BIIAB Level 3 Diploma in Health and Social Care (Northern Ireland)

Level 3 Diploma – 603/5213/9

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.

Copyright

Version	Date	Details of Change
1.1	April 2023	Reformatted qual guide
1.2	July 2023	Review date amended 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 3 Diploma in Health and Social Care (Northern Ireland) - 603/5213/9							
Qualification Purpose	To confirm occupational competence						
Age Range	**Pre 16**		**16-18**	✓	**18+** ✓	**19+**	✓
Regulation	The above qualification is regulated by Ofqual and CCEA						
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	01/11/2019						
Review Date	31/10/2026						
Operational End Date							
Certification End Date							
Guided Learning (GL)	374 hours						
Total Qualification Time (TQT)	580 hours						
Credit Value	58						
BIIAB Qualifications Limited Sector	Health and Social Care						
Ofqual SSA Sector	1.3 Health and Social Care						
Support from Trade Associations							
Administering Office	See BIIAB Qualifications Limited web site						

1. About the BIIAB Level 3 Diploma in Health and Social Care (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)
BIIAB Level 3 Diploma in Health and Social Care (Northern Ireland)	603/5213/9

2. Objective and Purpose of this Qualification

The content of the BIIAB Level 3 Diploma in Health and Social Care (Northern Ireland) has been specified by the Northern Ireland Social Care Council (NISCC), who help to raise standards in the social care workforce by registering social care workers; setting standards for their conduct and practice and supporting their professional development, 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 adult care workforce in Northern Ireland.

As such, the content of the qualification is applicable to a variety of roles in Care, for example an adult care worker.

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 Adult Care sector at level 3 in Northern Ireland.

The primary purpose of the qualification is to confirm occupational competence. The qualification is a mandatory component of the Level 3 Health and Social Care Apprenticeship framework for Northern Ireland.

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

This qualification is not designed for delivery, or for individuals primarily working, in England, Wales or Scotland; alternative qualification provision is available at this level for those nations (please contact BIIAB for more details), however much of the skills and knowledge contained within this qualification is transferrable to other nations. Holders of this qualification wishing to practice outside of Northern Ireland should discuss with their employer or prospective employer any additional learning that may be required to meet the requirements to practice in any of these nations.

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, tutors, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

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

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

4. BIIAB Qualifications Limited Customer Service

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

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

Customer Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

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

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

5. What are Rules of Combination (ROC)?

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

The ROC will specify:

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

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

6. BIIAB Level 3 Diploma in Health and Social Care (Northern Ireland) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in Health and Social Care (Northern Ireland), learners **must** gain a **total of 58** credit. This **must** consist of:

- Minimum total credit: **58**
- Mandatory Group A credit: **37**
- A **minimum of 21** credits from Mandatory Group B
- A minimum of **48** credits **must** be achieved through the completion of units at Level 3 and above.
- Minimum Guided Learning Hours**: 374 hours**
- Total Qualification Time: **580 hours**

Listed below are the qualification units.

Mandatory Unit Group A

All of the units **must** be achieved:

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CNI5	L/617/8510	Communication and information sharing	3	5	30	Assessment Activity Module
CNI6	R/617/8511	Health and wellbeing	3	7	50	Assessment Activity Module
CNI7	Y/617/8512	Principles and values	3	15	120	Assessment Activity Module
CNI8	D/617/8513	Continuing professional development in the context of health and social care	3	10	70	Assessment Activity Module

Mandatory Unit Group B

A **minimum** of 21 credits from Mandatory Group B.

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CNI9	H/617/8514	Understand mental health problems, mental well-being and mental health promotion	3	5	48	Assessment Knowledge Module
SFH071	L/616/6079	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
CNI11	M/617/8516	Understand personalisation and person centred care in health and social care settings	3	3	26	Assessment Activity Module
SFH198	M/616/6883	Understand the context of supporting individuals with learning disabilities	3	4	35	Assessment Knowledge Module
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA147	T/601/5317	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	28	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA148	J/601/6150	Understand physical disability	3	3	22	Portfolio
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA150	M/601/3467	Understand sensory loss	3	3	21	Portfolio
CA151	M/601/3467	Understand models of disability	3	3	26	Assessment Activity Module
CA70	D/504/2243	Understand the factors affecting older people	3	2	17	Portfolio
CA155	Y/503/8689	Understand how to provide support when working in end of life care	3	4	33	Assessment Knowledge Module
CA71	F/503/7150	Stroke awareness	2	3	28	Portfolio
CA153	D/503/1839	Diabetes awareness	3	6	46	Portfolio
CA271	H/602/3185	Understanding professional supervision practice	4	3	22	Portfolio
SFH123	L/616/6258	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	Portfolio
CA164	A/601/0670	Support individuals who are substance users	3	7	42	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA167	H/501/0586	Increase awareness about drugs, alcohol or other substances with individuals and groups	3	7	42	Portfolio
CA168	T/601/0666	Test for substance use	3	5	30	Portfolio
CA172	K/501/0590	Support individuals through detoxification programmes	3	3	18	Portfolio
CNI12	T/617/8517	Use of medication in health and social care settings	3	5	52	Assessment Activity Module
CA216	D/501/0599	Supply and exchange injecting equipment for individuals	3	3	18	Portfolio
CA80	A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	3	4	26	Portfolio
CA81	Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	3	4	30	Portfolio
CA82	F/601/4686	Equality, diversity and inclusion in dementia care practice	3	4	31	Portfolio
SFH091	L/616/6129	Provide support to manage pain and discomfort	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
SFH072	K/616/6123	Move and position individuals in accordance with their care plan	2	4	26	Portfolio
CA210	T/601/9027	Contribute to raising awareness of health issues	3	4	26	Portfolio
SFH106	D/616/6202	Provide support to maintain and develop skills for everyday life	3	4	28	Portfolio
SFH108	H/616/6203	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	Portfolio
SFH025	D/616/5857	Implement therapeutic group activities	3	4	25	Portfolio
SFH058	D/616/6068	Support individuals to develop and run support groups	3	3	24	Portfolio
SFH040	J/616/6050	Support individuals to access and use services and facilities	3	4	25	Portfolio
CA181	J/601/9601	Provide support for individuals within a shared lives arrangement	3	5	35	Portfolio
CA108	R/601/8578	Support individuals in their relationships	3	4	27	Portfolio

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
SFH177	R/616/6598	Support individuals to live at home	3	4	29	Portfolio
SFH022	F/616/5852	Support individuals to manage their finances	3	3	20	Portfolio
SFH055	L/616/6065	Support individuals to access and manage direct payments	4	4	20	Portfolio
SFH090	R/616/6195	Support individuals to access housing and accommodation services	3	4	31	Portfolio
SFH161	H/616/6427	Support individuals with specific communication needs	3	5	35	Portfolio
SFH124	R/616/6259	Support individuals during a period of change	3	4	29	Portfolio
SFH160	D/616/6426	Support individuals to prepare for and settle in to new home environments	3	3	23	Portfolio
SFH056	R/616/6066	Work in partnership with families to support individuals	3	3	27	Portfolio
SFH038	L/616/6048	Promote positive behaviour	3	6	44	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH165	A/616/6580	Support individuals at the end of life	3	6	50	Portfolio
CA117	R/601/8824	Prepare environments and resources for use during healthcare activities	2	3	20	Portfolio
SFH009	Y/616/5839	Prepare for and carry out extended feeding techniques	3	4	27	Portfolio
SFH145	D/616/6149	Undertake physiological measurements	3	3	23	Portfolio
SFH024	L/616/5854	Obtain venous blood samples	3	3	24	Portfolio
SFH077	F/616/6080	Undertake urethral catheterisation processes	3	4	28	Portfolio
CA190	F/601/9029	Work with families, carers and individuals during times of crisis	4	5	35	Portfolio
SFH110	K/616/6204	Enable individuals to develop strategies to manage their behaviour	3	8	41	Portfolio
SFH200	R/616/6990	Interact with and support individuals using telecommunications	3	5	36	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA198	J/601/8657	Support individuals with a learning disability to access healthcare	3	3	25	Portfolio
CA123	F/602/0049	Support young people with a disability to make the transition into adulthood	3	5	40	Portfolio
CA124	K/601/7047	Support parents with disabilities	3	6	43	Portfolio
CA63	M/601/7048	Principles of self-directed support	3	3	26	Portfolio
CA200	M/601/5817	Support families who are affected by Acquired Brain Injury	3	3	30	Portfolio
CA202	K/601/3483	Promote effective communication with individuals with sensory loss	3	4	30	Portfolio
CA208	A/601/5190	Support individuals with multiple conditions and/or disabilities	3	4	31	Portfolio
CA203	J/601/354	Support individuals in the use of assistive technology	4	4	32	Portfolio
SFH053	J/616/6064	Support individuals to access education, training or employment	4	4	31	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA207	R/601/5180	Enable individuals to negotiate environments	3	5	34	Portfolio
CA226	T/504/2202	Support individuals to stay safe from harm or abuse	3	4	27	Portfolio
CA222	D/504/2226	Support individuals to be part of a community	3	3	20	Portfolio
CA217	T/503/2575	Promote nutrition and hydration in health and social care settings	3	4	32	Portfolio
CA89	A/601/8025	Provide support for journeys	2	2	17	Portfolio
SFH107	H/616/6136	Support individuals who are distressed	2	3	21	Portfolio

Barred units

Dementia

Only **one** of the following units may be selected:
CA80 Enable rights and choices of individuals with dementia whilst minimising risks
CA82 Equality, diversity and inclusion in dementia care practice

Sensory Loss

Only **one** of the following units may be selected:
CA150 Understand sensory loss
CA202 Promote effective communication with individuals with sensory loss

Substance Use

Only **one** of the following units may be selected:
CA164 Support individuals who are substance users
CA172 Support individuals through detoxification programmes

7. Grading

The qualification is not graded and achievement is either demonstrated (resulting in the qualification being 'passed' and awarded) or not yet demonstrated. There is no 'Fail' grade issued upon non-achievement.

8. Age Restriction

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

- 16-18
- 19+

9. Entry Requirements and Progression

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

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Adult Care at this level.

For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 5 Diploma in Health and Social Care (Northern Ireland) (proposed start date September 2020). It also will allow for a number of progression routes into other areas of learning.

10. Assessment

Overview of assessment strategy

The qualification contains the following types of units:

- Competence units – these 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 units - These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. The AKMs are internally marked assessments, containing a series of questions, marked and internally quality assured by the centre and with external quality assurance by the BIIAB External Quality Assurer (EQA).

- Units that combine knowledge and skills - BIIAB Qualifications Limited has developed Activity Assessment Modules (AAMs) for the units that combine knowledge and skills. AAMs are internally marked assessments, containing a series of activities, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to meet the assessment criteria and achieve the learning outcomes.

Assessment Process

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

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

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

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

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of

the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Principles

The Assessment Principles for the Level 3 Diploma in Health and Social Care (Northern Ireland) have been designed by Skills for Care and Development (SfC&D), 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). While BIIAB has not itself designed the strategy, it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. Use of this strategy helps to ensure consistent assessment of Care qualifications across Northern Ireland by different Awarding Organisations as well as consistency of assessment of Care qualifications in other nations; aiding transferability. As such all centres and their assessments must adhere to the current Assessment Principles for this qualification.

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

Skills for Care and Development Assessment Principles (March 2016)

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 conduct2 and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.7 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.

---

[1] See Appendix B for links to guidance on qualifications for occupational competence in UK nations

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] See Appendix B for links to guidance on qualifications for occupational competence in UK nations

2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3   Quality Assurance

3.1   Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

3.2   Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)

3.3   Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

3.4   Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4   Definitions

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

4.2   **Occupationally knowledgeable:** This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or

units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.

4.4 **Qualified to make quality assurance decisions**: Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.

4.5 **Expert witness**: An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Appendix A: Skills for Care and Development partnership website links

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

Appendix B: 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 (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment
- 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 Educations and Training.

Appeals

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

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

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

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

11. 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.

12. Resources

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

- Evidence matrices for the competence units
- A Learner Summative Reflection template
- Assessments for some of the knowledge, and combined knowledge and observation, units
- Access to the units

All of these resources are available on request.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a earner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. 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.

14. 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 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.

15. 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/

16. 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.

17. Mandatory Units

The following units are mandatory for this qualification.

Communication and information Sharing

Unit Reference	L/617/8510
BIIAB Reference	CNI5
Level	3
Credit Value	5
Guided Learning (GL)	30
Unit Summary	This unit provides the learner with the understanding, knowledge and skills required to communicate successfully, ensure records and reports are maintained in line with organisations policies and procedures
Learning Outcomes (1 to 6) The learner will:	Assessment Criteria (1.1 to 6.4) The learner can:
1. Understand the importance of communication and information handling	1.1 Outline the different reasons people communicate 1.2 Describe the factors to consider when promoting communication within limits of own role 1.3 Explain how communication affects relationships with individuals and others 1.4 Summarise key aspects of the operational framework for communication and handling information in Health and Social Care • legal requirements • best practice • standards 1.5 Explain how active and responsive listening supports communication and information handling with individuals and others

2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Establish the communication and language needs, wishes and preferences of the individuals 2.2 Use a range of communication methods and styles to meet individual needs 2.3 Work in ways that respond to an individual's reactions when communicating within limits of own role
3. Be able to overcome barriers to communication and information handling within limits of own role	3.1 Describe barriers to communication: • cognitive • cultural • sensory • environmental • interpersonal 3.2 Work in ways that overcome barriers to communication 3.3 Explain how to access extra support or services to enable individuals to communicate
4. Be able to apply principles and practices of confidentiality	4.1 Explain the meaning of the term confidentiality 4.2 Work in ways that maintain confidentiality in day to day communication 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns 4.4 Outline the implications of breaches of confidentiality for: • the individual in receipt of services • the employer

	• the employee
5. Be able to implement and support good practice in handling information	5.1 Describe the features of manual and electronic information storage systems that help ensure security

5.2 Use practices that ensure security when storing and accessing information

5.3 Record, report, and refer information in line with regulatory requirements and legal responsibilities

5.4 Support others to understand the need for secure handling of information

5.5 Support others to understand and contribute to records |
| 6. Know how to respond to complaints | 6.1 Explain the main points of agreed policy and procedures for handling complaints

6.2 Describe circumstances and experiences that may prompt a complaint from an individual

6.3 Explain how to support an individual to make a complaint

6.4 Outline the benefits of reviewing complaints to improve service provision |

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

National Occupational Standards (NOS) coverage identified:
- SCDHSC3111 Promote the rights and diversity of individuals
- SCDHSC0024 Support the safeguarding of individuals
- SCDHSC0031 Promote effective communication
- SCDHSC0234 Uphold the rights of individuals
- SCDHSC0336 Promote positive behaviour
- SCDHSC3110 Promote effective relationships with individuals

Content throughout HSC NOS knowledge requirements.

Additional Information

Legal requirements/Standards
Relevant statutory and regulatory requirements including Data Protection Act 2018; Freedom of Information; General Regulation (GDPR); Codes of conduct and practice; Caldicot Principles; MIS; Policies and Procedures

Others
People in receipt of services both directly and indirectly; colleagues and other professionals and those relevant to the support/care of individuals

Communication methods include:
- non-verbal communication: eye contact, touch, physical gestures, body language, behaviour
- verbal communication: vocabulary, linguistic tone, pitch

Interpersonal:
- Conflict/Conflict Resolution
- Behavioural
- Emotional
- Communication
- Misunderstanding/breakdown

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

Health and wellbeing

Unit Reference	R/617/8511
BIIAB Reference	CNI6
Level	3
Credit Value	7
Guided Learning (GL)	50
Unit Summary	This unit provides the learner with the understanding, knowledge and skills to understand their own responsibilities in line with relevant legislation, guidelines and organisational policies and procedures that support individual's safety, health and wellbeing
Learning Outcomes (1 to 6) The learner will:	**Assessment Criteria (1.1 to 6.2)** The learner can:
1. Understand own and others responsibilities relating to health and safety in the work setting	1.1 Discuss legislation relating to general health and safety in a health or social care work setting 1.2 Describe the main points of health and safety policies and procedures that are relevant to own job role 1.3 Analyse the health and safety responsibilities of: • self • the employer or manager • others in the work setting 1.4 Identify specialised training that may be needed to support health and safety tasks 1.5 Describe what type of additional support may be required relating to health and safety

	1.6 Explain how to access the support needed
	1.7 Describe incidents and accidents which could occur
	1.8 Explain procedures relating to incidents and accidents in own work setting
	1.9 Describe practices that prevent fires from: • starting • spreading
	1.10 Explain emergency procedures to be followed in the event of a fire in own work setting
2. Be able to use risk assessments in relation to health and safety	2.1 Explain the **five steps** of the risk assessment process
	2.2 Follow the five steps of the risk assessment process
	2.3 Balance rights and responsibilities in health and safety
3. Understand own role in relation to security	3.1 Describe policies and procedures for verifying the identity of anyone requesting access to: • premises • information
	3.2 Implement measures to protect personal security and the security of others in own work setting
	3.3 Explain reasons for sharing own whereabouts with others

4. Be able to move and handle equipment, objects and loads safely	4.1 Explain the main points of legislation that relates to moving and handling 4.2 Explain procedures for moving and handling equipment, objects and loads safely 4.3 Move and handle equipment, objects or loads safely
5. Be able to reduce the spread of infection	5.1 Describe procedures and systems relevant to the prevention and control of infection 5.2 Explain the potential impact of an outbreak of infection on the individual and the organisation 5.3 Use the recommended method for hand washing 5.4 Model best practice in the use of Personal Protective Equipment 5.5 Work in ways that ensure own health and hygiene do not pose a risk to others at work 5.6 Investigate how poor practices can lead to the spread of infection 5.7 Explain the ways an infective agent might enter the body
6. Know how to handle hazardous substances and material	6.1 Describe types of hazardous substances and materials that may be found in the work setting 6.2 Describe safe practices for: • Storing hazardous substances

| | • Using hazardous substances |
| | • Disposing of hazardous substances and materials |

Assessment Requirements

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

National Occupational Standards (NOS) coverage identified:

- SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse
- SCDHSC3111 Promote the rights and diversity of individuals
- SCDHSC0024 Support the safeguarding of individuals
- SCDHSC0244 Support individuals in the community
- SCDHSC0027 Support individuals in their daily living
- SCDHSC0225 Support individuals to carry out their own healthcare and monitoring
- SCDHSC0022 Support the health and safety of yourself and individuals
- SCDHSC0222 Support the rights and wellbeing of individuals when they undergo healthcare procedures
- SCDHSC0234 Uphold the rights of individuals

Content throughout HSC NOS knowledge requirements.

Additional Information

Others:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Five steps
Health and Safety Executive Northern Ireland Five steps

Procedures and systems include:
- Regulatory requirements
- Policies and procedures

Principles and values

Unit Reference	Y/617/8512
BIIAB Reference	CNI7
Level	3
Credit Value	15
Guided Learning (GL)	120
Unit Summary	This unit provides the learner with the understanding, knowledge and skills required to work to the values and principles in health and social care within the boundaries of their own role and responsibilities. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way
Learning Outcomes (1 to 12) The learner will:	Assessment Criteria (1.1 to 12.3) The learner can:
1. Be able to establish consent when providing care or support	1.1 Describe legislation, policies and procedures relating to capacity 1.2 Explain the term informed consent 1.3 Analyse factors that influence the capacity of an individual to express consent 1.4 Model how to: • obtain consent for an activity or action • support others to obtain consent for an activity or action 1.5 Describe own organisation's procedures and local **guidance** if consent cannot be established
2. Be able to work in a person-centred way	2.1 Define the values and person-centred approaches that underpin social care practice

	2.2 Explain how and why person-centred values must influence all aspects of health and social care work
	2.3 Practice person-centred values when: • working with an individual and others to find out the individual's history, preferences, wishes and needs • working in a complex or sensitive situation • adapting actions and approaches in response to an individual's changing needs or preferences
3. Understand how duty of care contributes to safe practice	3.1 Explain what it means to have a duty of care in own work role 3.2 Explain how duty of care contributes to the safeguarding and protection of individuals 3.3 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 3.4 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 3.5 Explain where to get additional support and advice about conflicts and dilemmas
4. Be able to support positive risk taking for individuals	4.1 Describe aspects of everyday life in which risks play a part 4.2 Discuss why supporting positive risks should be part of a person-centred approach

	4.3 Describe the consequences for individuals in being prevented or discouraged from taking risks 4.4 Model best practice when supporting individuals to make informed choices about risks enabling them to: • consider the positive and negative consequences of their choices • gain in self confidence • develop skills • take an active part in their communities 4.5 Record and report incidents, discussions and decisions relating to risk taking
5. Be able to implement and promote active participation, collaboration and wellbeing	5.1 Describe what is meant by: • active participation • collaboration • wellbeing 5.2 Analyse how active participation and collaborative working with individuals and others promotes independence in daily living 5.3 Support the creation of an environment that: • promotes wellbeing • reduces barriers • encourages active participation and collaboration • supports individuals to develop and maintain social networks and relationships 5.4 Support individuals to manage their daily living and further their potential in the context of their lives

	5.5 Evaluate how active participation and collaborative working has impacted on the individual
6. Be able to support the individual's right to make choices	6.1 Use own role and influence to support individuals to make choices 6.2 Discuss why practitioners' views, beliefs, wishes and preferences should not influence an individual's choices 6.3 Describe how to support an individual to question or challenge decisions that have been made by others on their behalf 6.4 Evaluate how an individual's informed choices has impacted their wellbeing
7. Know how to recognise signs of abuse	7.1 Define the following types of abuse: • physical abuse • sexual abuse • emotional/psychological abuse (including via social media) • financial abuse • institutional abuse • self-neglect • neglect by others • **exploitation** • domestic violence and abuse • human trafficking • hate crime. 7.2 Describe the signs and/or symptoms/indicators associated with each type of abuse 7.3 Explain **factors** that may contribute to **an individual** being at increased risk or in need of protection in relation to:

	• setting • situation • individual circumstance
8. Understand ways to reduce the likelihood of abuse and harm	8.1 Evaluate how the likelihood of abuse is reduced by: • working with person-centred values • encouraging active participation • promoting choice and rights • an accessible complaints procedure 8.2 Explain the actions to take if there are suspicions that an individual is being abused 8.3 Explain the actions to take if an individual alleges that they are being abused 8.4 Identify ways to ensure that evidence of abuse is preserved 8.5 Explain what is meant by the term whistleblowing 8.6 Explain how whistleblowing; • supports escalation of concern • overcomes a failure to act by others
9. Understand the national and local context of safeguarding and protection from abuse	9.1 Describe national policies and local systems that relate to safeguarding and protection from abuse 9.2 Analyse the roles of different agencies in safeguarding and protecting individuals from abuse 9.3 Explain how reports into serious failures to protect individuals from abuse can support service improvement

	9.4 Explain how to use sources of information and advice about own role and the role of others in safeguarding and protecting individuals from abuse
10. Know how to recognise and report unsafe practices	10.1 Describe unsafe practices that may affect the wellbeing of individuals: • poor working practices • resource difficulties • operational difficulties 10.2 Analyse the actions to take if unsafe practices have been identified 10.3 Evaluate the recording and reporting mechanisms within own area of work
11. Understand the importance of diversity, equality and inclusion	11.1 Explain what is meant by: • diversity • equality • inclusion • discrimination (both direct and indirect) 11.2 Describe the potential effects of discrimination 11.3 Explain how inclusive practice promotes equality and supports diversity 11.4 Explain how legislation and **professional standards** relating to equality, diversity and discrimination underpins own practice 11.5 Describe how to challenge discrimination in a way that promotes change
12. Be able to work in an inclusive way to promote diversity, equality and inclusion	12.1 Interact with individuals in ways that respects their beliefs, culture, values and preferences

	12.2 Use actions that model inclusive practice
	12.3 Support others to promote equality and rights

Assessment Requirements and Evidence Requirements

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

National Occupational Standards (NOS) coverage identified:

- SCDHSC0328 Contribute to the planning process with individuals
- SCDHSC0420 Promote leisure opportunities and activities for individuals
- SCDHSC0335 Contribute to the support of individuals who have experienced harm or abuse
- SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse
- SCDHSC3111 Promote the rights and diversity of individuals
- SCDHSC0024 Support the safeguarding of individuals
- SCDHSC0031 Promote effective communication
- SCDHSC0244 Support individuals in the community
- SCDHSC0027 Support individuals in their daily living
- SCDHSC0225 Support individuals to carry out their own healthcare and monitoring
- SCDHSC0022 Support the health and safety of yourself and individuals
- SCDHSC0222 Support the rights and wellbeing of individuals when they undergo healthcare procedures
- SCDHSC0234 Uphold the rights of individuals
- SCDHSC0336 Promote positive behaviour
- SCDHSC3110 Promote effective relationships with individuals

Content throughout HSC NOS knowledge requirements.

Additional Information

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.

Local guidance
Northern Ireland consent and capacity guidelines/legislation

Person-centred values include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

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

Exploitation could include forced marriage

Factors may include:
- A setting or situation
- The individual

An individual will usually mean the person being supported by the learner but may include those for whom there is no formal duty of care

Local systems may include:
Employer/organisational policies and procedures
Multi agency adult protection arrangements for a locality

Others
Colleagues
Other professionals
Family/carers

Unsafe practices may include:
- Poor working practices
- Resource difficulties

- operational difficulties

Professional standards
- Standards of conduct and practice
- MIS

![BIIAB logo]

Continuing professional development in the context of Health and Social Care

Unit Reference	D/617/8513
BIIAB Reference	CNI8
Level	3
Credit Value	10
Guided Learning (GL)	70
Unit Summary	This unit provides the learner with the understanding, knowledge and skills required to become competent workers and to be accountable for the quality of their work and their professional development. It provides understanding of the role of regulation and the importance of working in partnership

Learning Outcomes (1 to 11) The learner will:	Assessment Criteria (1.1 to 11.3) The learner can:
1. Understand the role of regulation	1.1 Explain the role of the regulatory bodies applicable to own setting 1.2 Analyse the impact the regulatory bodies have on practice 1.3 Outline the standards which apply to own setting
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. Understand how to work in partnership with others	3.1 Explain why it is important to work in partnership with **others**

	3.2 Evaluate ways of working that can help improve partnership working
	3.3 Outline skills and approaches needed for resolving conflicts
	3.4 Describe how and when to access support and advice about: • partnership working • resolving conflicts
4. Understand what is required for competence in own work role	4.1 Describe the duties and responsibilities of own role
	4.2 Analyse how a working relationship is different from a personal relationship
	4.3 Describe own working relationships with: • **individual** • family/carer • colleagues • other professionals
5. Understand own personal development	5.1 Explain what is meant by the term personal development in the context of own role
	5.2 Analyse how own personal development is important for the outcomes of individuals
	5.3 Outline sources of support for own personal development
	5.4 Explain potential barriers to personal development and how they might be overcome

	5.5 Describe the process for agreeing own personal development plan and who should be involved
	5.6 Prepare for and participate in own performance related meetings
	5.7 Provide records of continuous professional development of own personal development in line with standards
6. Be able to reflect on practice	6.1 Identify and reflect on a time when feedback from others has been used to develop own practice
	6.2 Prepare for and participate in own performance related meetings
7. Understand how to manage stress	7.1 Identify common signs and indicators of stress
	7.2 Identify circumstances that can trigger own stress
	7.3 Describe ways to manage own stress
8. Understand theories of teams and team working	8.1 Explain the importance of reflective practice in continuously improving the quality of service provided
	8.2 Use reflective practice to improve the quality of service
9. Understand the principles that underpin effective teamwork.	9.1 Identify common signs and indicators of stress in • self • **others**

	9.2 Analyse factors that tend to trigger own stress
	9.3 Compare strategies for managing stress
10. Understand the purpose and process of professional supervision	10.1 Describe the principles, scope and purpose of professional supervision
	10.2 Explain how the requirements of regulations and standards and agreed ways of working influence professional supervision
	10.3 Explain how professional supervision can protect the: • individual • supervisor • supervisee
	10.4 Describe the process of professional supervision
11. Understand how the principles of professional supervision can be used to inform performance management	11.1 Explain the performance management cycle
	11.2 Describe how professional supervision supports performance
	11.3 Describe how performance indicators can be used to manage performance

Assessment Requirements and Evidence Requirements

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

National Occupational Standards (NOS) coverage identified:

- SCDHSC0328 Contribute to the planning process with individuals
- SCDHSC3111 Promote the rights and diversity of individuals
- SCDHSC0024 Support the safeguarding of individuals
- SCDHSC0031 Promote effective communication
- SCDHSC0027 Support individuals in their daily living
- SCDHSC0022 Support the health and safety of yourself and individuals
- SCDHSC0234 Uphold the rights of individuals
- SCDHSC0336 Promote positive behaviour
- SCDHSC3110 Promote effective relationships with individuals

Content throughout HSC NOS knowledge requirements.

Additional Information

Others (AC3.1) may include:
- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

Individuals (AC4.3 and AC5.2) means the people supported/cared for.

Personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, time scales for review etc.

Standards
- Regulator standards
- MIS
- Registration
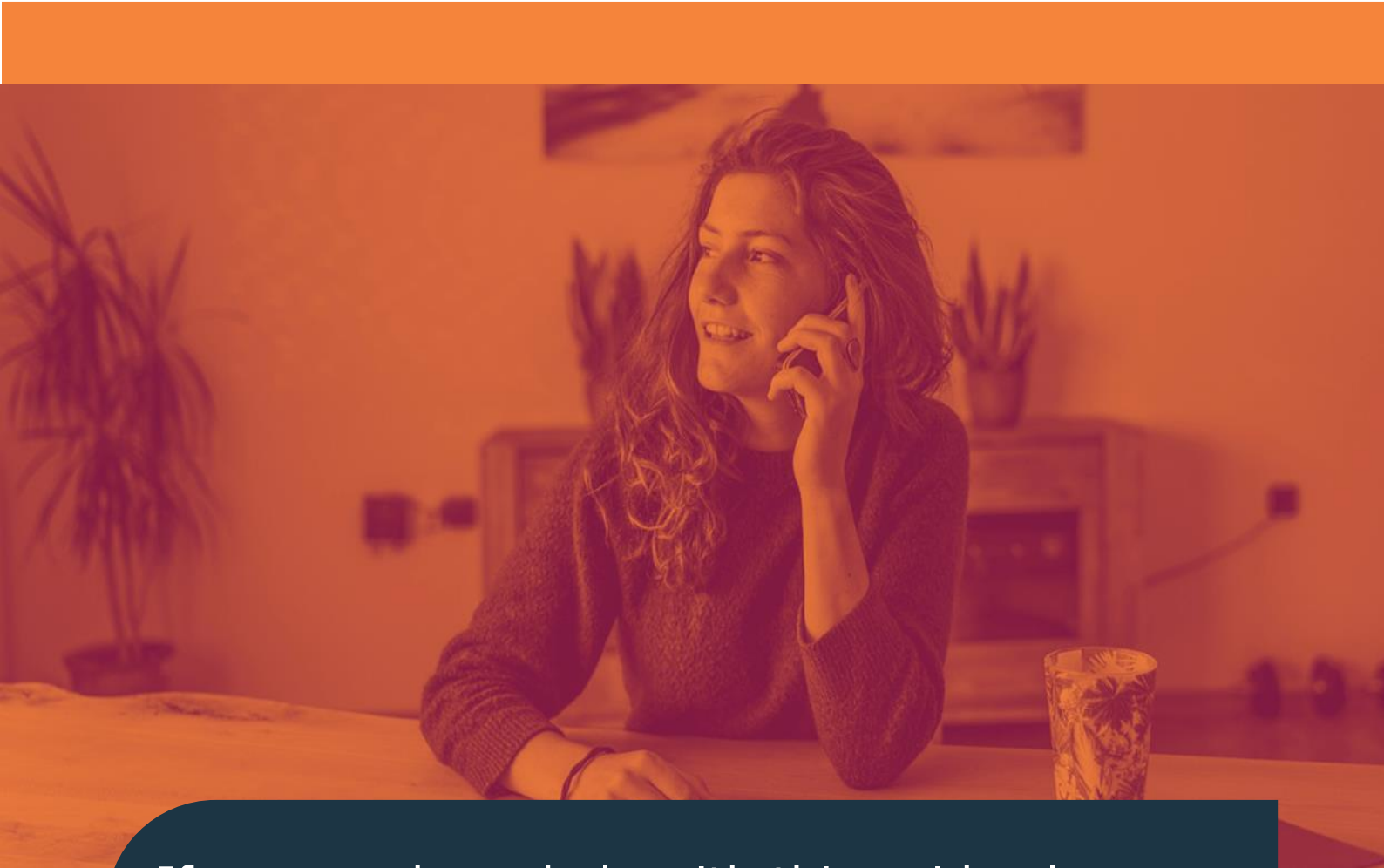- Policies and Procedures

Others (AC7.1):
- Colleagues

Team:
- Within the organisation / service
- Multi-disciplinary
- Multi-agency

Agreed ways of working will include policies and procedures where these exist

Individual (AC10.3):
- Parent
- Child
- Carer
- An Individual is someone accessing care or support.

BIIAB

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

0115 854 1620
QualsDevelopment@BIIAB.co.uk

biiab.co.uk

We are part of the Skills and Education Group.