

## BIIAB Level 3 Diploma in Healthcare Support

Level 3 Diploma – 603/2525/2

## About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

## Sources of Additional Information

---

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

## Copyright

---

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
1.1	November 2017	ROC - Change to URNs for SFH044, SFH052, SFH079, SFH100, SFH136, SFH145, SFH164, SFH180
1.2	December 2017	ROC - SFH100 credit and level
1.3	January 2018	ROC - SFH032 credit
1.4	April 2023	Reformatted Qualification Guide into new branding
1.5	July 2023	Updated review date in Qualification Summary
1.6	September 2024	Updated review date in Qualification Summary

## Contents

About Us.....	2
Qualification Summary .....	4
1. About the BIIAB Level 3 Diploma in Healthcare Support.....	5
2. Objective and Purpose of this Qualification.....	5
3. About this Guidance .....	6
4. BIIAB Qualifications Limited Customer Service .....	6
5. What are Rules of Combination (ROC)? .....	7
6. BIIAB Level 3 Diploma in Healthcare Support Rules of Combination (ROC) and Structure .....	7
Mandatory Unit Group A .....	8
7. Age Restriction .....	29
8. Entry Requirements and Progression.....	29
9. Assessment .....	29
Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence (Version 4, November 2017) .....	30
10. Initial Assessment and Induction .....	34
11. Resources.....	34
12. Design and Delivery .....	35
13. Format of Units.....	35
14. Initial Registration.....	37
15. Qualification Review and Feedback.....	38
16. Mandatory Units .....	38

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 Healthcare Support - 603/2525/2	
<b>Qualification Purpose</b>	To allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within the Healthcare sector at level 3.
<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
<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>	01/01/2018
<b>Review Date</b>	31/08/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	376 hours
<b>Total Qualification Time (TQT)</b>	650 hours
<b>Credit Value</b>	65
<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 3 Diploma in Healthcare Support

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

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

Qualification Title	Qualification Number (QN)
<b>BIIAB Level 3 Diploma in Healthcare Support</b>	603/2525/2

## 2. Objective and Purpose of this Qualification

The content of the Level 3 Diploma in Healthcare Support has been specified by the two sector skills councils responsible for the health and adult care workforces, Skills for Health and Skills for Care, in consultation with employers, learning providers and those who use services.

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

The content of the qualification is applicable to the following role:

- Senior Healthcare Support 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 Healthcare sector at level 3.

The primary purpose of the qualification is to confirm occupational competence. The qualification is a mandatory component of the Apprenticeship Standard for Senior Healthcare Support Worker.

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.

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 3 Diploma in Healthcare Support Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in Healthcare Support, learners **must** gain a **total of 65** credits. This **must** consist of:

- Minimum total credit: **65**
- Mandatory Group A Credit: **45**
- A **minimum** of **20** credits from Optional Group B

- A **minimum** of **37** credits must be taken from units at **Level 3** or above
- Minimum Guided Learning Hours: **376 hours**
- Total Qualification Time: **650 hours**

This qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at this level.

Listed below are the qualification units.

### Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH069	H/616/4984	Promote communication in care settings	3	3	25	Portfolio
SFH078	J/616/5030	Promote effective handling of information in care settings	3	2	16	Portfolio
SFH004	K/616/4825	Promote personal development in care settings	3	3	10	Assessment Activity Module
SFH178	K/616/5036	Promote person-centred approaches in care settings	3	6	39	Portfolio
SFH175	H/616/5035	Promote equality and inclusion in care settings	3	2	18	Assessment Activity Module
SFH043	Y/616/4979	Promote health, safety and well-being in care settings	3	6	45	Assessment Activity Module
SFH075	R/616/5029	Responsibilities of a care worker	2	2	16	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH140	D/616/5035	Duty of care in care settings	3	1	8	Assessment Knowledge Module
SFH008	J/616/4976	Safeguarding and protection in care settings	2	3	26	Assessment Knowledge Module
SFH044	Y/616/6120	Understand mental well-being and mental health promotion	3	3	20	Assessment Knowledge Module
SFH052	D/616/6121	Causes and Spread of Infection	2	2	20	Assessment Knowledge Module
SFH079	A/616/6126	Understand mental health problems	3	3	16	Assessment Knowledge Module
SFH100	R/616/6133	The Principles of Infection Prevention and Control	2	3	30	Assessment Knowledge Module
SFH136	F/616/6144	Cleaning, Decontamination and Waste Management	2	2	20	Assessment Knowledge Module
SFH201	T/616/5041	Study skills for Senior Healthcare Support Workers	3	4	15	Portfolio (see unit)

### Optional Group B

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

- Adult Nursing
- Mental Health
- Children and Young People
- Units appropriate for all three categories



Learners may select **any** units.

## Adult Nursing

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH001	K/616/5778	Understand Advance Care Planning	3	3	25	Portfolio
SFH082	F/616/6127	Prepare individuals for healthcare activities	2	2	9	Portfolio
SFH023	D/616/6118	Support individuals to carry out their own health care procedures	2	2	15	Portfolio
SFH086	J/616/6128	Assist the practitioner to carry out health care activities	2	2	13	Portfolio
SFH095	L/616/6132	Monitor and maintain the environment and resources during and after health care activities	2	3	20	Portfolio
SFH025	D/616/5857	Implement therapeutic group activities	3	4	25	Portfolio
SFH027	K/616/5859	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	5	38	Portfolio
SFH129	R/616/6262	Conduct routine maintenance on clinical equipment	3	4	30	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH059	H/616/6069	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20	Portfolio
SFH182	J/616/6792	Manufacture equipment or medical devices for individuals within healthcare	3	4	30	Portfolio
SFH085	A/616/6191	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	3	6	37	Portfolio
SFH081	A/616/6188	Perform routine electrocardiograph (ECG) procedures	3	4	30	Portfolio
SFH009	Y/616/5839	Prepare for and carry out extended feeding techniques	3	4	27	Portfolio
SFH012	R/616/5841	Insert and secure naso-gastric tubes	3	4	30	Portfolio
SFH098	H/616/6198	Care for individuals with naso-gastric tubes	3	3	19	Portfolio
SFH083	F/616/6189	Undertake treatments and dressings of lesions and wounds	3	4	23	Portfolio
SFH094	D/616/6197	Carry out wound drainage care	3	4	23	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH166	L/616/6583	Remove wound drains	3	4	34	Portfolio
SFH188	M/616/6799	Remove wound closure materials	2	3	24	Portfolio
SFH024	L/616/5854	Obtain venous blood samples	3	3	24	Portfolio
SFH183	L/616/6793	Carry out arterial puncture and collect arterial blood	3	4	30	Portfolio
SFH150	M/616/6320	Carry out blood collection from fixed or central lines	3	4	30	Portfolio
SFH112	H/616/6251	Carry out intravenous infusion	3	4	22	Portfolio
SFH127	J/616/6260	Perform intravenous cannulation	4	5	36	Portfolio
SFH164	K/616/6154	Obtain and test capillary blood samples	3	4	30	Portfolio
SFH179	F/616/6788	Undertake tissue viability risk assessments	3	3	16	Portfolio
SFH076	T/616/6125	Obtain and test specimens from individuals	2	2	15	Portfolio
SFH117	T/616/6254	Assist in receiving, handling and dispatching clinical specimens	2	2	17	Portfolio
SFH128	L/616/6261	Care for individuals with urethral catheters	3	4	30	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH077	F/616/6080	Undertake urethral catheterisation processes	3	4	28	Portfolio
SFH151	T/616/6321	Undertake stoma care	3	4	30	Portfolio
SFH063	K/616/6073	Conduct external ear examinations	3	4	28	Portfolio
SFH119	F/616/6256	Provide advice on foot care for individuals with diabetes	4	4	31	Portfolio
SFH190	Y/616/6800	Examine the feet of people with diabetes	3	3	18	Portfolio
SFH199	D/616/6989	Care for the elderly	2	2	10	Portfolio
SFH157	R/616/6424	End of life and dementia care	3	2	10	Portfolio
SFH071	L/616/6079	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
SFH035	A/616/6045	Support individuals during the last days of life	4	5	40	Portfolio



## Mental Health

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH080	J/616/6081	Understand the legal, policy and service framework in mental health	3	5	16	Portfolio
SFH102	R/616/6200	Awareness of the Mental Capacity Act 2005	3	3	28	Assessment Knowledge Module
SFH147	A/616/6286	Understand mental health interventions	3	4	14	Portfolio
SFH101	K/616/6199	Understanding Suicide Interventions	4	6	43	Portfolio
SFH001	K/616/5778	Understand Advance Care Planning	3	3	25	Portfolio
SFH148	T/616/6318	Understand care and support planning and risk management in mental health	3	4	14	Portfolio
SFH023	D/616/6118	Support individuals to carry out their own health care procedures	2	2	15	Portfolio
SFH068	J/616/6078	Support individuals to manage their own recovery from mental health problems	3	3	10	Portfolio
SFH139	D/616/6281	Enable individuals with mental health problems to develop alternative coping strategies	4	4	16	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH149	A/616/6319	Effective communication and building relationships in mental health work	3	5	17	Portfolio
SFH019	M/616/5846	Facilitate and monitor housing and accommodation services to support individuals with mental health needs	3	5	32	Portfolio
SFH036	F/616/6046	Assist individuals who have mental health problems when they are transferring between agencies and services	3	2	6	Portfolio
SFH181	F/616/6791	Enable mental health service users and carers to manage change	3	3	11	Portfolio
SFH025	D/616/5857	Implement therapeutic group activities	3	4	25	Portfolio
SFH002	T/616/5833	Understand risk management in the paediatric mental health setting	3	3	25	Portfolio
SFH156	L/616/6423	Support children and young people with mental health conditions	3	5	42	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH037	J/616/6047	Understand mental health and behaviour management of children and young people	4	3	10	Portfolio
SFH071	L/616/6079	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
SFH157	R/616/6424	End of life and dementia care	2	3	10	Portfolio

## Children and Young People

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH176	L/616/6597	Understand how to safeguard the well-being of children and young people	3	3	25	Portfolio
SFH016	H/616/5844	Develop positive relationships with children and young people	3	4	30	Portfolio
SFH196	K/616/6980	Communicate with children and young people in care settings	3	4	25	Portfolio
SFH103	Y/616/6201	Understand child and young person development	3	4	30	Portfolio





Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH141	H/616/6282	Support child and young person development	3	3	25	Portfolio
SFH158	Y/616/6425	Support children and young people with additional needs	4	6	45	Portfolio
SFH168	H/616/6587	Enable children and young people to understand their health and well-being	4	5	38	Portfolio
SFH027	K/616/5859	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	5	38	Portfolio
SFH066	A/616/6076	Support children and young people experiencing transitions	3	3	7	Portfolio
SFH037	J/616/6047	Understand mental health and behaviour management of children and young people	4	3	10	Portfolio
SFH002	T/616/5833	Understand risk management in the paediatric mental health setting	3	3	25	Portfolio
SFH156	L/616/6423	Support children and young people with mental health conditions	3	5	42	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH149	A/616/6319	Effective communication and building relationships in mental health work	3	5	17	Portfolio
SFH003	J/616/5836	Work with babies and young children to support their development and learning	3	6	45	Portfolio
SFH133	D/616/6278	Support parents or carers to interact with and care for their newborn baby	3	4	30	Portfolio
SFH171	H/616/6590	Support parents/carers and those in a parental role to care for babies during their first year	3	5	36	Portfolio
SFH194	M/616/6978	Support individuals with feeding babies	3	4	26	Portfolio
SFH021	T/616/5850	Care for the physical and nutritional needs of babies and young children	3	6	45	Portfolio
SFH009	Y/616/5839	Prepare for and carry out extended feeding techniques	3	4	27	Portfolio
SFH012	R/616/5841	Insert and secure naso-gastric tubes	3	4	30	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH187	K/616/6798	Develop and agree individualised care plans for babies and families	4	5	38	Portfolio

### All Categories

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH172	T/616/6593	Obtain a client history	3	3	22	Portfolio
SFH193	K/616/6977	Human structure and functionality	3	8	20	Portfolio
SFH092	J/616/6131	Select and wear appropriate personal protective equipment for work in healthcare settings	2	2	15	Portfolio
SFH034	J/616/6033	Maintaining quality standards in the health sector	2	2	13	Portfolio
SFH067	F/616/6077	Service improvement in the health sector	3	3	20	Portfolio
SFH011	A/616/6112	Assist in the administration of medication	2	4	25	Portfolio
SFH195	T/616/6979	Understand the administration of medication	3	3	24	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH174	J/616/6596	Administer medication to individuals, and monitor the effects	3	5	30	Portfolio
SFH197	Y/616/6988	Assist in the administration of oxygen	3	5	40	Portfolio
SFH087	F/616/6192	Administer oral nutritional products to individuals	3	4	23	Portfolio
SFH060	Y/616/6070	Monitor and review individuals' progress in relation to maintaining optimum nutritional status	3	3	26	Portfolio
SFH185	Y/616/6795	Monitor individuals' progress in relation to managing their body weight and nutrition	3	3	26	Portfolio
SFH126	T/616/6142	Contribute to monitoring the health of individuals affected by health conditions	2	2	18	Portfolio
SFH145	D/616/6149	Undertake physiological measurements	3	3	23	Portfolio
SFH040	J/616/6050	Support individuals to access and use services and facilities	3	4	25	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH006	T/616/6111	Support individuals to access and use information about services and facilities	2	3	20	Portfolio
SFH020	T/616/5847	Collaborate in the assessment of environmental and social support in the community	3	4	23	Portfolio
SFH090	R/616/6195	Support individuals to access housing and accommodation services	3	4	31	Portfolio
SFH160	D/616/6426	Support individuals to prepare for and settle in to new home environments	3	3	23	Portfolio
SFH177	R/616/6598	Support individuals to live at home	3	4	29	Portfolio
SFH106	D/616/6202	Provide support to maintain and develop skills for everyday life	3	4	28	Portfolio
SFH162	K/616/6428	Support independence in the tasks of daily living	2	5	37	Portfolio
SFH042	H/616/6119	Support individuals to meet personal care needs	2	2	16	Portfolio
SFH014	J/616/6114	Undertake personal hygiene activities with individuals	2	3	24	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH073	M/616/6124	Support individuals to manage continence	2	3	19	Portfolio
SFH010	L/616/5840	Provide support to individuals to continue recommended therapies	3	3	20	Portfolio
SFH028	D/616/5860	Assist in the implementation of programmes to increase mobility, movement and functional independence	3	4	28	Portfolio
SFH057	Y/616/6067	Provide support for mobility	2	2	14	Portfolio
SFH048	D/616/6054	Deliver exercise sessions to improve individuals' health and wellbeing	3	5	32	Portfolio
SFH186	H/616/6797	Assist in implementing treatment programmes for individuals with severely reduced movement/mobility	3	5	29	Portfolio
SFH109	M/616/6138	Support individuals undergoing healthcare activities	2	3	22	Portfolio
SFH062	H/616/6072	Support individuals in undertaking their chosen activities	4	3	24	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH041	L/616/6051	Provide support for leisure activities	3	2	20	Portfolio
SFH047	Y/616/6053	Implement hydrotherapy programmes for individuals and groups	3	5	35	Portfolio
SFH115	M/616/6253	Assist in testing individuals' abilities prior to planning physical activities	3	5	38	Portfolio
SFH031	H/616/5861	Make recommendations for the use of physical resources in a health setting	3	4	15	Portfolio
SFH064	M/616/6074	Control the use of physical resources in a health setting	3	3	25	Portfolio
SFH173	F/616/6595	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33	Portfolio
SFH033	M/616/6026	Communicate with individuals about promoting their health and wellbeing	3	3	15	Portfolio
SFH153	A/616/6322	Advise and inform individuals on managing their condition	3	5	36	Portfolio
SFH038	L/616/6048	Promote positive behaviour	3	6	44	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH110	K/616/6204	Enable individuals to develop strategies to manage their behaviour	3	8	41	Portfolio
SFH137	J/616/6145	Principles of Health Promotion	2	2	13	Portfolio
SFH138	L/616/6146	Promotion of General Health and Well-being	2	2	12	Portfolio
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
SFH056	R/616/6066	Work in partnership with families to support individuals	3	3	27	Portfolio
SFH155	J/616/6422	Support carers to meet the care needs of individuals	3	4	30	Portfolio
SFH058	D/616/6068	Support individuals to develop and run support groups	3	3	24	Portfolio
SFH061	D/616/6071	Give presentations to groups	3	3	26	Portfolio
SFH065	T/616/6075	Assist others to plan presentations	2	2	16	Portfolio
SFH134	H/616/6279	Deliver training through demonstration and instruction	3	3	21	Portfolio





Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH053	J/616/6064	Support individuals to access education, training or employment	4	4	31	Portfolio
SFH084	T/616/6190	Assist in planning and evaluating learning activities	2	3	22	Portfolio
SFH108	H/616/6203	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	Portfolio
SFH072	K/616/6123	Move and position individuals in accordance with their care plan	2	4	26	Portfolio
SFH091	L/616/6129	Provide support to manage pain and discomfort	2	2	15	Portfolio
SFH143	K/616/6283	Provide agreed support for foot care	2	3	23	Portfolio
SFH163	Y/616/6151	Undertake agreed pressure area care	2	4	30	Portfolio
SFH180	M/616/6155	Provide support for sleep	2	2	13	Portfolio
SFH015	D/616/5843	Support individuals with speech and language disorders to develop their communication skills	3	4	28	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH046	R/616/6052	Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	3	5	35	Portfolio
SFH093	Y/616/6196	Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use	3	4	25	Portfolio
SFH130	D/616/6264	Assist and support individuals to use alternative and augmentative communication systems (AAC)	5	3	35	Portfolio
SFH184	R/616/6794	Provide support for individuals with communication and interaction difficulties	3	5	39	Portfolio
SFH167	D/616/6586	Develop activities and materials to enable individuals to reach specific communication goals	3	5	38	Portfolio
SFH161	H/616/6427	Support individuals with specific communication needs	3	5	35	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH200	R/616/6990	Interact and support individuals using telecommunications	3	5	36	Portfolio
SFH114	K/616/6252	Support individuals with cognition or learning difficulties	3	5	34	Portfolio
SFH107	H/616/6136	Support individuals who are distressed	2	3	21	Portfolio
SFH121	J/616/6257	Support the spiritual wellbeing of individuals	3	3	26	Portfolio
SFH124	R/616/6259	Support individuals during a period of change	3	4	29	Portfolio
SFH135	Y/616/6280	Support individuals during emergency situations	3	3	27	Portfolio
SFH111	D/616/6250	Support positive risk taking for individuals	3	4	32	Portfolio
SFH123	L/616/6258	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	Portfolio
SFH125	K/616/6140	Support individuals to eat and drink	2	2	15	Portfolio
SFH118	A/616/6255	Support individuals to manage dysphagia	4	5	35	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH154	F/616/6421	Assist others to monitor individuals' progress in managing dysphagia	3	5	38	Portfolio
SFH088	J/616/6193	Inform an individual of discharge arrangements	2	2	10	Portfolio
SFH032	Y/616/6019	Contribute to the discharge of individuals to carers	2	2	11	Portfolio
SFH192	A/616/6952	Understand long term conditions and frailty	3	3	20	Portfolio
SFH005	R/616/5838	Support individuals who are bereaved	3	4	30	Portfolio
SFH089	L/616/6194	Supporting individuals with loss and grief before death	2	3	5	Portfolio
SFH013	Y/616/5842	Coordinate the progress of individuals through care pathways	3	4	10	
SFH122	Y/616/6991	Managing symptoms in end of life care	3	4	30	Portfolio
SFH191	T/616/6951	Understand end of life care for individuals with specific health needs	3	4	21	Portfolio
SFH165	A/616/6580	Support individuals at the end of life	3	6	50	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH144	R/616/6147	Contribute to the care of a deceased person	2	3	24	Portfolio

## 7. Age Restriction

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

- 16-18
- 19+

## 8. Entry Requirements and Progression

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

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

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

## 9. Assessment

### Overview of assessment strategy

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

- meet the assessment criteria

- achieve the learning outcomes

### **Assessment Process**

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

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

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

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

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

### **Assessment Principles**

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

### **Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence (Version 4, November 2017)**

#### **1. Introduction**

- 1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.
- 1.2 This document sets out principles and approaches to the assessment of regulated qualifications not already described by the qualifications regulators in England, Wales and Northern Ireland. This information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.
- 1.4 These principles apply to qualifications and the units therein that assess occupational competence.<sup>1</sup>
- 1.5 Throughout this document the term unit is used for simplicity but this can mean module or any other similar term.

## **2. Assessment Principles**

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment..
- 2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal assessor qualification, that qualification should be the Level 3

Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the

---

<sup>1</sup> These are qualifications which confirm competence in an occupational role to the standards required and/or confirm the ability to meet 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body

assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

- 2.4 Competence based units must include direct observation<sup>2</sup> in the workplace as the primary source of evidence.
- 2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.
- 2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.7 Assessment decisions for knowledge only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy.

### **3. Internal Quality Assurance**

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.
- 3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal internal quality assurance qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal internal quality assurance qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of

---

<sup>2</sup> Direct observation is face to face observation and must take place in the learner's workplace



practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

#### **4. Definitions**

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units on which their expertise is based
  - be occupationally competent in their area of expertise.
  - have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

#### **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 competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

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

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

## 10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 11. Resources

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

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

All of these resources are available on request.

### **Access to the Units**

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

### **Learner Summative Reflection**

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

## **12. Design and Delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

## **13. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

**Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

**Unit Number / Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

**Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

**Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

**Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Qualification Time (TQT)**

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

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

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

### **Learning Outcomes and Assessment Criteria**

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

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **14. Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

### **Equal Opportunities and Diversity Policy**

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>  
BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

### **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

## **15. Qualification Review and Feedback**

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification.



## Promote personal development in care settings

<b>Unit Reference</b>	K/616/4825
<b>BIIAB Reference</b>	SFH004
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	30
<b>Unit Summary</b>	This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.4)</b> The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role  1.2 Explain expectations about own work role as expressed in relevant standards  1.3 Describe how to work effectively with others
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided  2.2 Reflect on practice to improve the quality of the service provided  2.3 Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards

	3.2 Use feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	<p>4.1 Identify sources of support for planning and reviewing own development</p> <p>4.2 Work with others to review and prioritise own learning needs, professional interests and development opportunities</p> <p>4.3 Work with others to agree own personal development plan</p>
5. Be able to use learning opportunities and reflective practice to contribute to personal development	<p>5.1 Evaluate how learning activities have affected practice</p> <p>5.2 Explain how reflective practice has led to improved ways of working</p> <p>5.3 Explain why continuing professional development is important</p> <p>5.4 Record progress in relation to personal development</p>

**Assessment requirements and Evidence Requirements**

This unit must be assessed in line with the relevant Assessment Principles.

**Additional Information**

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



**Standards** may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

**Others** may include:

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

**Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

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

### **Continuing Professional Development (CPD)**

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

## Safeguarding and protection in care settings

<b>Unit Reference</b>	J/616/4976
<b>BIIAB Reference</b>	SFH008
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	26
<b>Unit Summary</b>	This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.3)</b> The learner can:
1. Understand principles of safeguarding adults	1.1 Explain the term safeguarding  1.2 Explain own role and responsibilities in safeguarding individuals  1.3 Define the following terms: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul> 1.4 Describe harm  1.5 Describe restrictive practices

<p>Know how to recognise signs of abuse</p>	<p>2.1 Identify the signs and/or symptoms associated with each of the following types of abuse:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul> <p>2.2 Describe factors that may contribute to an individual being more vulnerable to abuse</p>
<p>3. Know how to respond to suspected or alleged abuse</p>	<p>3.1 Explain the actions to take if there are suspicions that an individual is being abused</p> <p>3.2 Explain the actions to take if an individual alleges that they are being abused</p> <p>3.3 Identify ways to ensure that evidence of abuse is preserved</p>
<p>4. Understand the national and local context of safeguarding and protection from abuse</p>	<p>4.1 Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse</p> <p>4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse</p> <p>4.3 Identify factors which have featured in reports into serious cases of abuse and neglect</p>

	<p>4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing</p> <p>4.5 Identify when to seek support in situations beyond your experience and expertise</p>
<p>5. Understand ways to reduce the likelihood of abuse</p>	<p>5.1 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> <li>• supporting individuals with awareness of personal safety</li> </ul> <p>5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</p> <p>5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention</p>
<p>6. Know how to recognise and report unsafe practices</p>	<p>6.1 Describe unsafe practices that may affect the well-being of individuals</p> <p>6.2 Explain the actions to take if unsafe practices have been identified</p> <p>6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</p>
<p>7. Understand principles for online safety</p>	<p>7.1 Describe the potential risks presented by:</p> <ul style="list-style-type: none"> <li>• the use of electronic communication devices</li> <li>• the use of the internet</li> </ul>

	<ul style="list-style-type: none"> <li>• the use of social networking sites</li> <li>• carrying out financial transactions online</li> </ul> <p>7.2 Explain ways of reducing the risks presented by each of these types of activity</p> <p>7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices</p>
--	---

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

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

#### **Additional Information**

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

**Domestic abuse** should include acts of control and coercion

**Factors** may include:

- a setting or situation
- the individual

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

The **actions to take** constitute the learner’s responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- A colleague
- Someone in the individual’s personal network
- The learner



- The learner's line manager
- Others

**Local systems** may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

### **Whistle blowing**

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

**Person centred values include:**

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

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

**Unsafe practices** may include

- poor working practices
- resource difficulties
- operational difficulties

**Well-being** may include aspects that are:

- Social
- Emotional

- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental

## Promote health, safety and wellbeing in care settings

<b>Unit Reference</b>	Y/616/4979
<b>BIIAB Reference</b>	SFH043
<b>Level</b>	3
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	45
<b>Unit Summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and wellbeing in their work setting.
<b>Learning Outcomes (1 to 9)</b> The learner will:	<b>Assessment Criteria (1.1 to 9.4)</b> The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	<p>1.1 Identify legislation relating to health and safety in a care setting</p> <p>1.2 Explain the main points of health and safety policies and procedures agreed with the employer</p> <p>1.3 Analyse 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 specific tasks in the work setting that should not be carried out without special training</p>
2. Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety



	<p>2.2 Support others' understanding of health and safety and follow agreed safe practices</p> <p>2.3 Monitor potential health and safety risks</p> <p>2.4 Use risk assessment in relation to health and safety</p> <p>2.5 Minimise potential risks and hazards</p> <p>2.6 Access additional support or information relating to health and safety</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 Explain 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 Explain own role in supporting others to follow practices that reduce the spread of infection</p> <p>4.2 Describe the causes and spread of infection</p> <p>4.3 Demonstrate the use of Personal Protective Equipment (PPE)</p> <p>4.4 Wash hands using the recommended method</p> <p>4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work</p>
<p>5. Be able to move and handle equipment and other objects safely</p>	<p>5.1 Explain the main points of legislation that relate to moving and handling</p>

	<p>5.2 Explain the principles for safe moving and handling</p> <p>5.3 Move and handle equipment and other objects safely</p>
6. Be able to handle hazardous substances and materials	<p>6.1 Describe types of hazardous substances that may be found in the work setting</p> <p>6.2 Use safe practices when:</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. Be able to promote fire safety in the work setting	<p>7.1 Describe practices that prevent fires from:</p> <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading</li> </ul> <p>7.2 Demonstrate measures that prevent fires from starting</p> <p>7.3 Explain emergency procedures to be followed in the event of a fire in the work setting</p> <p>7.4 Ensure clear evacuation routes are maintained at all times</p>
8. Be able to implement security measures in the work setting	<p>8.1 Follow agreed procedures for checking the identity of anyone requesting access to:</p> <ul style="list-style-type: none"> <li>• Premises</li> <li>• Information</li> </ul> <p>8.2 Use measures to protect own security and the security of others in the work setting</p> <p>8.3 Explain the importance of ensuring that others are aware of own whereabouts</p>



9. Know how to manage stress	9.1 Describe common signs and indicators of stress in self and others  9.2 Analyse factors that can trigger stress  9.3 Compare strategies for managing stress in self and others  9.4 Explain how to access sources of support
------------------------------	---

### Assessment requirements and Evidence Requirements

This unit must be assessed in line with the relevant Assessment Principles.

Learning Outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

### Additional Information

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

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

**Others** may include:

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

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

**Tasks** that the learner should not carry out without special training may include those relating to:

- Use of equipment
- First aid
- Medication
- Health care procedures
- Food handling and preparation

**Use of Personal Protective Equipment (PPE)**

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

**Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

**Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

## Understand mental well-being and mental health promotion

<b>Unit Reference</b>	Y/616/6120
<b>BIIAB Reference</b>	SFH044
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.5)</b> The learner can:
1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	<p>1.1 Evaluate two different views on the nature of mental well-being and mental health</p> <p>1.2 Explain the range of factors that may influence mental well-being and mental health problems across the life span, including:</p> <ul style="list-style-type: none"> <li>• biological factors</li> <li>• social factors</li> <li>• psychological factors</li> <li>• emotional factors</li> </ul> <p>1.3 Explain how risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health</p>



2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

2.1 Explain the steps that an individual may take to promote their mental well-being and mental health

2.2 Explain how to support an individual in promoting their mental well-being and mental health

2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health

2.4 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community

2.5 Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community

### Assessment requirements and Evidence Requirements

This unit must be assessed in line with the relevant Assessment Principles.

### Additional Information

**Life span** – learners are expected to demonstrate their understanding of how factors arising from individuals’ early lives may influence their well-being as adults and the potential impact of levels of well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.

**Risk factors:** including inequalities, poor quality social relationships

**Protective factors:** including socially valued roles, social support and contact

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

## Causes and Spread of Infection

<b>Unit Reference</b>	D/616/6121
<b>BIIAB Reference</b>	SFH052
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body and key factors that may lead to infection occurring.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.6)</b> The learner can:
1. Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites  1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites  1.3 Describe what is meant by infection and colonisation  1.4 Explain what is meant by systemic infection and localised infection  1.5 Identify poor practices that may lead to the spread of infection



	1.6 Identify how an understanding of poor practices, can be applied to own professional practice
2. Understand the transmission of infection	<p>2.1 Explain the conditions needed for the growth of micro-organisms</p> <p>2.2 Explain the ways an infective agent might enter the body</p> <p>2.3 Identify common sources of infection</p> <p>2.4 Explain how infective agents can be transmitted to a person</p> <p>2.5 Identify the key factors that will make it more likely that infection will occur</p> <p>2.6 Discuss the role of a national public health body in communicable disease outbreaks</p>

<b>Assessment requirements and Evidence Requirements</b>
--

This unit must be assessed in line with the relevant Assessment Principles.
---

<b>Additional Information</b>
-------------------------------

<b>Poor practices:</b> soiled linen and clinical waste should be covered for 1.5 and 1.6
--



## Promote communication in care settings

<b>Unit Reference</b>	H/616/4984
<b>BIIAB Reference</b>	SFH069
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	25
<b>Unit Summary</b>	This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.3)</b> The learner can:
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate  1.2 Explain how communication affects relationships in the work setting  1.3 Explain ways to manage challenging situations
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of the interaction  2.2 Describe the factors to consider when promoting effective communication  2.3 Demonstrate a range of communication methods and styles to meet individual needs

	2.4 Demonstrate how to respond to an individual's reactions when communicating
3. Be able to overcome barriers to communication	<p>3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways</p> <p>3.2 Identify barriers to effective communication</p> <p>3.3 Demonstrate ways to overcome barriers to communication</p> <p>3.4 Demonstrate how to use strategies that can be used to clarify misunderstandings</p> <p>3.5 Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours</p> <p>3.6 Explain how to access extra support or services to enable individuals to communicate effectively</p> <p>3.7 Explain the purposes and principles of independent advocacy</p> <p>3.8 Explain when to involve an advocate and how to access advocacy services</p>
4. Be able to apply principles and practices relating to confidentiality	<p>4.1 Explain the meaning of the term confidentiality</p> <p>4.2 Demonstrate ways to maintain and promote confidentiality in day-to-day communication</p> <p>4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns</p>



### Assessment requirements and Evidence Requirements

This unit must be assessed in line with relevant Assessment Principles.

### Additional Information

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

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

**Preferences** may be based on:

- beliefs
- values
- culture

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

**Communication methods** may include:

- non-verbal communication
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
  - sign language
  - braille
  - pictorial information
- verbal communication
  - vocabulary
  - linguistic tone
  - pitch
- technological aids

**Services** may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

## Responsibilities of a care worker

<b>Unit Reference</b>	R/616/5029
<b>BIIAB Reference</b>	SFH075
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	16
<b>Unit Summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.
<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 care settings	1.1 Explain how a working relationship is different from a personal relationship  1.2 Describe different working relationships in care settings
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role  2.2 Access full and up-to-date details of agreed ways of working  2.3 Work in line with agreed ways of working  2.4 Contribute to quality assurance processes to promote positive experiences for individuals receiving care
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others  3.2 Demonstrate ways of working that can help improve partnership working

	<p>3.3 Identify skills and approaches needed for resolving conflicts</p> <p>3.4 Access support and advice about:</p> <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>
--	---

### Assessment requirements and Evidence Requirements

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

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

### Additional Information

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

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

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

**Others** may include:

- Team members and colleagues
- Other professionals
- Individual people who require care or support
- Families, friends, advocates or others who are important to individual people

## Promote effective handling of information in care settings

<b>Unit Reference</b>	J/616/5030
<b>BIIAB Reference</b>	SFH078
<b>Level</b>	3
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	16
<b>Unit Summary</b>	This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing 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 requirements for handling information in care settings	1.1 Identify legislation and codes of practice that relate to handling information in care settings  1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings
2. Be able to implement good practice in handling information	2.1 Describe features of manual and electronic information storage systems that help ensure security  2.2 Demonstrate practices that ensure security when storing and accessing information  2.3 Maintain records that are up to date, complete, accurate and legible  2.4 Support audit processes in line with own role and responsibilities
3. Be able to support others to handle information	3.1 Support others to understand the need for secure handling of information



	3.2 Support others to understand and contribute to records
--	--

**Assessment requirements and Evidence Requirements**

This unit must be assessed in line with the relevant Assessment Principles.

**Additional Information**

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

**Others** may include:

- Team members
- Colleagues
- Individual accessing or commissioning care or support
- Families, carers or advocates

## Understand mental health problems

<b>Unit Reference</b>	A/616/6126
<b>BIIAB Reference</b>	SFH079
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	16
<b>Unit Summary</b>	This unit aims to provide the learner with knowledge of the main forms of mental ill health according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.4)</b> The learner can:
1. Understand the types of mental ill health	<p>1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system:</p> <ul style="list-style-type: none"> <li>• mood disorders,</li> <li>• personality disorders,</li> <li>• anxiety disorders,</li> <li>• psychotic disorders,</li> <li>• substance-related disorders,</li> <li>• eating disorders,</li> <li>• cognitive disorders</li> </ul> <p>1.2 Explain the key strengths and limitations of the psychiatric classification system</p> <p>1.3 Explain alternative frameworks for understanding mental distress</p>

	1.4 Explain indicators of mental ill health
2. Understand the impact of mental ill health on individuals and others in their social network	2.1 Explain how individuals experience discrimination  2.2 Explain the effects mental ill health may have on an individual  2.3 Explain the effects mental ill health may have on those in the individual’s familial, social or work network  2.4 Explain how to intervene to promote an individual’s mental health and well-being

### Assessment requirements and Evidence Requirements

This unit must be assessed in line with the relevant Assessment Principles.  
Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.

### Additional Information

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

Assessment criteria 2.2 and 2.3 should cover:

**Effects:**

- psychological and emotional impacts
- behaviour
- physical health
- practical and financial impacts
- the impact of using services
- social exclusion
- positive impacts



## The principles of infection prevention and control

<b>Unit Reference</b>	R/616/6133
<b>BIIAB Reference</b>	SFH100
<b>Level</b>	2
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	30
<b>Unit Summary</b>	To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.6)</b> The learner can:
1. Understand own and others roles and responsibilities in the prevention and control of infections	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection  1.2 Explain employers' responsibilities in relation to the prevention and control of infection
2. Understand legislation and policies relating to prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection  2.2 Identify local and organisational policies relevant to the prevention and control of infection
3. Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection

	3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation
4. Understand systems and procedures relating to the prevention and control of infections	<p>4.1 Define the term risk</p> <p>4.2 Outline potential risks of infection within the workplace</p> <p>4.3 Describe the process of carrying out a risk assessment</p> <p>4.4 Explain the importance of carrying out a risk assessment</p>
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	<p>5.1 Demonstrate correct use of PPE</p> <p>5.2 Identify different types of PPE</p> <p>5.3 Explain the reasons for use of PPE</p> <p>5.4 State current relevant regulations and legislation relating to PPE</p> <p>5.5 Describe employees' responsibilities regarding the use of PPE</p> <p>5.6 Describe employers' responsibilities regarding the use of PPE</p> <p>5.7 Describe the correct practice in the application and removal of PPE</p> <p>5.8 Describe the correct procedure for disposal of used PPE</p>

6. Understand the importance of good personal hygiene in the prevention and control of infections

6.1 Describe the key principles of good personal hygiene

6.2 Demonstrate good hand washing technique

6.3 Identify the correct sequence for hand washing

6.4 Explain when and why hand washing should be carried out

6.5 Describe the types of products that should be used for hand washing

6.6 Describe correct procedures that relate to skincare

### Assessment requirements and Evidence Requirements

This unit must be assessed in line with the relevant Assessment Principles.  
Learning Outcomes 2 must be assessed in a real work environment.

### Additional Information

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



## Cleaning, Decontamination and Waste Management

<b>Unit Reference</b>	F/616/6144
<b>BIIAB Reference</b>	SFH136
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	20
<b>Unit Summary</b>	This unit aims to explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.5)</b> The learner can:
1. Understand how to maintain a clean environment	1.1 State the general principles for environmental cleaning  1.2 Explain the purpose of cleaning schedules  1.3 Describe how the correct management of the environment minimises the spread of infection  1.4 Explain the reason for the national policy for colour coding of cleaning equipment
2. Understand the principles and steps of the decontamination process	2.1 Describe the three steps of the decontamination process  2.2 Describe how and when cleaning agents are used  2.3 Describe how and when disinfecting agents are used

	<p>2.4 Explain the role of personal protective equipment (PPE) during the decontamination process</p> <p>2.5 Explain the concept of risk in dealing with specific types of contamination</p> <p>2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate</p> <p>2.7 Describe how equipment should be cleaned and stored</p>
<p>3. Understand the importance of good waste management practice</p>	<p>3.1 Identify the different categories of waste and the associated risks</p> <p>3.2 Explain how to dispose of the different types of waste safely and without risk to others</p> <p>3.3 Explain how waste should be stored prior to collection</p> <p>3.4 Identify the legal responsibilities in relation to waste management</p> <p>3.5 State how to reduce the risk of sharps injury</p>

<b>Assessment requirements and Evidence Requirements</b>
--

This unit must be assessed in line with the relevant Assessment Principles.
---





## Duty of care in care settings

<b>Unit Reference</b>	D/616/5034
<b>BIIAB Reference</b>	SFH140
<b>Level</b>	3
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	8
<b>Unit Summary</b>	This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.2)</b> The learner can:
1. Understand own and others roles and responsibilities in the prevention and control of infections	1.1 Explain what it means to have a duty of care in own work role  1.2 Explain how duty of care relates to duty of candour  1.3 Explain how duty of care contributes to the safeguarding or protection of individuals
2. Understand legislation and policies relating to prevention and control of infections	2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights  2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care  2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Understand systems and procedures relating to the prevention and control of infections	3.1 Describe how to respond to complaints  3.2 Explain policies and procedures relating to the handling of complaints

**Assessment requirements and Evidence Requirements**

This unit must be assessed in line with the relevant Assessment Principles.

**Additional Information**

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

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

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



## Promote equality and inclusion in care settings

<b>Unit Reference</b>	H/616/5035
<b>BIIAB Reference</b>	SFH175
<b>Level</b>	3
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	18
<b>Unit Summary</b>	This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.3)</b> The learner can:
1. Understand the importance of diversity, 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 the effects of discrimination 1.3 Explain how inclusive practice promotes equality and supports diversity
2. Be able to work in an inclusive way	2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 Work with individuals in a way that respects their beliefs, culture, values and preferences
3. Be able to promote diversity, equality and inclusion	3.1 Model inclusive practice 3.2 Support others to promote equality and rights

	3.3 Describe how to challenge discrimination in a way that promotes change
--	--

<b>Assessment requirements and Evidence Requirements</b>
--

This unit must be assessed in line with the relevant Assessment Principles.
---

<b>Additional Information</b>
-------------------------------

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

**Effects** may include effects on:

- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society

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

**Preferences** may be based on:

- beliefs
- values
- culture

**Others** may include:

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

## Promote person-centred approaches in care settings

<b>Unit Reference</b>	K/616/5036
<b>BIIAB Reference</b>	SFH178
<b>Level</b>	3
<b>Credit Value</b>	6
<b>Guided Learning (GL)</b>	39
<b>Unit Summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.3)</b> The learner can:
1. Understand how to promote the application of person-centred approaches in care settings	<p>1.1 Explain how and why person-centred values must influence all aspects of health and adult care work</p> <p>1.2 Evaluate the use of care plans in applying person-centred values</p> <p>1.3 Explain how to collate and analyse feedback to support the delivery of person-centred care in line with roles and responsibilities</p>
2. Be able to work in a person-centred way	<p>2.1 Work with an individual and others to find out the individual's history, preferences, wishes and needs</p> <p>2.2 Demonstrate ways to put person-centred values into practice in a complex or sensitive situation</p> <p>2.3 Adapt actions and approaches in response to an individual's changing needs or preferences</p>

<p>3. Be able to establish consent when providing care or support</p>	<p>3.1 Analyse factors that influence the capacity of an individual to express consent</p> <p>3.2 Establish consent for an activity or action</p> <p>3.3 Explain what steps to take if consent cannot be readily established</p>
<p>4. Be able to implement and promote active participation</p>	<p>4.1 Describe different ways of applying active participation to meet individual needs</p> <p>4.2 Work with an individual and others to agree how active participation will be implemented</p> <p>4.3 Demonstrate how active participation can address the holistic needs of an individual</p> <p>4.4 Demonstrate ways to promote understanding and use of active participation</p>
<p>5. Be able to support the individual's right to make choices</p>	<p>5.1 Support an individual to make informed choices</p> <p>5.2 Use own role and authority to support the individual's right to make choices</p> <p>5.3 Manage risk in a way that maintains the individual's right to make choices</p> <p>5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others</p>
<p>6. Be able to promote individuals' well-being</p>	<p>6.1 Explain the links between identity, self-image and self-esteem</p>

	<p>6.2 Analyse factors that contribute to the well-being of individuals</p> <p>6.3 Support an individual in a way that promotes their sense of identity, self-image and self-esteem</p> <p>6.4 Demonstrate ways to contribute to an environment that promotes well-being</p>
7. Understand the role of risk assessment in enabling a person-centred approach	<p>7.1 Compare different uses of risk assessment in care settings</p> <p>7.2 Explain how risk-taking and risk assessment relate to rights and responsibilities</p> <p>7.3 Explain why risk assessments need to be regularly revised</p>

### Assessment requirements and Evidence Requirements

This unit must be assessed in line with the relevant Assessment Principles.

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

### Additional Information

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

**Person-centred values** include:

- Individuality
- Rights
- Choice
- Privacy



- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

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

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

**Others** may include:

- Team members and colleagues
- Other professionals
- Individuals who require care or support
- Families, friends, advocates or others who are important to individuals

**Preferences** may be based on:

- beliefs
- values
- culture

**Complex or sensitive** situations may include those that are:

- Distressing or traumatic
- Threatening or frightening
- Likely to have serious implications or consequences
- Of a personal nature
- Involving complex communication or cognitive needs

**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.



**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; individual is regarded as an active partner in their own care or support, rather than a passive recipient.

**Well-being** may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental



## Study Skills for Senior Healthcare Support Workers

<b>Unit Reference</b>	T/616/5041
<b>BIIAB Reference</b>	SFH201
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	15
<b>Unit Summary</b>	This unit intends to provide the learner with the skills and knowledge required to produce an extended piece of work using investigatory techniques.
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.3)</b> The learner can:
1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker	1.1 Give examples of the different types of study skills that may be utilised when undertaking an extended piece of work  1.2 Explain the benefits of applying study skills within context of own role
2. Understand how to use investigatory techniques	2.1 Explain the difference between: <ul style="list-style-type: none"> <li>• Primary research</li> <li>• Secondary research</li> </ul> 2.2 Explain the use of the following within the health sector: <ul style="list-style-type: none"> <li>• Primary research</li> <li>• Secondary research</li> </ul> 2.3 Explain the impact of factors on research  2.4 Describe the strategies for gathering information critically and effectively to inform research
3. Be able to plan an extended piece of work	3.1 Create a plan  3.2 Monitor own progress against the plan

4. Be able to carry out research to inform an extended piece of work	4.1 Conduct primary and/or secondary research to inform an extended piece of work
5. Be able to present an extended piece of work	5.1 Create an extended piece of work that includes: <ul style="list-style-type: none"> <li>• Use of standard English</li> <li>• Consideration of audience</li> <li>• Appropriate citation/referencing</li> <li>• Appropriate presentation format for chosen medium</li> </ul> 5.2 Explain the importance of including: <ul style="list-style-type: none"> <li>• Methodology</li> <li>• Analysis</li> <li>• Findings</li> <li>• Conclusions</li> <li>• Recommendations</li> </ul>
6. Be able to review an extended piece of own work	6.1 Explain the importance of seeking feedback on an extended piece of work  6.2 Seek feedback on an extended piece of work  6.3 Evaluate the methodology and the outcomes to inform future approach

### Assessment requirements and Evidence Requirements

This unit must be assessed in line with Skills for Health Assessment Principles.

Additional guidance for centres and learners on assessment of this unit follows this unit.

**Additional Information**

**Factors** may include:

- Ethics
- Data protection
- Confidentiality
- Equality and diversity

**Strategies** may include:

- Reading techniques
- Questioning techniques
- Qualitative techniques
- Quantitative techniques

**Plans** may include:

- Topic
- Aims/Terms of Reference
- Audience
- Justification/Methodology
- Timescales
- Sources
- Ethical considerations

## **Study Skills for Senior Healthcare Support Workers – Assessment Guidance for Centres**

*Study Skills for Senior Healthcare Support Workers* is a mandatory unit within the Level 3 Diploma in Healthcare Support.

The Study Skills unit should be assessed via an extended piece of writing or a project which can also be used as evidence towards the assessment of other units within the qualification. The production of this piece of work will not automatically assess the Study Skills unit in its entirety as there are knowledge criteria that also need to be evidenced, for example through using evidence from planning or monitoring meetings with tutors.

Centres will need to liaise with employers on suitability of the piece of work/project. Centres may set a range of projects/titles suitable for cohorts or it may be appropriate to agree individual titles with learners.

Timeframes for the production of the piece of work/project are to be agreed between the centre and the learner, however it is expected that the piece of work/project will be produced towards the end of the qualification in order for the learner to be able to apply the knowledge and skills acquired during the programme of study.

It is important that any piece of work/project provides scope for investigation and exploration.

Examples include:

- evolution of a job role/clinical area
- service improvement
- impact of policy on your practice
- new technology or innovation
- application of theories

Centres and employer involvement should be as follows:

- initial planning stage including ethical considerations
- regular reviews with the learner which would include further guidance/areas to be improved
- reviews should be recorded

Special considerations will be taken into account when completing this piece of work/project.

For your information, example wording on guidance for learners and an assessment grid have been provided overleaf.



### Assessment Guidance Grid for Study Skills for Senior Healthcare Support Workers Unit

	Requirement	Assessor Comments
1.	Purpose and aims of extended piece of work/project are clearly stated and relevant to the work produced.	
2.	Learner has conducted primary and/or secondary research which is clearly referenced and relevant to the work produced.	
3.	Learner has created a project plan which considers: <ul style="list-style-type: none"><li>• Topic</li><li>• Aims/Terms of Reference</li><li>• Audience</li><li>• Justification/Methodology</li><li>• Timescales</li><li>• Sources</li><li>• Ethical considerations</li></ul> <p><i>The project plan should be included in the appendix for the work produced.</i></p>	
4.	Language and style is appropriate for audience and is considered throughout work produced.  <i>Does not have to be 100% accurate but it is clear that the learner is aware of how to write for a particular audience.</i>	
5.	Summary/Abstract has been included and is appropriate.	
6.	Methodology is clear, reflects approach and is relevant to the purpose of the work produced.	
7.	Findings are displayed in a clear and concise way.	

	<i>Findings can be navigated easily.</i>	
8.	Analysis has been conducted and evidenced by synthesis of information and discussion.	
9.	Conclusion reflects the analysis	
10.	Recommendations have been identified (if appropriate).  <i>If recommendations are not appropriate then please ignore this.</i>	
11.	References are correctly formatted in the agreed style.  <i>There are different referencing styles that can be used:</i> <ul style="list-style-type: none"> <li>• <i>Footnote Style - Reference information is kept in footnotes and not placed in the body of the text. Depending on the style, a bibliography or reference list is included.</i></li> <li>• <i>Numbered Style - Creates a numerical list of references in the list of works cited, based on the order in which the works appear in the text.</i></li> <li>• <i>Author-date Style - References are placed in the text not in footnotes, and there is an alphabetical list of references (by author name) in the list of works cited, at the end of the work.</i></li> </ul>	
12.	Work produced has been written in standard English, including correct use of grammar, punctuation and spelling.  <i>Does not have to be 100% correct throughout the work, but you can see from what has been produced that the</i>	

	<i>learner is able to create extended pieces of work/projects using standard English.</i>	
13.	<p>Agreed milestones achieved in line with project plan.</p> <p><i>Taking into consideration any amendments to the project plan and any issues that may have occurred.</i></p>	

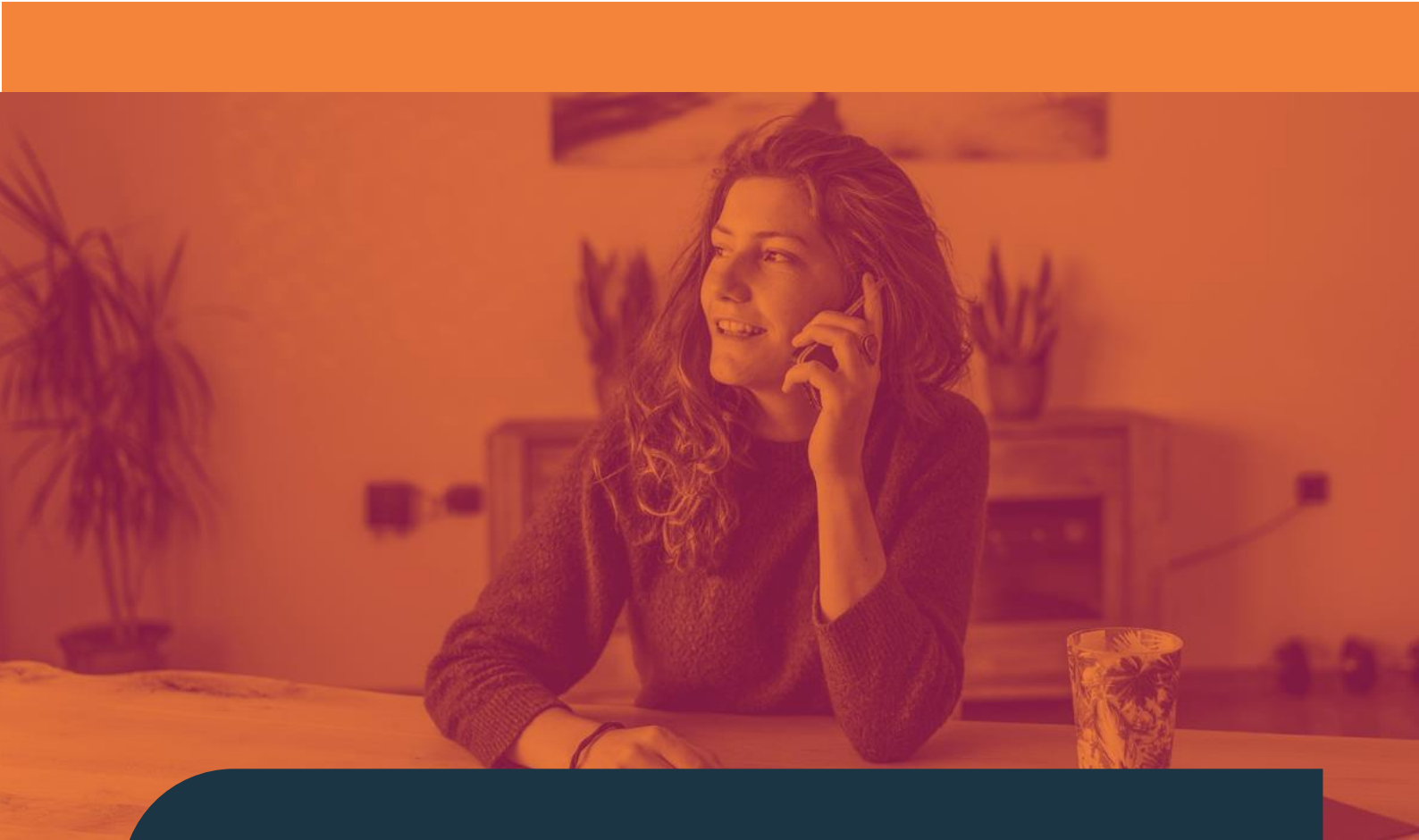
### **Study Skills for Senior Healthcare Support Workers – Guidance for Learners**

1. You are required to undertake an extended piece of work/project based on research relating to your area of work.
2. This is an opportunity to investigate, explore or solve a problem related to an area of interest to you or that could be of value to your employer. This will involve undertaking primary and/or secondary research and compiling your findings in a report of 1500 words (plus or minus 10%).
3. You will need to agree the idea, scope and methodology for your project in discussion with your tutor and employer.

These are things you must include in your report:

- Title
- Purpose and aims
- Summary/abstract
- Methodology
- Findings
- Discussion and analysis
- Conclusion
- Any recommendations (if appropriate)
- References
- Appendices – project plan to be included in any appendix





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

0115 854 1620

[QualsDevelopment@BIIAB.co.uk](mailto:QualsDevelopment@BIIAB.co.uk)

[biiab.co.uk](http://biiab.co.uk)

*We are part of the [Skills and Education Group](#).*