follows:</p> <p>CA24 changed to CA401 Rules of Combination and Mandatory Units</p> <p>CA30 changed to CA43 Rules of Combination and Mandatory Units</p> <p>CA31 changed to CA52 Rules of Combination</p> <p>CA29 changed to CA56 Rules of Combination</p> <p>CA33 changed to CA60 Rules of Combination</p> <p>CA19 changed to CA73 Rules of Combination</p> <p>CA25 changed to CA51</p>
5.0	January 2018	<p>Updated handbook throughout to remove reference to "QCF"</p> <p>Updated RoC with TQT figures</p>
6.0	March 2023	<p>Update to unit table for CA52</p> <p>Removed Welsh number as no longer designated in Wales</p>
6.1	April 2023	Reformatted qual guide

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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 Diploma in Health and Social Care (Adults) in Wales and Northern Ireland - 601/6856/0	
<b>Qualification Purpose</b>	To confirm occupational competence
<b>Age Range</b>	<b>Pre 16</b>   <b>16-18</b> ✓   <b>18+</b>   <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual and CCEA
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/09/2015
<b>Review Date</b>	31/08/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	328 hours
<b>Total Qualification Time (TQT)</b>	460 hours
<b>Credit Value</b>	46
<b>BIIAB Qualifications Limited Sector</b>	Health and Social Care
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited web site

## 1. About the BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland

BIIAB Qualifications Limited is regulated to deliver this qualification by Qualifications Wales and CCEA Regulations in Wales 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)
<b>BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland</b>	601/6856/0

This qualification adheres to the Design Principles published by the Care Council for Wales as follows:

### Care Council for Wales Qualification Design Principles

Design principles for all qualification development

- Based on National Occupational Standards appropriate to the needs of the sector
- Must be externally verifiable
- Qualifications being developed should be explicitly based on reliable and robust demonstration of employer need and therefore 'Fit for Purpose'. They should be able to respond flexibly to needs of the sector and its learners including delivery models, language and accessibility
- Be easily aligned to qualifications frameworks across the UK and EU (using the Qualification and Credit Framework would be one way to achieve it)
- Have a structure that facilitates and promotes the need for horizontal and vertical progression routes which also provide the opportunity to study a breadth and/or depth of knowledge and skill as required
- Recognise different types of learning, knowledge, skills and competence all have their place and should be used to facilitate progression and deepen knowledge, while retaining the good practice position of testing competence in the workplace.

## 2. Objective and Purpose of this Qualification

The BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland is designed for people working in health and social care, for example in job roles such as care assistant, social care worker, residential care worker, health care assistant and health care support worker. Learners will be able to obtain and then demonstrate the skills to work at an operational level in Health and Social Care.

Achievement of this qualification indicates competence. Alongside Essential Skills in Communication and Application of Number, the qualification is designed to make up the component parts of the Apprenticeship in Health and Social Care. (Subject to approval from CCW).

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

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

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

## 3. About this Guidance

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

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

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

## 4. BIIAB Qualifications Limited Customer Service

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

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

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

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

## 5. What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)
- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.



## 6. BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland, learners **must** gain a **total of 46** credit. This **must** consist of:

- Minimum total credit: **46**
- Mandatory Group A **minimum** credit: **24**
- A **minimum of 22** credits from the optional groups, including:
  - A **minimum** of **2** credits and a **maximum** of **7** credits from Optional Group B
  - A **minimum** of **15** credits from Optional Group C
- Minimum Guided Learning Hours: **328 hours**
- Total Qualification Time: **460 hours**

In Wales, there is a regulatory requirement that all L2 Diploma learners working in adult social care must achieve Unit CA66 Introductory awareness of sensory loss. Learners in health settings in Wales are not required to achieve this unit.

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
CA48	F/601/5465	Introduction to communication in health, social care or children's and young people's settings	2	3	23	Portfolio
CA46	L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	2	3	23	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA400	R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	20	Portfolio
CA401	H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	2	1	9	Assessment Knowledge Module
CA43	A/601/8574	Principles of safeguarding and protection in health and social care	2	3	26	Assessment Knowledge Module
CA44	J/601/8576	The role of the health and social care worker	2	2	14	Portfolio
CA45	A/601/8140	Implement person centred approaches in health and social care	2	5	33	Portfolio
CA402	R/601/8922	Contribute to health and safety in health and social care	2	4	33	Portfolio
CA403	J/601/8142	Handle information in health and social care settings	2	1	10	Portfolio

**Optional Unit Group B**

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA50	F/602/0097	Understand mental well-being and mental health promotion	3	3	14	Portfolio
CA51	J/602/0103	Understand mental health problems	3	3	14	Portfolio
CA13	J/601/2874	Dementia Awareness	2	2	17	Assessment Knowledge Module
CA52	K/601/9493	Introduction to personalisation in social care	3	3	22	Assessment Knowledge Module
CA53	L/501/6737	The principles of Infection, Prevention and Control	2	3	30	Portfolio
CA54	H/501/7103	Causes and Spread of Infection	2	2	20	Portfolio
CA55	R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20	Portfolio
CA56	K/601/5315	Understand the context of supporting individuals with learning disabilities	2	4	35	Assessment Knowledge Module
CA60	M/601/5316	Introductory awareness of Autistic Spectrum Conditions	2	2	17	Assessment Knowledge Module
CA64	L/601/6117	Understand physical Disability	2	2	19	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
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
CA73	K/602/4645	Understand the Benefits of Engaging in Activities in Social Care	2	2	16	Assessment Knowledge Module
CA72	F/503/3602	Basic awareness of diabetes	2	2	20	Portfolio
CA1	A/503/8085	Understand how to work min end of life care	2	3	28	Assessment Knowledge Module
CA69	K/504/2195	Understand how to support individuals to be part of a community	2	3	16	Portfolio
CA70	D/504/2243	Understand the factors affecting older people	3	2	17	Portfolio
CA71	F/503/7150	Stroke Awareness	2	3	28	Portfolio

### Optional Unit Group C

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA74	Y/501/0598	Administer medication to individuals, and monitor the effects	3	5	30	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA75	F/601/3683	Understand and implement a person centred approach to the care and support of individuals with dementia	2	3	21	Portfolio
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
CA83	D/601/9023	Provide support for therapy sessions	2	2	14	Portfolio
CA84	H/601/9024	Provide support for mobility	2	2	14	Portfolio
CA136	K/601/9025	Provide support to manage pain and discomfort	2	2	15	Portfolio
CA85	M/601/9026	Contribute to monitoring the health of individuals affected by health conditions	2	2	18	Portfolio
CA86	D/601/8017	Support individuals to carry out their own health care procedures	2	2	15	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA87	Y/601/8632	Support participation in learning and development activities	2	3	23	Portfolio
CA88	T/601/8637	Support independence in the tasks of daily living	2	5	33	Portfolio
CA89	A/601/8025	Provide support for journeys	2	2	17	Portfolio
CA90	F/601/8026	Provide support for leisure activities	2	3	20	Portfolio
CA91	A/601/7926	Support individuals to access and use information about services and facilities	2	3	20	Portfolio
CA92	L/601/8143	Support individuals who are distressed	2	3	21	Portfolio
CA93	R/601/8015	Support care plan activities	2	2	13	Portfolio
CA94	M/601/8054	Support individuals to eat and drink	2	2	15	Portfolio
CA95	F/601/8060	Support individuals to meet personal care needs	2	2	16	Portfolio
CA68	J/601/8058	Support individuals to manage continence	2	3	19	Portfolio
CA96	R/601/8063	Provide agreed support for foot care	2	3	23	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA97	R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	2	14	Portfolio
CA98	R/601/8256	Contribute to the care of a deceased person	2	3	24	Portfolio
CA99	L/601/9471	Contribute to supporting group care activities	2	3	23	Portfolio
CA100	T/601/8721	Undertake agreed pressure area care	2	4	30	Portfolio
CA101	L/601/8725	Support individuals undergoing healthcare activities	2	3	22	Portfolio
CA102	T/601/8850	Obtain and test capillary blood samples	3	4	30	Portfolio
CA103	J/601/8853	Obtain and test specimens from individuals	2	2	12	Portfolio
CA104	J/601/8027	Move and position individuals in accordance with their plan of care	2	4	26	Portfolio
CA105	T/601/9450	Meet food safety requirements when providing food and drink for individuals	2	2	15	Portfolio
CA106	Y/601/9490	Provide support for sleep	2	2	13	Portfolio
CA107	A/601/9546	Contribute to support of positive risk-taking for individuals	3	2	27	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA108	R/601/8578	Support individuals in their relationships	4	3	27	Portfolio
CA109	H/601/8049	Facilitate person centered assessment, planning, implementation and review	6	3	45	Portfolio
CA110	Y/601/7903	Support individuals to live at home	4	3	25	Portfolio
CA111	T/601/8282	Support Individuals With Specific Communication Needs	5	3	35	Portfolio
CA112	A/601/7909	Support individuals who are bereaved	4	3	30	Portfolio
CA113	H/601/8147	Work in partnership with families to support individuals	4	3	27	Portfolio
CA114	F/601/3764	Promote positive behavior	6	3	44	Portfolio
CA115	F/601/4056	Support use of medication in social care settings	5	3	40	Portfolio
CA116	T/601/9495	Support individuals at the end of life	7	3	53	Portfolio
CA117	R/601/8824	Prepare environments and resources for use during healthcare activities	3	2	20	Portfolio
CA118	A/601/8980	Prepare for and carry out extended feeding techniques	4	3	27	Portfolio
CA119	L/601/6442	Support person-centered thinking and planning	5	2	34	Portfolio





Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA120	Y/601/7352	Provide active support	3	2	27	Portfolio
CA121	K/601/9963	Support individuals to maintain personal hygiene	2	2	17	Portfolio
CA122	J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	3	2	27	Portfolio
CA126	Y/601/6170	Work with other professionals and agencies to support individuals with a physical disability	3	2	21	Portfolio
CA127	T/601/5804	Support families of individuals with Acquired Brain Injury	3	2	24	Portfolio
CA128	K/601/3449	Support effective communication with individuals with a sensory loss	3	2	23	Portfolio
CA129	A/601/4895	Contribute to the support of individuals with multiple conditions and/or disabilities	3	2	25	Portfolio
CA130	H/601/3451	Contribute to supporting individuals in the use of assistive technology	3	2	19	Portfolio
CA131	F/601/5160	Support individuals to negotiate environments	4	2	32	Portfolio
CA135	L/503/2601	Contribute to Promoting Nutrition and Hydration in Health and Social Care Settings	4	2	28	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
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
CA134	K/504/2200	Contribute to the support of infection prevention and control in social care	3	2	21	Portfolio

## Barred Units

Knowledge units barred against equivalent competence units

These units	Are barred against these units
CA1 Understand how to work in end of life care (A/503/8085)	CA116 Support individuals at the end of life (T/601/9495)
CA74 Administer medication to individuals, and monitor the effects (Y/501/0598)	CA115 Support use of medication in social care settings (F/601/4056)

## 7. Age Restriction

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

- 16-18
- 19+

Please note that National Standards (regulations for services) currently set out a range of age requirements around the delivery of personal care (including helping people to dress, wash or toilet) that will restrict what young people (under 18) can do in some settings. These are detailed in the document **Work Experience in Social Care and Early Years (2012)** (<https://socialcare.wales/resources-guidance/social-care-managers-and-employers/employing-16-and-17-year-olds-in-the-social-care-sector-in-wales>).

## 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.

In Wales, every new worker to the sector will have to undertake induction and many employers use **The Social Care Induction Framework or Early Years Induction Framework** published by the Care Council for Wales available on the CCW website: [Social Care Wales | Induction framework for health and social care](#)

The BIIAB Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland is designed to equip learners with the skills to work effectively within Health

and Social Care. It also will allow for a number of progression routes into Level 3 qualifications or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
- Career progression, for example to become Senior Care Worker

## 9. Assessment

### Overview of assessment strategy

The qualification contains competence units, knowledge units and units that combine competence and knowledge. Competence units are assessed following NVQ principles.

BIIAB has developed Assessment Knowledge Modules (AKMs) for the following knowledge units:

- CA401 Introduction to duty of care in health, social care or children's and young people's settings
- CA43 Principles of safeguarding and protection in health and social care
- CA13 Dementia awareness
- CA52 Introduction to personalisation in social care
- CA56 Understand the context of supporting individuals with learning disabilities
- CA60 Introductory awareness of Autistic Spectrum Conditions
- CA73 Understand the benefits of engaging in activities in social care

- CA1 Understand how to work in end of life care

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

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

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes

### **Assessment Process**

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

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

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

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

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

certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- learners do **not** understand why they are not yet regarded as having sufficient knowledge
- learners believe they are competent and that they have been misjudged

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

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

## Assessment Principles

The assessment principles for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

## Assessors and Centres in Wales

Centres and assessors operating in Wales must adhere to the requirements of the **Best Practice Guidance for Learning and Assessment in Social Care, the Care of Children and Young People and Early Years in Wales** available on the Care Council for Wales website [Guidance for learners, managers and employers on... | Social Care Wales](#)

Further information about the Best Practice Guidance and BIIAB's policy on this follows the Assessment Principles.

## Skills for Care and Development Assessment Principles

### 1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).

- 1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations (See Appendix A)
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:  
<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.
- 1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice (See Appendix B)

## **2 Assessment Principles**

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor. (See Appendix C)
- 2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence

should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.

- 2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.
- 2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.
- 2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 Assessment of knowledge based learning outcomes
- may take place in or outside of a real work environment
  - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
  - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

- 2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

### **3 Quality Assurance**

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)
- 3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.
- 3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

### **4 Definitions**

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This



occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
  - be occupationally competent in the area for which they are providing expert testimony
  - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

#### **Appendix A: Skills for Care and Development partnership website links**

- <https://www.socialcare.wales>
- <http://www.niscc.info>
- <http://www.skillsforcare.org.uk>
- <http://www.sssc.uk.com>
- <http://www.skillsforcareanddevelopment.org.uk>

**Appendix B: Codes and Standards of Conduct**

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

**Appendix C: Guidance on Occupational Competence Qualifications Wales****Qualification Framework for the Social Care Sector in Wales**

- <https://socialcare.wales/qualifications-funding>

**List of the Required Qualifications for the Early Years and Childcare Sector in Wales**

- <https://socialcare.wales/qualifications-funding>

**N Ireland**

- <https://niscc.info/learning-development/#:~:text=We%20work%20in%20partnership%20with,and%20we binars%20are%20relevant%20and>

**England**

- <http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-social-care-qualifications/Adult-social-care-vocational-qualifications.aspx>

**Scotland**

- <https://www.sssc.uk.com/supporting-the-workforce/>

**Appendix C: Joint awarding body quality group – assessor qualifications**

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching

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

## 10. Best Practice Guidance for Learning and Assessment

The Care Council for Wales has published a document entitled Best Practice Guidance for Learning and Assessment in Social Care, the Care of Children and Young People and Early Years in Wales. This document can be downloaded from the CCW website: [Best practice guidance for learning and assessment in social care the care of children and young people and early years in Wales - Social Care Online \(scie-socialcareonline.org.uk\)](http://socialcareonline.org.uk)

The aim of the Best Practice Guidance is to improve and standardise quality. It identifies expectations and best practice in the delivery and assessment of qualifications in the health and social care sector in Wales. It is essential that BIIAB centres in Wales not only familiarise themselves with all the content of the Best Practice Guidance, but also put policies and procedures in place in order to implement the best practice described in the document. This will be a condition of centre approval for delivering BIIAB's Diplomas in Health and Social Care (Adults) in Wales.

In order to comply with the requirements of the Best Practice Guidance, BIIAB will:

- require Wales centres to provide a policy at centre application, which will be reviewed and discussed at approval stage, confirming that they understand the Guidance and stating how they will implement and monitor their compliance to its requirements. Centres that do not provide this policy, or whose policy is not sufficient to meet the requirements, will not be approved until this has been addressed. Centre policies will be reviewed at application stage by the BIIAB Lead National Verifier, Director of Quality and Compliance and Care EQA for Wales and by the Care EQA for Wales at the Centre Approval visit.
- monitor Wales centre compliance to the Best Practice Guidance at each EQA visit.

- reserve the right to apply actions, and where appropriate sanctions, where Wales centres have not met their stated and agreed policy, the guidance requirements or their plans to meet the requirements.
- require centres to create a learning plan for each learner to incorporate all the units that the learner plans to undertake. BIIAB will monitor centres' compliance with this requirement via portfolio sampling.
- require a report written a minimum of once a year on centres' compliance to the Best Practice Guidance. This report will be co-written by the BIIAB Lead National Verifier and Care EQA for Wales. Additional reports may be required if poor or malpractice is identified or if there are substantial changes implemented to relevant policies.

### **Minimum duration of training**

The extensive knowledge development and consistent safe practice demanded in the Qualification and Credit Framework Diplomas means that the achievement of:

- Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland should be a minimum of six months following registration with an awarding organisation (which must occur as soon as possible after enrolment on the programme)
- Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland should be a minimum of nine months following registration with an awarding organisation (which must occur as soon as possible after enrolment on the programme)

Therefore BIIAB Qualifications Limited will, using our online registration and certification system (ORCs), provide an automated block on certification for the BIIAB Level 2 Diploma and Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland, where certification is attempted by Wales centres with Direct Claims Status for learners who were registered with BIIAB:

- less than 6 months before completion at Level 2
- less than 9 months before completion at Level 3

Centres without Direct Claims Status will have all of their portfolios subject to sample prior to any certifications being processed. Where centres want or attempt to certificate learners prior to the relevant time period for each qualification they will be referred to BIIAB and the following actions will occur:

-

- where the learner has been transferred from another Awarding Organisation, BIIAB Qualifications Limited will refer to the initial registration date for the qualification. If the registration date means that the time spent on the qualification is in excess of the recommended duration, then normal certification and sampling procedures will apply. If the time since registration is less than the recommended duration, then they will be subject to the procedure detailed below.
- where the learner has utilised sufficient Recognition of Prior Learning (RPL), which could justify the shortened time period for completion, and the evidence does not exceed 50% of that presented for the qualification in its entirety, then normal certification and sampling procedures will be applied.
- where:
  - the learner has not utilised RPL but has completed the qualification in a shorter time period than recommended; or
  - the learner has utilised RPL, but it is insufficient to explain the shortened time period for completion; or
  - the RPL evidence exceeds 50% of that presented for the qualification in its entirety, then the portfolio of evidence must:
    - be accompanied by a justification by the assessor(s) for the reduced timescale with a statement confirming that all outcomes, criteria and assessments have been met and that this has been demonstrated within the portfolio of evidence.
    - have been sampled and scrutinised by the IQA, who must have agreed with the assessment decision to certificate and with the assessor's justification for achievement within the timescale, prior to presentation to BIIAB.
    - be sampled and scrutinised by the EQA who must agree with the assessment and IQA decision to certificate and with the assessor's justification for achievement within the timescale, prior to certification.

Centres presenting learners for certification in less than the recommended time period that require additional portfolio of evidence sampling will have their risk rating raised.

## 11. The Welsh Language

BIIAB Qualifications Limited actively encourages the use of the Welsh language for the delivery, assessment and external assurance of this qualification.

Where there is demand, BIIAB Qualifications Limited will work with centres to translate relevant qualification support material into Welsh to encourage delivery in Welsh and support Welsh speaking learners.

BIIAB centres in Wales delivering this qualification will be required to provide a policy at centre application, confirming that they understand and comply with the 'Follow-on Strategic Framework for Welsh Language Services in Health, Social Services and Social Care 2016 – 2019'.

Centres providing training and assessment through the medium of Welsh or bilingually, must have assessors and IQAs who are able to conduct assessments and quality assurance in Welsh.

Where requested, BIIAB Qualifications Limited will make available qualification certificates in Welsh.

## 12. 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.

Information about recognition of prior learning, personalised learning and development plans and minimum periods of training is given in the **Best Practice Guidance for Learning and Assessment in Social Care, the Care of Children and Young People and Early Years in Wales**.

BIIAB Qualifications Limited requires centres delivering Health and Social Care qualifications in Wales to establish written and signed service level agreements with employers and learners. This formal partnership agreement will include the following areas:

- privacy and confidentiality of individuals accessing care
- values, principles and the Code of Professional Practice for Social Care
- evidence methods, evidence collection and evidence assessment
- expectation of learning time (taking into account the minimum times for the Diploma qualifications at different levels)
- expectation of employer payment of learning time
- arrangements for supervision, training, mentoring, teaching and assessment of the learner
- expectation of the employer to contribute to the learning process
- arrangements for assessor visits
- contact details of the learning provider
- arrangements for receiving and responding to feedback about the learning provider.

### **Employers' Toolkit**

The Care Council for Wales has published a document called **Employers' Toolkit for Learning**. This complements the **Best Practice Guidance** and tells employers what is expected of them in the training and development of their staff, but also what they can expect from their training providers. The document is available on the Care Council for Wales website:

[Guidance for learners, managers and employers on... | Social Care Wales](#)

BIIAB Qualifications Limited expects centres in Wales approved to deliver this qualification to be familiar with the Employers' Toolkit and to promote it to the employers of the learners they work with.

## **13. Resources**

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

- Evidence matrices for the competence / NVQ units
- Assessment Knowledge Modules (AKMs) where applicable
- 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.

## **14. 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.



## 15. 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.

## 16. 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/>

## **17. 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.

## **18. Mandatory Units**

The following units are mandatory for this qualification.



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

<b>Unit Reference</b>	F/601/5465
<b>BIIAB Reference</b>	CA48
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	23
<b>Unit Summary</b>	This unit provides the learner with the knowledge to communicate effectively in children and young people settings
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.4)</b> The learner can:
1. Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate  1.2 Explain how effective communication affects all aspects of 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

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



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

<b>Unit Reference</b>	L/601/5470
<b>BIIAB Reference</b>	CA46
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	23
<b>Unit Summary</b>	This unit provides the learner with the knowledge to personally development within their role
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.4)</b> 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 that influence the way the role is carried out  1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
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 for own learning and development

	<p>3.2 Describe the process for agreeing a personal development plan and who should be involved</p> <p>3.3 Contribute to drawing up own personal development plan</p>
<p>4. Be able to develop own knowledge, skills and understanding</p>	<p>4.1 Show how a learning activity has improved own knowledge, skills and understanding</p> <p>4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding</p> <p>4.3 Show how feedback from others has developed own knowledge, skills and understanding</p> <p>4.4 Show how to record progress in relation to personal development</p>

<b>Assessment Requirements and Evidence Requirements</b>
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<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
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## Introduction to equality and inclusion in health, social care or children's and young people's settings

<b>Unit Reference</b>	R/601/5471
<b>BIIAB Reference</b>	CA400
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	This unit provides the learner with the knowledge of equality and inclusion in children and young people's settings
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.2)</b> The learner can:
1. Understand the importance of equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> <li>• Discrimination</li> </ul> 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 and when to access information, advice and support about diversity, equality and inclusion

### **Assessment Requirements and Evidence Requirements**

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

Learning outcome 2 must be assessed in a real work environment.



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

<b>Unit Reference</b>	H/601/5474
<b>BIIAB Reference</b>	CA401
<b>Level</b>	2
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	9
<b>Unit Summary</b>	This unit provides the learner with the knowledge of diversity, equality and inclusion
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.2)</b> The learner can:
1. Understand the implications of duty of care	1.1 Define the term 'duty of care'  1.2 Describe how the duty of care affects own work role
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights  2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints  3.2 Identify the main points of agreed procedures for handling complaints

### Assessment Requirements and Evidence Requirements

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



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

<b>Unit Reference</b>	A/601/8574
<b>BIIAB Reference</b>	CA43
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	26
<b>Unit Summary</b>	This unit provides the learner with the knowledge of safeguarding in health and social care
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.3)</b> The learner can:
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: <ul style="list-style-type: none"><li>• Physical abuse</li><li>• Sexual abuse</li><li>• Emotional/psychological abuse</li><li>• Financial abuse</li><li>• Institutional abuse</li><li>• Self-neglect</li><li>• Neglect by others</li></ul> 1.2 Identify the signs and/or symptoms associated with each type of abuse 1.3 Describe factors that may contribute to an individual being more vulnerable to abuse
2. Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take if there are suspicions that an individual is being abused 2.2 Explain the actions to take if an individual alleges that they are being abused 2.3 Identify ways to ensure that evidence of abuse is preserved



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

### **Assessment Requirements and Evidence Requirements**

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

## The role of the health and social care worker

<b>Unit Reference</b>	J/601/8576
<b>BIIAB Reference</b>	CA44
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	14
<b>Unit Summary</b>	This unit provides the learner with the knowledge of the role of a health and social worker
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.4)</b> The learner can:
1. Understand working relationships in health and social care	1.1 Explain how a working relationship is different from a personal relationship  1.2 Describe different working relationships in health and social care settings
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role  2.2 Access full and up-to-date details of agreed ways of working  2.3 Implement agreed ways of working
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others  3.2 Demonstrate ways of working that can help improve partnership working  3.3 Identify skills and approaches needed for resolving conflicts  3.4 Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> </ul>

	<ul style="list-style-type: none"><li>• resolving conflicts</li></ul>
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**Assessment Requirements and Evidence Requirements**

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

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

## Implement person-centred approaches in health and social care

<b>Unit Reference</b>	A/601/8140
<b>BIIAB Reference</b>	CA45
<b>Level</b>	2
<b>Credit Value</b>	5
<b>Guided Learning (GL)</b>	33
<b>Unit Summary</b>	This unit provides the learner with the knowledge to work in a person-centred approach
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.4)</b> The learner can:
1. Understand person-centred approaches for care and support	1.1 Define person-centred values  1.2 Explain why it is important to work in a way that embeds person-centred values  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	<p>4.1 Describe how active participation benefits an individual</p> <p>4.2 Identify possible barriers to active participation</p> <p>4.3 Demonstrate ways to reduce the barriers and encourage active participation</p>
5. Be able to support the individual's right to make choices	<p>5.1 Support an individual to make informed choices</p> <p>5.2 Use agreed risk assessment processes to support the right to make choices</p> <p>5.3 Explain why a worker's personal views should not influence an individual's choices</p> <p>5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others</p>
6. Be able to promote individuals' well-being	<p>6.1 Explain how individual identity and self-esteem are linked with well-being</p> <p>6.2 Describe attitudes and approaches that are likely to promote an individual's well-being</p> <p>6.3 Support an individual in a way that promotes a sense of identity and self esteem</p> <p>6.4 Demonstrate ways to contribute to an environment that promotes well-being</p>



**Assessment Requirements and Evidence Requirements**

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

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



## Contribute to health and safety in health and social care

<b>Unit Reference</b>	R/601/8922
<b>BIIAB Reference</b>	CA402
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	33
<b>Unit Summary</b>	This unit provides the learner with the knowledge of health and safety within health and social care
<b>Learning Outcomes (1 to 9)</b> The learner will:	<b>Assessment Criteria (1.1 to 9.3)</b> The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	<p>1.1 Identify legislation relating to general health and safety in a health or social care work setting</p> <p>1.2 Describe the main points of the health and safety policies and procedures agreed with the employer</p> <p>1.3 Outline the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• others in the work setting</li> </ul> <p>1.4 Identify tasks relating to health and safety that should not be carried out without special training</p> <p>1.5 Explain how to access additional support and information relating to health and safety</p>
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 hazards posed by the work setting or by particular activities



	<p>2.2 Explain how and when to report potential health and safety risks that have been identified</p> <p>2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns</p>
<p>3. Understand procedures for responding to accidents and sudden illness</p>	<p>3.1 Describe different types of accidents and sudden illness that may occur in own work setting</p> <p>3.2 Outline the procedures to be followed if an accident or sudden illness should occur</p>
<p>4. Be able to reduce the spread of infection</p>	<p>4.1 Demonstrate the recommended method for hand washing</p> <p>4.2 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work</p>
<p>5. Be able to move and handle equipment and other objects safely</p>	<p>5.1 Identify legislation that relates to moving and handling</p> <p>5.2 Explain principles for moving and handling equipment and other objects safely</p> <p>5.3 Move and handle equipment or other objects safely</p>
<p>6. Know how to handle hazardous substances and materials</p>	<p>6.1 Identify hazardous substances and materials that may be found in the work setting</p> <p>6.2 Describe safe practices for:</p> <ul style="list-style-type: none"><li>• storing hazardous substances</li><li>• using hazardous substances</li><li>• disposing of hazardous substances and materials</li></ul>



7. Understand how to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"><li>• starting</li><li>• spreading</li></ul> 7.2 Outline 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: <ul style="list-style-type: none"><li>• premises</li><li>• information</li></ul> 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 9.2 Identify circumstances that tend to trigger own stress 9.3 Describe ways to manage stress

### Assessment Requirements and Evidence Requirements

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

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



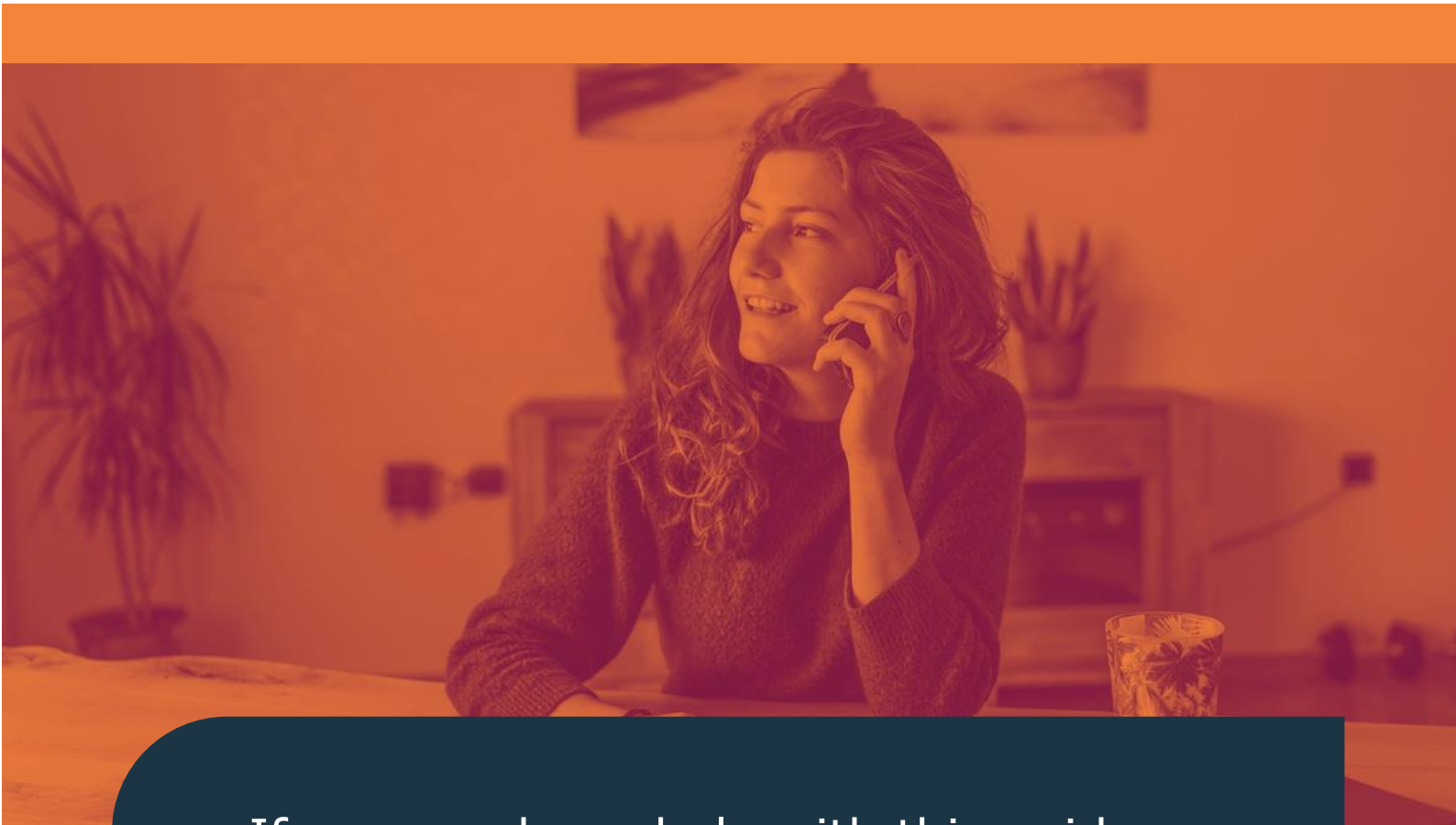
## Handle information in health and social care settings

<b>Unit Reference</b>	J/601/8142
<b>BIIAB Reference</b>	CA403
<b>Level</b>	2
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	10
<b>Unit Summary</b>	This unit provides the learner with the knowledge to handle information
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.2)</b> The learner can:
1. Understand the need for secure handling of information in health and social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in social care  1.2 Explain why it is important to have secure systems for recording and storing information in a health and social care setting
2. Know how to access support for 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 handle 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: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information</li> </ul>

**Assessment Requirements and Evidence Requirements**

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

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



If you need any help with this guide  
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