BIIAB Level 4 Diploma in Adult Care

Level 4 Diploma - 603/2877/0

About Us

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

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

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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Version	Date	Details of Change
1.1	May 2023	Reformatted Qualification Guide into new branding
1.2	March 2025	Revised review date added
1.3	Sept 2025	Revised review date added

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 4 Diploma in Adult Care - 603/2877/0						
Qualification Purpose	Confirm Occupational Competence and a mandatory component of the Lead Practitioner in Adult Care Apprenticeship					
Age Range	**Pre 16**		**16-18**		**18+** ✓	**19+** ✓
Regulation	The above qualification is regulated by Ofqual					
Assessment	• Internal assessment • Internal and external moderation					
Type of Funding Available	See FaLa (Find a Learning Aim)					
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges					
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed					
Operational Start Date	**01/04/2018**					
Review Date	**31/08/2026**					
Operational End Date						
Certification End Date						
Guided Learning (GL)	460 hours					
Total Qualification Time (TQT)	700 hours					
Credit Value	70					
BIIAB Qualifications Limited Sector	Health and Social Care					
Ofqual SSA Sector	1.3 Health and Social Care					
Support from Trade Associations						
Administering Office	See BIIAB Qualifications Limited web site					

1. About the BIIAB Level 4 Diploma in Adult Care

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

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

Qualification Title	Qualification Number (QN)
BIIAB Level 4 Diploma in Adult Care	603/2877/0

2. Objective and Purpose of this Qualification

The content of the Level 4 Diploma in Adult Care has been specified by the sector skills council responsible for the adult care workforce, Skills for Care, in consultation with employers, learning providers and those who use services.

Those working towards achieving a Level 4 Diploma in Adult Care will have, and develop further, specialist skills and knowledge in their area of responsibility which enables them to lead in areas such as assessment or enablement, for instance. Learners will have responsibility for assessing performance and quality of care delivery. Their team members will look to them for inspiration, and they will provide coaching and mentoring to their colleagues.

Learners could work in a variety of settings in adult social care, including but not limited to residential care, domiciliary care or day centres. The qualification would also be suitable for Lead Personal Assistants who work as part of a Personal Assistant team at a senior level.

The primary purpose of the qualification is to confirm occupational competence. The qualification is expected to be a mandatory component of the Lead Practitioner in Adult Care Apprenticeship.

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

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

3. About this Guidance

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

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

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

4. BIIAB Qualifications Limited Customer Service

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

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

Customer Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

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

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

5. What are Rules of Combination (ROC)?

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

The ROC will specify:

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

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

6. BIIAB Level 4 Diploma in Adult Care Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 4 Diploma in Adult Care, learners **must** gain a **total of 70** credits. This **must** consist of:

- Minimum total credit: **70**
- Mandatory Group A minimum credit: **37**
- The remaining **33** credits must come from Optional Group B
- A minimum of **55** credits must be achieved through the completion of units at Level 4 and above
- Minimum Guided Learning Hours**: 460 hours**
- Minimum Total Qualification Time: **700 hours**
- Mandatory group A minimum TQT: **370 hours**

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

Listed below are the qualification units.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
DAC4A1	F/616/8850	Lead communication in adult care settings	4	4	28	Assessment Activity Module
DAC4A2	J/616/8851	Develop, maintain and use records and reports	4	3	20	Assessment Activity Module
DAC4B1	L/616/8852	Personal development in adult care settings	4	4	31	Assessment Activity Module
DAC4C1	J/616/8865	Lead inclusive practice in adult care settings	4	3	22	Assessment Activity Module
DAC4D1	L/616/8866	Lead health and safety in adult care settings	4	3	21	Assessment Activity Module
DAC4D2	R/616/8867	Facilitate person-centred assessment to support well-being	4	2	18	Assessment Activity Module
DAC4D3	Y/616/8868	Facilitate support planning to ensure positive outcomes for individuals and support well-being	4	3	25	Assessment Activity Module
DAC4E1	D/616/8869	Professional practice in adult care settings	4	3	18	Assessment Activity Module

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
DAC4E2	R/616/8870	Working in partnership with others	4	4	26	Assessment Activity Module
DAC4E3	Y/616/8871	Understand personalisation in care and support services	5	4	30	Assessment Activity Module
DAC4F1	D/616/8872	Understand safeguarding and protection in adult care settings	3	2	14	Assessment Activity Module
DAC4F2	H/616/8873	Safeguard children and young people who are present in the adult care sector	4	2	16	Assessment Activity Module

Optional Group B

To assist centres and learners, all of the optional units have been grouped into the following themes:

- Health
- Dementia
- Mental Health
- Learning Disabilities
- Management
- Social Care
- Assistive Technology
- End of Life
- Substance Misuse

Health

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA153	D/503/1839	Diabetes awareness	3	6	46	Assessment Knowledge Module
SFH119	F/616/6256	Provide advice on foot care for individuals with diabetes	4	4	31	Portfolio
3AC04	R/506/6054	Understand Parkinson's for health and social care staff	3	2	14	Portfolio
CA158	J/503/7165	Understand stroke care management	3	4	36	Portfolio
CA150	M/601/3467	Understand sensory loss	3	3	21	Portfolio
CA293	M/601/5249	Promote awareness of sensory loss	5	3	19	Portfolio
CA300	M/601/5252	Support individuals with sensory loss with communication	5	5	37	Portfolio
CA301	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	Portfolio
SFH118	A/616/6255	Support individuals to manage dysphagia	4	5	35	Portfolio

Dementia

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH071	L/616/6079	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
CA17	K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	3	2	15	Assessment Knowledge Module
CA21	L/601/3539	Understand the role of communication and interactions with individuals who have dementia	3	3	26	Assessment Knowledge Module

Mental Health

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH102	R/616/6200	Awareness of the Mental Capacity Act 2005	3	3	28	Assessment Knowledge Module
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA188	A/601/9174	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	5	35	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH139	D/616/6281	Enable individuals with mental health problems to develop alternative coping strategies	4	4	16	Portfolio

Learning Disabilities

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA147	T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28	Portfolio
CA228	M/504/2196	Support individuals with autistic spectrum conditions	3	4	33	Portfolio
CA287	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44	Portfolio
CA288	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	Portfolio

Management

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA270	D/602/3170	Understand how to manage a team	4	3	20	Portfolio
CA271	H/602/3185	Understand professional supervision practice	4	3	22	Portfolio
CA311	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	6	50	Portfolio
5AC02	A/602/6237	Share knowledge and good practice	5	3	20	Portfolio
CA251	J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80	Portfolio
CA329	J/504/2219	Appraise staff performance	5	5	32	Portfolio
5AC03	R/506/7091	Facilitate change in health and social care or children and young people's settings	5	5	33	Portfolio
4AC15	D/506/7093	Manage finance within own area of responsibility in health and social care or children and young people's settings	4	4	31	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
5AC04	H/506/7094	Manage quality in health and social care or children and young people's setting	5	5	36	Portfolio

Social Care

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA145	Y/601/8579	Understand theories of relationships and social networks	4	3	29	Portfolio
CA70	D/504/2243	Understand the factors affecting older people	3	2	17	Portfolio
4AC09	M/506/6367	Understand public funding of individual care needs in Adult Social Care	4	4	29	Portfolio
CA146	J/601/6293	Understand positive risk taking for individuals with disabilities	3	3	25	Portfolio
CA63	M/601/7048	Principles of self-directed support	3	3	26	Portfolio
CA306	R/502/3298	Providing Independent Advocacy to Adults	4	5	35	Portfolio
SFH121	J/616/6257	Support the spiritual wellbeing of individuals	3	3	26	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH106	D/616/6202	Provide support to maintain and develop skills for everyday life	3	4	28	Portfolio
CA209	M/601/9494	Support the development of community partnerships	4	5	33	Portfolio
SFH040	J/616/6050	Support individuals to access and use services and facilities	3	4	25	Portfolio
SFH055	L/616/6065	Support individuals to access and manage direct payments	4	4	20	Portfolio
SFH090	R/616/6195	Support individuals to access housing and accommodation services	3	4	31	Portfolio
SFH053	J/616/6064	Support individuals to access education, training or employment	4	4	31	Portfolio
CA190	F/601/9029	Work with families, carers and individuals during times of crisis	4	5	35	Portfolio
CA194	T/601/9738	Implement the positive behavioural support model	4	8	61	Portfolio
CA227	T/504/2216	Assess the needs of carers and families	3	4	28	Portfolio
4AC10	T506/6368	Provide information, advice and guidance	4	4	26	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
4AC11	T/506/6354	Develop and implement reablement plans	4	4	30	Portfolio
4AC12	J/506/6052	Mentoring in social care	4	2	15	Portfolio
CA225	R/504/2217	Supporting infection prevention and control in social care	5	3	22	Portfolio
CA327	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	3	22	Portfolio
CA229	R/504/2224	Support people who are providing homes to individuals	4	6	40	Portfolio
CA219	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	42	Portfolio
CA298	H/601/5250	Support the use of assistive technology	5	4	31	Portfolio

Assistive Technology

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA203	J/601/3541	Support individuals in the use of assistive technology	4	4	32	Portfolio
4AC13	L/506/8160	Assessment, implementation and review of assistive technology in social care	4	4	27	Portfolio
3AC05	H/506/8160	Installation, maintenance and removal of assistive technology in social care	3	2	15	Portfolio
3AC06	D/506/8163	Promote rights and values in assistive technology in social care	3	2	17	Portfolio
4AC14	R/506/8161	Promote assistive technology in social care	4	4	29	Portfolio

End of Life

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA155	Y/503/8689	Understand how to provide support when working in end of life care	3	4	33	Assessment Knowledge Module
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
SFH165	A/616/6580	Support individuals at the end of life	3	6	50	Portfolio
SFH001	K/616/5778	Understand advance care planning	3	3	25	Portfolio
SFH035	A/616/6045	Support individuals during the last days of life	4	5	40	Portfolio

Substance Misuse

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
SFH123	L/616/6258	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	Portfolio
CA164	A/601/0670	Support individuals who are substance users	3	7	42	Portfolio
CA166	M/601/0682	Provide services to those affected by someone else's substance use	3	4	24	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA167	H/501/0586	Increase awareness about drugs, alcohol or other substances with individuals and groups	3	7	42	Portfolio
CA170	K/501/0587	Carry out comprehensive substance misuse assessment	3	5	30	Portfolio
CA172	K/501/0590	Support individuals through detoxification programmes	3	3	18	Portfolio

7. Age Restriction

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

- 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 Adult Care at this level. For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 5 Diploma in Leadership and Management for Adult Care. It also will allow for a number of progression routes into other areas of learning.

Achievement of the BIIAB Level 4 Diploma in Adult Care may enable the learner to progress in to higher level roles such as Adult Care Manager.

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 Care and Development Assessment Principles – March 2016

1. Introduction

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

1.2   This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations[1].

1.3   The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.

1.4   Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:
http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf

1.5   Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.

1.6   In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct2 and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

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[1] See Appendix A for links to SfC&D partner organisations' websites
[2] See Appendix B for links to standards for conduct in UK nations

1.7   Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice[2].

2   Assessment Principles

Good practice dictates the following:

2.1   Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2   Assessors must be able to evidence and justify the assessment decisions that they have made.

2.3   Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified[3], competent and knowledgeable assessor.

2.4   Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals and their families and carers.

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

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

2.7   Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

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[3] See Appendix C for links to guidance on qualifications for occupational competence in UK nations

2.8   Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be

determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

2.9   Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

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

2.11 Assessment of knowledge based learning outcomes
   • may take place in or outside of a real work environment
   • must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
   • must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

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

3   Quality Assurance

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

assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

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

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

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

4   Definitions

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

4.2 **Occupationally knowledgeable:** This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment.

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

4.5 **Expert witness**: An expert witness must:
- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise.
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise

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

Appendix A: Skills for Care and Development partnership website links

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

Appendix B: Codes and Standards of Conduct

- http://www.socialcare.wales/dealing-with-concerns/codes-of-practice-and-guidance
- http://www.niscc.info/standards-and-guidance
- http://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-people/Code-of-Conduct.aspx

- http://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice

Appendix C: Guidance on Occupational Competence Qualifications

Wales:
Qualification Framework for the Social Care Sector in Wales
http://www.socialcare.wales/qualifications-funding/qualification-framework

Northern Ireland:
What's Workforce Support? - NISCC

England:
http://www.learningzone.niscc.info/qualifications-for-social-care-workers-and-managers

Scotland:
http://www.sssc.uk.com/careers-and-education/qualifications

Appendix C: Joint awarding body quality group – assessor qualifications
Appendix A Codes and Standards of Conduct

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing
- Candidates' Performance through Observation
- QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement BIIAB Level 4 Diploma in Adult Care Version 1 © BIIAB April 2018 22 www.biiab.org
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice

- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Educations and Training

Appeals

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

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

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

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

10. Initial Assessment and Induction

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

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

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

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

11. Resources

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

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

All of these resources are available on request.

Access to the Units

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

Learner Summative Reflection

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

12. Design and Delivery

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

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

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

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

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

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

13. Format of Units

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

Unit Title

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

Unit Number / Unit Reference Number (URN)

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

Level

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

Credit

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

Guided Learning Hours (GLH)

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

Total Qualification Time (TQT)

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

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

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

Learning Outcomes and Assessment Criteria

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

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved. There are usually multiple assessment criteria for each Learning Outcome.

14. Initial Registration

Registration and Certification

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

Equal Opportunities and Diversity Policy

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

BIIAB Qualifications Limited is committed to ensure that:

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

Reasonable Adjustment Policy

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

15. Qualification Review and Feedback

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

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

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

16. Mandatory Units

The following units are mandatory for this qualification.

Lead communication in adult care settings

Unit Reference	F/616/8850
BIIAB Reference	DAC4A1
Level	4
Credit Value	4
Guided Learning (GL)	28
Unit Summary	This unit provides the learner with the knowledge to communicate effectively and the importance of confidentiality
Learning Outcomes (1 to 5) The learner will:	**Assessment Criteria (1.1 to 5.2)** The learner can:
1. Understand communication needs and factors affecting them	1.1 Analyse different models of communication • Transactional analysis • Lasswell's 1.2 Analyse why individuals communicate 1.3 Analyse how models of communication can meet the individual's personal needs, wishes and preferences 1.4 Explain how barriers to communication may be overcome • Physical • Social • Environment • Emotional 1.5 Analyse the effects on an individual of ineffective communication 1.6 Explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required

2. Understand how to support the use of assistive technology to enhance communication	2.1 Discuss the role of assistive technology in supporting individuals to communicate
	2.2 Describe types of support that an individual may need in order to use assistive technology
	2.3 Describe the specialist services relating to assistive technology
	2.4 Explain how to ensure that communication equipment is: • Fit for purpose • Correctly set up and working • Able to be used by the individual
3. Be able to interact with individuals	3.1 Work in partnership with the individual and others to identify their preferred methods of communication
	3.2 Use agreed methods of communication to interact with the individual
	3.3 Interact with an individual using: • active listening • reflective listening
	3.4 Monitor the individual's responses during and after the interaction to check the effectiveness of communication
4. Be able to convey information to individuals and others	4.1 Use formats that enable an individual and others to understand the information conveyed
	4.2 Assess an individual's understanding of information conveyed

5. Understand the importance of confidentiality in interactions with individuals	5.1 Analyse legal and ethical tensions between maintaining confidentiality and sharing information
	5.2 Analyse the implications of assistive technology for maintaining confidentiality for the individual

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.   Learning Outcomes 3 and 4 must be assessed in a real work environment.

Additional Information	
Assessment Criteria 1.2, 1.3, 1.5, 2.1, 2.2, 2.4 Learning Outcomes 3, 4, 5	An **Individual** is someone who requires care or support.
Learning Outcome 2 Assessment Criterion 5.2	**Assistive technology** refers to equipment, electronic systems and digital software or devices designed to augment and assist communication. These may include items such as: • hearing aids • light board display systems • eye tracker systems • speech generation devices • communication apps
Assessment Criterion 3.1 Learning Outcome 4	**Others** may include: • carers • families • friends • care and support workers

Assessment Criterion 4.1	**Formats** may include: • verbal • written • web based • using specific aids • braille • large print

Develop, maintain and use records and reports

Unit Reference	J/616/8851
BIIAB Reference	DAC4A2
Level	4
Credit Value	3
Guided Learning (GL)	20
Unit Summary	This unit provides the learner with the knowledge to develop, maintain and use records and reports which meet legal requirements and agreed ways of working
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.4)** The learner can:
1. Understand the legal and organisational requirements for recording information and providing reports	1.1 Specify own responsibilities and those of others when recording information and producing reports 1.2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information
2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working	2.1 Support individuals to participate in the preparation of reports 2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them 2.3 Maintain accurate, complete, retrievable and up to date records 2.4 Ensure that records and reports comply with legal and organisational requirements 2.5 Explain how to balance the tension between confidentiality and openness in records and reports

	2.6 Use information communication technology (ICT) systems for the collection and storage of information 2.7 Use ICT that supports information exchange within and across disciplines and organisations
3. Be able to use records and reports to inform judgements and decisions	3.1 Clarify the accuracy of records and reports with individuals and others 3.2 Respond to feedback from those who receive records and reports 3.3 Demonstrate the use of facts and evidence based opinions within records and reports 3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional Information	
Assessment Criterion 1.2 Learning Outcome 2	**Agreed ways of working** – policies and procedures where they exist.
Assessment Criteria 2.1, 3.1	An **individual** is someone requiring care or support.

| Assessment Criteria
1.1, 3.1 | **Others** could include:
• Team members and colleagues
• Other professionals |

Personal development in adult care settings

Unit Reference	L/616/8852
BIIAB Reference	DAC4B1
Level	4
Credit Value	4
Guided Learning (GL)	31
Unit Summary	This unit provides the learner with the knowledge on personal developments in adult care settings
Learning Outcomes (1 to 6) The learner will:	Assessment Criteria (1.1 to 6.3) The learner can:
1. Understand what is required for competence in own work role	1.1 Explain the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant standards 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work 1.4 Explain why competence includes using own behaviour to model person-centred values and practice
2. Be able to reflect on practice	2.1 Explain the cyclical process of reflection 2.2 Explain the importance of reflective practice in continuously improving the quality of service provided 2.3 Reflect on day to day work practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, understanding and performance against relevant standards

	3.2 Use feedback to evaluate own performance and inform development
4. Be able to use reflective practice to contribute to personal development	4.1 Evaluate how learning activities have affected practice 4.2 Demonstrate how reflective practice has contributed to improved ways of working 4.3 Record progress in relation to personal development
5. Be able to agree a personal development plan	5.1 Use data and information to plan and review own development 5.2 Work with others to review and prioritise own: • Learning needs • Professional interests • Development opportunities 5.3 Work with others to agree own personal development plan 5.4 Take steps to develop own leadership and mentoring skills
6. Be able to use evidence based practice	6.1 Analyse how evidence based practice can be used to inform your practice 6.2 Apply evidence based practice in your practice 6.3 Evaluate use of evidence based practice in own setting

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional Information	
Assessment Criteria 1.2, 3.1	**Standards** may include: • codes of practice • regulations • minimum standards • National Occupational Standards
Learning Outcome 5	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.
Assessment Criteria 5.2, 5.3	**Others** may include: • service users • the individual • carers • advocates • supervisor, line manager or employer • other professionals
Assessment Criterion 5.1	**Data** may include: • supervision • feedback from internal and external sources • appraisal • regulatory feedback
Assessment Criterion 5.1	**Information** may include: • journals • internet/websites • publications • legislation • professional bodies

Learning Outcome 6	**Evidence based practice** may include: • formal and informal research • good practice

Lead inclusive practice in adult care settings

Unit Reference	J/616/8865
BIIAB Reference	DAC4C1
Level	4
Credit Value	3
Guided Learning (GL)	22
Unit Summary	This unit provides the learner with the knowledge to include, promote and work in a way that supports equality and diversity
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.7)** The learner can:
1. Understand equality, diversity and inclusion	1.1 Summarise current legislation relating to equality 1.2 Evaluate how legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role 1.3 Explain the impact on own practice of: • equality • diversity • inclusion 1.4 Analyse how barriers to equality impact on individuals 1.5 Explain the attitudes that may lead to discriminatory behaviour
2. Understand how inclusive practice supports equality and diversity	2.1 Explain how inclusive practice promotes equality and supports diversity 2.2 Analyse how inclusive practice respects the individual's beliefs, culture, values, preferences and life experience

	2.3 Evaluate principles of inclusive practice
3. Understand how to promote equality, diversity and inclusion	3.1 Explain how to challenge discrimination to promote change 3.2 Explain how to support others to promote equality, diversity and inclusion 3.3 Evaluate current systems and processes to identify improvements which support equality, diversity and inclusion
4. Be able to work in a way that supports equality and diversity	4.1 Use person centred approaches to support equality and diversity 4.2 Work with others to promote equality and diversity 4.3 Challenge discrimination to promote change 4.4 Access resources to support equality and diversity practice 4.5 Disseminate information to others relating to equality and diversity 4.6 Reflect on own practice in relation to equality and diversity 4.7 Model behaviour that promotes equality, diversity and inclusion

Assessment requirements and Evidence Requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

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

Additional Information	
Assessment Criteria 1.1, 1.2	**Legislation** may include: • Equality Act • Mental Capacity Act • Human Rights Act
Assessment Criteria 1.4, 2.2	**Individuals** are adults, young people or children who use services.

Lead health and safety in adult care settings

Unit Reference	L/616/8866
BIIAB Reference	DAC4D1
Level	4
Credit Value	3
Guided Learning (GL)	21
Unit Summary	This unit provides the learner with the knowledge of health and safety in adult care settings and manage risk
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.1) The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Describe current legislation relating to health and safety in own work setting 1.2 Explain health and safety policies and procedures as agreed with the employer in relation to own role 1.3 Explain the health and safety responsibilities of: • self • the employer or manager • others in the work setting 1.4 Explain tasks that should not be carried out in own work setting without specialist training
2. Understand how to carry out own responsibilities for health and safety	2.1 Analyse the limits of own role in relation to moving and positioning 2.2 Analyse own responsibilities with regard to legislation and policy for: • emergency first aid • food safety • fire safety

	• risk to own safety • risk to safety of others • prompting of administration of medication • infection prevention and control • hazardous substances • security 2.3 Explain procedures to be followed if an accident or sudden illness should occur 2.4 Explain how to record and report health and safety incidents 2.5 Show how and when to seek advice about communication
3. Be able to work safely in health and social care settings	3.1 Apply current legislation relating to Health and Safety in own work setting 3.2 Comply with current guidelines for: • hand hygiene • moving and handling equipment or other objects safely • checking the identity of anyone requesting access to the work setting • maintaining evacuation routes • food safety 3.3 Complete health and safety records according to legal and work setting requirements
4. Be able to manage risk	4.1 Contribute to development of policies, procedures and practices which identify, assess and manage risk 4.2 Work with others to assess potential risks

	4.3 Assess how risk taking impacts on: • individuals • the organisation 4.4 Work with others to manage risks 4.5 Evaluate own practice in leading a balanced approach to risk management
5. Be able to support others to work safely in relation to health and safety	5.1 Support others to work safely

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional Information	
Assessment Criteria 1.1, 1.3, 1.4, 3.1, 3.2, 3.3	**Work setting** may include one specific location or range of locations, depending on the context of a particular work role.
Assessment Criterion 1.2	**Policies and procedures** may include other agreed ways of working as well as formal policies and procedures.
Learning Outcomes 1, 5 Assessment Criteria 2.2, 4.2, 4.4	**Others** may include: team members, other colleagues, those who use or commission their own health and social care services, families, carers and advocates.
Assessment Criterion 1.4	**Tasks** for which special training is required may include: use of equipment, first aid, medication,

	health care procedures, food handling and preparation.

![BIIAB logo]

Facilitate person-centred assessment to support well-being

Unit Reference	R/616/8867
BIIAB Reference	DAC4D2
Level	4
Credit Value	2
Guided Learning (GL)	18
Unit Summary	This unit provides the learner with the knowledge to facilitate person-centred assessment to support well-being
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.4) The learner can:
1. Understand theories and principles of assessment	1.1 Critically review theoretical models of assessment 1.2 Review the effectiveness of assessment tools available to support your role 1.3 Analyse the effect of legislation and policy on assessment processes 1.4 Explain how assessment practice can impact on individuals' lives
2. Be able to work in partnership with an individual and others to facilitate person centred assessment	2.1 Agree with an individual and others the purpose of the assessment 2.2 Agree with an individual and others the intended outcomes of the assessment 2.3 Agree with an individual and others how the assessment should be carried out and who else should be involved 2.4 Ensure that an individual is supported to carry out self-assessment process

3. Be able to carry out person centred assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing	3.1 Analyse the interrelationship between factors that support an individual's wellbeing 3.2 Take account of the strengths and aspirations of an individual in the assessment 3.3 Work with an individual and others to assess requirements to support wellbeing: • social • emotional • cultural • spiritual • intellectual • economic 3.4 Record the assessment in an agreed format according to organisational policies and procedures

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional Information	
Whole unit	**Assessment** involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention.
Assessment Criterion 1.2	**Assessment tools** may include: • FACE

	• mental health • learning disability specific • specialist tools for moving and handling, continence, occupation and activities
Assessment Criteria 1.4, 3.1-3.3 Learning Outcomes 2	An **individual** is someone requiring care or support.
Learning Outcome 2 Assessment Criterion 3.3	**Others** may include: • carers • families • friends • care and support workers

Facilitate support planning to ensure positive outcomes for individuals and to support well-being

Unit Reference	Y/616/8868
BIIAB Reference	DAC4D3
Level	4
Credit Value	3
Guided Learning (GL)	25
Unit Summary	This unit provides the learner with the knowledge to develop and facilitate the implementation of support plans in partnership with individuals and others
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.4) The learner can:
1. Understand the theories and principles that underpin outcome based practice	1.1 Critically review approaches to outcome based practice 1.2 Analyse the effect of legislation and policy on outcome based practice 1.3 Explain the impact of the Mental Capacity Act on support planning processes 1.4 Explain how outcome based practice can impact on an individual's life
2. Be able to develop a support plan to meet the identified needs of an individual	2.1 Support an individual to make choices over decisions to meet their identified needs, preferences and wishes 2.2 Assist an individual to make informed choices about their support plan 2.3 Evaluate risks associated with a support plan

	2.4 Assist an individual to understand the risks associated with the choices they make in their support plan
	2.5 Work in partnership with an individual and others to identify options, resources and preferences in relation to an assessment
	2.6 Record a plan according to organisational systems and processes to support information sharing
3. Understand the value of assistive living technology in developing a support plan	3.1 Analyse everyday situations where assistive technology solutions can be supportive to an individual and others
	3.2 Analyse assistive living technology for an individual in terms of: • benefits • risks • challenges
4. Be able to facilitate the implementation of support plans in partnership with the individual and others	4.1 Agree how a support plan will be carried out with an individual and others
	4.2 Agree the roles and responsibilities of those involved to implement the support plan
	4.3 Ensure implementation of a support plan
5. Be able to facilitate a person centred review of support plans in partnership with the individual and others	5.1 Agree the monitoring process for a support plan: • time • people • budget • compliance with regulators' standards
	5.2 Use systems, procedures and practices that engage an individual and others in the

	review process according to agreed ways of working 5.3 Review a support plan to include: • feedback from an individual and others • assessed risks 5.4 Record review process and outcomes according to organisational systems and procedures to support information sharing

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning Outcomes 3 and 4 must be assessed in a real work environment.

Additional Information	
Assessment Criteria 1.4, 3.1, 3.2 Learning Outcomes 2, 4, 5	An **individual** is someone who requires care or support.
Assessment Criterion 1.2	**Others** may include: • carers • families • friends • care and support workers
Learning Outcome 3	**Assistive Living Technology** may include: **Electronic:** • sensor mats or pads • pendants / telecare • echo box / reminding tool

	• key pad entries • keys with lights • apps for budgeting / direction finding / instructions • talking books **Physical:** • kettle tippers • jar openers • special cutlery / utensils • key safe box • sticks to pull socks up

Professional practice in adult care settings

Unit Reference	D/616/8869
BIIAB Reference	DAC4E1
Level	4
Credit Value	3
Guided Learning (GL)	18
Unit Summary	This unit provides the learner with the knowledge and skills required to understand professional practice and address conflicts
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.3)** The learner can:
1. Understand theories, values, principles and statutory frameworks that underpin practice within health and social care	1.1 Analyse theories that underpin own practice 1.2 Analyse how statutory frameworks underpin service provision 1.3 Analyse how values and principles underpin service provision
2. Understand how duty of care contributes to safe practice	2.1 Explain what it means to have a 'duty of care' 2.2 Analyse how duty of care contributes to: • Safeguarding of individuals • Supporting individuals' rights and choices
3. Understand how to address conflicts that may arise between an individual's rights to choice and control and the duty of care	3.1 Explain why conflicts may arise between the duty of care and an individual's rights 3.2 Explain how to manage risks associated with conflicts between an individual's rights and the duty of care 3.3 Describe where to get support and advice about managing conflicts

4. Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work	4.1 Comply with statutory frameworks that underpin service provision
	4.2 Apply values and principles that underpin service provision
	4.3 Contribute to quality assurance processes to promote positive experiences for individuals using care services

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional Information	
Learning Outcomes 1	**Theories** may include: • human development and growth • identity and self esteem • ageing • loss and change • psychological and sociological perspectives of social issues • discrimination
Learning Outcomes 1, 4	**Values** may include: • individuality • rights • choice • privacy • independence • dignity • respect • partnership

Working in partnership with others

Unit Reference	R/616/8870
BIIAB Reference	DAC4E2
Level	4
Credit Value	4
Guided Learning (GL)	26
Unit Summary	This unit provides the learner with the knowledge to be able to work in partnership with colleagues and other professionals
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.5)** The learner can:
1. Understand partnership working	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with • Colleagues • Other professionals • Others 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working
2. Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues 2.2 Develop and agree common objectives when working with colleagues 2.3 Evaluate own working relationship with colleagues

	2.4 Deal constructively with any conflict that may arise with colleagues
3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals 3.2 Develop procedures for effective working relationships with other professionals 3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities 3.4 Evaluate procedures for working with other professionals 3.5 Deal constructively with any conflict that may arise with other professionals
4. Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others 4.2 Develop procedures for effective working relationships with others 4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities 4.4 Evaluate procedures for working with others 4.5 Deal constructively with any conflict that may arise with others

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in the work setting.

Understand personalisation in care and support services

Unit Reference	Y/616/8871
BIIAB Reference	DAC4E3
Level	5
Credit Value	4
Guided Learning (GL)	30
Unit Summary	This unit provides the learner with the knowledge of personalisation and the systems and processes that support personalisation in social care and support services
Learning Outcomes (1 to 5) The learner will:	**Assessment Criteria (1.1 to 5.2)** The learner can:
1. Understand the meaning of personalisation in social care and support services	1.1 Compare the 'professional gift', 'empowerment' and 'rights' models of service provision 1.2 Define the terms: • Personalised service • Self-commissioned service • Self-directed support • Micro-employer 1.3 Analyse the features of personalisation within social care and support services 1.4 Explain why the concept of 'outcomes' is central to personalisation 1.5 Identify legislative and policy drivers for personalised services
2. Understand the systems and processes that support personalisation	2.1 Describe the impact that personalisation has on the commissioning, funding and delivery of services

	2.2 Compare the roles of direct payments and individual budgets in supporting personalisation
	2.3 Explain the role of brokerage in commissioning and delivering personalised services
	2.4 Describe types of support that individuals or their families might need in order to access personalised services
	2.5 Describe how to challenge discrimination in a way that encourages change
3. Understand where responsibilities lie within self-directed support	3.1 Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support
	3.2 Analyse what responsibilities are held for the delivery and quality of self-directed support by: • Direct payments recipients • Commissioners • Social workers/care managers
4. Know how to promote personalisation	4.1 Analyse the attitudes, approaches and skills needed in own role to implement personalisation
	4.2 Evaluate the impact of personalisation on own role
	4.3 Propose ways to enhance own contribution to promoting personalisation
5. Know how to develop systems and structures for personalisation	5.1 Evaluate how far systems and structures in own organisation have adapted to personalisation

	5.2 Describe ways to improve systems and structures to enhance personalisation

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional Information	
Assessment criteria 2.2, 2.4	An **individual** is someone who requires care or support

Understand safeguarding and protection in adult care settings

Unit Reference	D/616/8872
BIIAB Reference	DAC4F1
Level	3
Credit Value	2
Guided Learning (GL)	14
Unit Summary	This unit provides the learner with the knowledge to understand safeguarding and protection in adult care settings
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.2)** The learner can:
1. Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect	1.1 Explain the current legislative framework that underpins safeguarding of vulnerable adults within own UK Home Nation 1.2 Explain how current national guidelines and local policies and procedures for safeguarding affect your day to day work 1.3 Explain own responsibilities relating to the current legislative framework with regard to safeguarding
2. Understand how to respond to suspected or alleged abuse	2.1 Describe signs and symptoms associated with the following types of abuse: • Physical abuse • Sexual abuse • Emotional / psychological abuse • Financial abuse • Institutional abuse • Self-neglect • Neglect by others • Discriminatory abuse

	2.2 Explain actions to take if there are suspicions that an individual is being abused 2.3 Explain actions to take if an individual alleges that they are being abused 2.4 Explain how to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed (including "whistleblowing")
3. Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults	3.1 Explain agreed protocols for working in partnership with other organisations 3.2 Explain own role in partnership working
4. Understand how to support others in safeguarding	4.1 Explain how to support others to raise concerns 4.2 Explain how to support others during the safeguarding process

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Additional Information	
Learning Outcome 4	**Others** may include: • The individual • Families and carers • Advocates • Supervisor, line manager or employer • Other professionals

Safeguard children and young people who are present in the adult care sector

Unit Reference	H/616/8873
BIIAB Reference	DAC4F2
Level	4
Credit Value	2
Guided Learning (GL)	16
Unit Summary	This unit provides the learner with the knowledge to safeguard children and young people in an adult care setting
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.2)** The learner can:
1. Understand the responsibility to safeguard children and young people who are present in an adult social care work setting	1.1 Explain own responsibility to safeguard children and young people who are present in an adult social care work setting 1.2 Explain the responsibility of others to safeguard children and young people who are present in an adult social care work setting
2. Be able to develop the understanding of others about safeguarding children and young people	2.1 Access information, advice and support to inform knowledge and practice about safeguarding children and young people 2.2 Provide information to others on • Indicators of harm, abuse or neglect • Actions that need to be taken where there are safeguarding concerns
3. Understand how to address conflicts and dilemmas associated with safeguarding children and young people	3.1 Analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting

|	3.2 Identify actions to take when conflicts and dilemmas about safeguarding arise

Assessment requirements and Evidence Requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

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

Additional Information

Assessment Criterion 2.2	**Indicators** may include the signs, symptoms and behaviours associated with harm, abuse or neglect.
Assessment Criterion 2.2	**Safeguarding concerns** will include: • those identified by self • those identified by others • those that are immediate or ongoing concerns
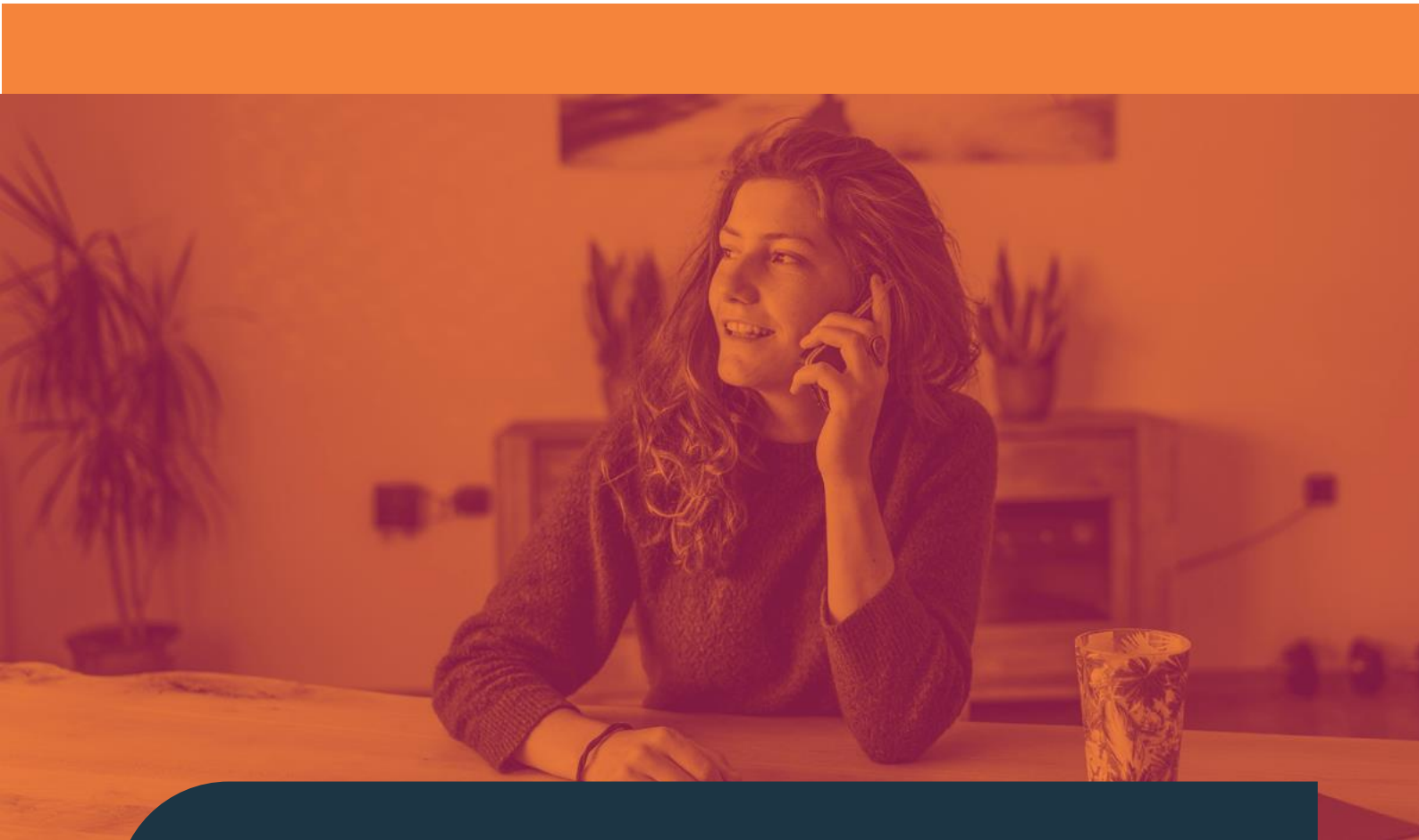
If you need any help with this guide please contact our team.

0115 854 1620
QualsDevelopment@BIIAB.co.uk

biiab.co.uk

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