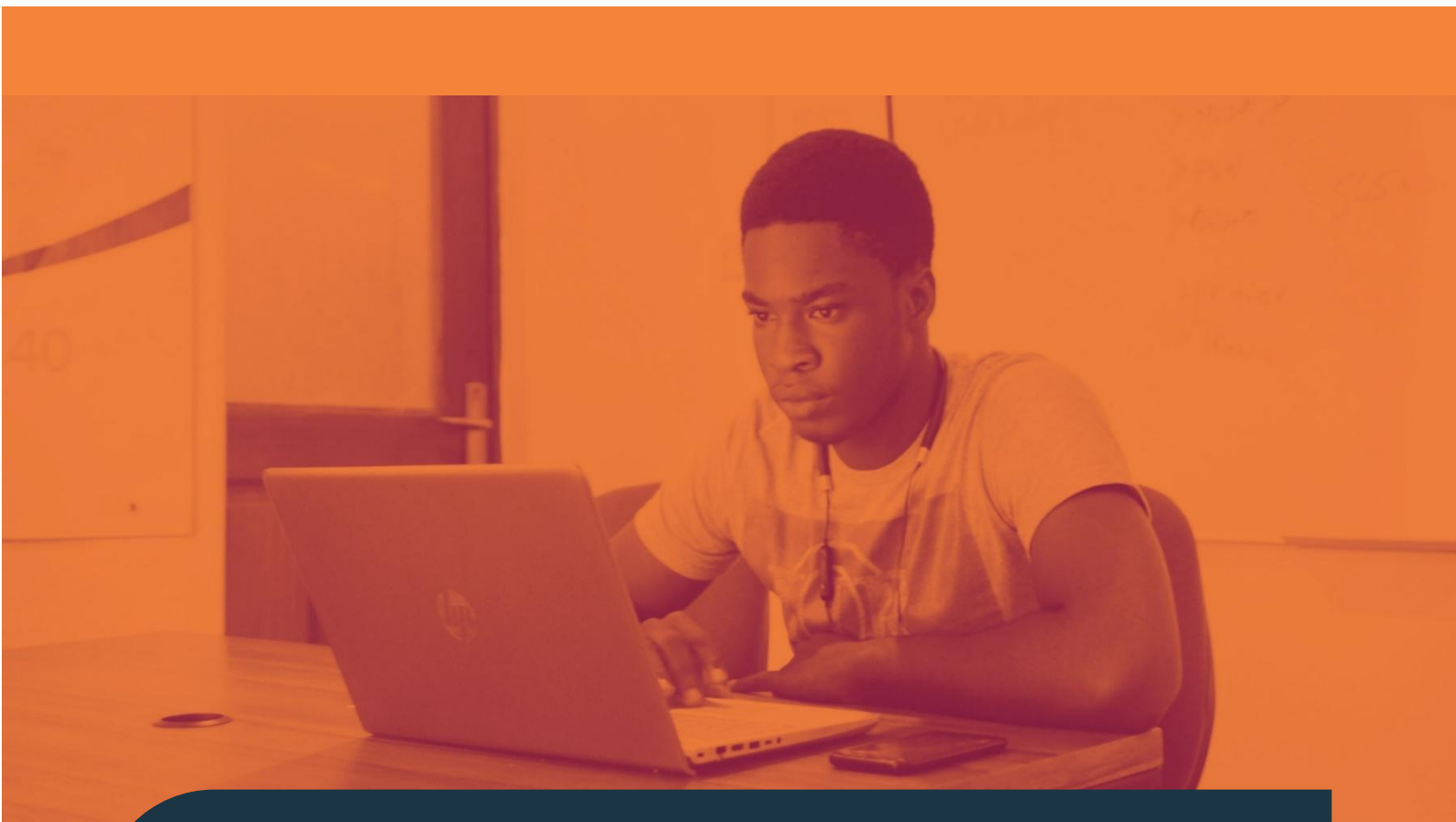




BIIAB Level 3 Certificate in Induction into Adult Social Care in Northern Ireland

Level 3 Certificate – 601/8997/6

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. The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

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	April 2023	Reformatted Qualification Guide into new branding
1.2	March 2025	New review date
1.3	April 2026	Objective, Purpose and TQT updated

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

Qualification Summary

BIIAB Level 3 Certificate in Induction into Adult Social Care in Northern Ireland - 601/8997/6								
Qualification Purpose	To prepare for further learning or training by developing knowledge in health and social care.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by Ofqual and CCEA Regulation.							
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	01/07/2016							
Review Date	30/06/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	202 hours							
Total Qualification Time (TQT)	240 hours							
Credit Value	24							
BIIAB Qualifications Limited Sector	Health and Social Care.							
Ofqual SSA Sector	1.3 Health and Social Care.							
Support from Trade Associations	Northern Ireland Social Care Council (NISCC).							
Administering Office	See BIIAB Qualifications Limited web site.							

1. About the BIIAB Level 3 Certificate in Induction into Adult Social Care in Northern Ireland

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

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

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Certificate in Induction into Adult Social Care in Northern Ireland	601/8997/6

2. Objective and Purpose of this Qualification

This qualification has been designed to meet the requirements of the specification designed by the Northern Ireland Social Care Council (NISCC) and thereby meets the requirements for induction of learners who work or want to work in the adult care sector in Northern Ireland.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge in health and social care. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for adult social care at this level.

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 3 Certificate in Induction into Adult Social Care in Northern Ireland Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Certificate in Induction into Adult Social Care in Northern Ireland, learners **must** gain a **total of 24** credit. This **must** consist of:

- Minimum total credit: **24**
- Mandatory group A **minimum** credit: **21**
- Optional Unit Group B **minimum** credit: **3**
- A **minimum of 17** credits **must** be achieved through the completion of units at **Level 3** and above
- Minimum Guided Learning Hours: **202 hours**
- Maximum Guided Learning Hours: **202 hours**
- Total Qualification Time (TQT): **240 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
NICA239	Y/508/6547	Principles of communication in adult social care settings	3	2	16	Assessment Knowledge Module
NICA240	H/508/6549	Principles of personal development in adult social care settings	3	2	17	Assessment Knowledge Module
NICA241	Y/508/6550	Principles of diversity, equality and inclusion in adult social care settings	3	2	17	Assessment Knowledge Module
NICA30	M/508/6540	Principles of safeguarding and protection in health and social care	2	3	25	Assessment Knowledge Module
NICA140	H/508/6552	Principles of implementing duty of care in health, social care or children's and young people's settings	3	1	7	Assessment Knowledge Module
NICA234	A/508/6542	Understand the role of the social care worker	2	1	9	Assessment Knowledge Module
NICA243	K/508/6553	Understand person-centred approaches in adult social care settings	3	4	34	Assessment Knowledge Module
NICA244	M/508/6554	Understand health and safety in social care settings	3	5	46	Assessment Knowledge Module
NICA245	T/508/6555	Understand how to handle information in social care settings	3	1	9	Assessment Knowledge Module

Optional Unit Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
NICA503	H/508/6521	Understand how to safeguard the welfare of children and young people	2	3	22	Assessment Knowledge Module
NICA139	K/508/6486	Understand employment responsibilities and rights in health, social care or children and young people's settings	2	3	22	Assessment Knowledge Module

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.

New workers in Health and Social Care in Northern Ireland are required to undertake an induction, the details of which are available on the NISCC website:

[Home Page - NISCC](#)

The qualification is designed to equip learners with the knowledge to work effectively within Adult Social Care at this level.

This qualification will also allow for a number of progression routes to employment and into other areas of learning.

9. Assessment

Overview of assessment strategy

The qualification comprises knowledge units. BIIAB has developed Assessment Knowledge Modules (AKMs) for the units.

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

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

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

- Meet the assessment criteria
- Achieve the learning outcomes

Assessment Process

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

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

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

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and

support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

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

Assessors and Centres in Northern Ireland

Assessors and centres in Northern Ireland must adhere to the Design Principles determined by the Northern Ireland Social Care Council. These are incorporated within the [Skills for Care Assessment Principles](#)

Appeals

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

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

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

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

Assessment Principles

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

Skills for Care and Development Assessment Principles

1 Introduction

1.1. Skills for Care and Development (SfCD) is an alliance of key organisations from England, Northern Ireland, Ireland, Scotland and Wales with varied roles across social work, social care, children and young people, early years and childcare, with remits across workforce development and regulation.

1.2. This document sets out the minimum expected principles and approaches to assessment and internal quality assurance and should be read alongside qualification regulatory arrangements and any specific requirements set out for qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations/Body (AO/B) and from SfCD partner organisations using the links in Appendix A.

1.3. The information in this document is intended to support the quality assurance processes of AO/Bs and approved centres that offer qualifications in the sectors.

1.4. Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skills for Health assessment principles should also be considered.

1.5. Throughout this document the following terms are used:

- "Unit" is used for simplicity, but this can mean module or any other similar term
- "Centre" is also used for simplicity; this means the training / learning provider who is approved to deliver qualifications by the AO/B
- Individual and others: "individual" refers to the person or people receiving care or support. "Others" may include families, carers, other people in the setting, team members and other professionals

1.6. In all work, we would expect assessors to observe and review learners upholding core values and standards, inclusive practices, professional behaviour, and attitudes required for quality practice and being assessed within the qualification.

1.7. All learners should follow appropriate standards for conduct. All parties involved in any form of assessment **must** know and embrace the values and standards of practice set out in these documents.

1.8. The voices of individuals who use services **must** be at the centre of all assessor and learners' practice. This should be apparent throughout the evidence provided for a learner's practice. Learners should also be provided an opportunity to provide feedback throughout the assessment and internal quality assurance process.

2 Assessment principles

2.1. Good practice dictates the following:

- Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units
- Centres should have in place processes to identify and recognise opportunities for use of Accredited Prior Learning (APL) and/or Recognition of Prior Learning (RPL), and these should meet the requirements of the AO/B
- Centres should also have in place processes to support reasonable adjustments, and again, these should meet the requirements of the AO/B

2.2. The centre **must** monitor that learners are registered with the AO/B before formal assessment continues. Assessors **must** be able to fully evidence and justify the assessment decisions they have made in line with the principles of validity, authenticity, reliability, currency and sufficiency. Assessment records should be accurate, legible and complete, and meet requirements set out by the AO/B and associated assessment strategy where this is in place.

2.3. Skills-based assessment **must** include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation **must** be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers. Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted. These approaches **must** be standardised, and the centre **must** discuss and agree this with the AO/B. See 2.8 and 5.5.

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

2.5. Assessors **must** demonstrate occupational competence and sector knowledge at or above the level they assess, maintaining this through ongoing continual professional development.

- In examples where assessors are returning to practice, a professional development plan should be in place to ensure current sector competency against the level, the subject matter being assessed, and overall assessment practices
- If an assessor is occupationally competent but not yet qualified, a qualified assessor must make the final assessment decisions. These **must** be validated

through countersigning and supported by robust internal quality assurance, sampling plans and activities until qualification requirements are met

- It is the responsibility of the AO/B to confirm that assessors in centres are suitably qualified and competent to make assessment decisions

2.6. Simulation **must** only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the AO/B or agreed with the External Quality Assurer acting on behalf of the AO/B.

2.7. Witness testimony from others, including those who use services, their families and professionals, can be an important contribution to evidence in the assessment process and can enrich and triangulate other evidence obtained. A witness testimony does not replace direct observation and should not be used as the only evidence of skills. A witness testimony and an expert witness testimony are two different types of evidence. Informed consent **must** be gained for those providing witness testimonies.

2.8. Expert witnesses play an important role in assessments. They **must**:

- Have a working knowledge of the relevant units
- Be occupationally competent in the relevant units, and
- Have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise

2.9. Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the AO/B.

2.10. The expert witness is a reliable source of evidence:

- Where the assessor is not occupationally competent in a specialist area e.g. a healthcare task, an expert witness testimony can be used for direct observation of the unit (not the whole qualification) where they have occupational expertise in the specialist area
- When used as a method to enrich, supplement, and add triangulation to other assessment methods and outcomes
- In supporting flexibility where there are valid and genuine factors in not being able to obtain direct observation in the workplace e.g. individual considerations, environment and practice sensitivities. Occasions where this is needed must be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations
- Where allowed as per the assessment strategy

2.11. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and AO/B requirements for assessment of units within the qualification and the sector. The assessor remains

responsible for supporting the expert witness through the process and making the final assessment decision.

3 Assessment of knowledge-based learning outcomes

3.1. The 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
- Can be supported by eLearning programmes to support overall summative assessment, by helping learners acquire and review knowledge, but they cannot replace practical assessment in a real work environment
- May include pre-set automated tests (such as multiple-choice questions) which contribute evidence towards summative decisions. However, they **must** be complemented by direct assessment methods that demonstrate the learner's ability to apply knowledge in real work situations
- **Must** take into account APL/RPL to avoid duplication of learning

4 Recording and documentation

4.1. All assessment and quality assurance evidence, regardless of format, **must** comply with confidentiality and data protection laws. Information **must** be traceable, auditable, authenticated, and meet assessment principles. In addition, no recordings should compromise anyone's privacy or dignity. As such, clear and robust referencing is necessary to establish a relationship between the evidence and the assessment standard, which validates competence. Referencing should clearly indicate the specific location within the evidence where the relevant skills and knowledge are claimed, either in paper-based or e-portfolios.

5 Use of technology in the assessment process

5.1. Centres should have in place robust policies and procedures regarding Artificial Intelligence (AI) and technology, and these **must** meet requirements as set out by the AO/B.

5.2. Technology, platforms, and e-portfolios can support assessment by enabling planning, reviews, learner reflection, professional discussions, and capturing evidence from expert witnesses. When using technology in these contexts, ensure:

- Recording, storage, and access comply with confidentiality and data protection legislation
- Individuals receiving care or support and others are not unintentionally recorded

- Informed consent must be freely given by everyone involved in the assessment and this must be documented

5.3. Using technology to observe and verify learner competency (remote observation) is not allowed if it risks anyone's privacy, dignity, or confidentiality.

5.4. Where permitted by sector or qualification guidelines, technology may be used to remotely observe learners' task-based competencies, such as online meetings or remote support to colleagues. Such evidence **must** be clearly marked and distinguished from other types. It should not be used when there is a requirement for direct interaction with individuals using care or support services or others.

5.5. The remote observation approach in 5.4 is supplementary and does not replace direct observation as the primary assessment method. It should be used to support and enhance planned direct assessments throughout the qualification.

5.6. Centre practices in the use of technology are to be monitored and assured by the AO/B, and this should include centre consideration of the following:

- Use aligns to adherence to any additional guidance set by the AO/B, the qualification, which is being assessed, any specific sector considerations and associated assessment strategies in place
- The centre understands the ethical considerations in the use of technology in the sectors and has policies and procedures in place to support use
- Robust approaches to risk assessment are used to ensure risks to individuals and others are eradicated
- Centre practices and approaches are guided and supported by thorough standardisation
- Technology and programmes used are standardised, accessible, safe and reliable
- If the centre allows assessor and internal quality assurer use of personal devices (e.g. phones, tablets, or personal laptops), then procedures should be in place to ensure data and confidentiality aspects. This includes consideration of where and how devices are accessed to view learner evidence
- Assessment planning and discussion should capture the relevant and safe opportunities to use technology, along with the approach used to explore and mitigate any risks
- Evidence recording methods and assessment outcome processes do not increase the risk of any data or confidentiality breaches
- Assessment outcomes and decisions and outcomes generated by use of technology in the process are reliable, sufficient and traceable
- All protocols are upheld in the 'observation' context e.g. permissions sought and confirming the purpose of the assessment activity
- Assessment activities where technology is used, must be incorporated in internal and external quality assurance sampling planning and activities

- Learners are not disadvantaged by the use of technology, and they are aware of its use
- Learning requirements, support, skill development or other developmental needs of the learner are fully supported throughout the qualification process
- Technology is used well to genuinely enhance the assessment process, experience, outcomes and digital skills of the learner
- Practices and lessons learned should be shared by all to support review and continuous improvement

6 Internal quality assurance

6.1. Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. This process should be supported by robust sampling plans and activity that takes place at beginning, middle and end of the qualification journey and accounts for any potential risks in the assessment process. 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 AO/B to confirm that those involved in internal quality assurance are suitably qualified for this role.

6.2. If the internal quality assurer is knowledgeable but not yet qualified, a qualified internal quality assurer **must** make final decisions. A clear countersigning strategy should support and confirm decisions by unqualified staff until they are fully qualified.

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

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

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

Definitions

Occupationally competent

This means that each assessor **must** be capable of carrying out the full requirements of the specific qualification units 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 also

means being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable

This means that each assessor and internal quality assurer should possess knowledge and understanding relevant to the specific qualifications and / or units they are assessing or internally quality assuring. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development. It is crucial that internal quality assurers understand the nature and context of the assessors' work and that of their learners.

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. AO/B will determine what will qualify those making assessment decisions according to the unit of skills under assessment. A list of general assessor qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Qualified to make quality assurance decisions

AO/B will determine what qualifies those undertaking internal and external quality assurances to make decisions about that quality assurance. A list of general internal qualification assurance qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Witness testimony

Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.

Appendix A: Skills for Care and Development partnership website links

[Skills for Care and Development
Northern Ireland Social Care Council](#)
[Social Care Wales](#)
[Skills for Care](#)
[Scottish Social Services Council](#)

Appendix B: Recognised assessor and internal quality assurance qualifications

This list aims to provide an overview of generally recognised qualifications. Please gain additional guidance from the individual nation and AO/B where needed. Please also check and apply CPD/CPL requirements for qualifications held.

Assessor:

- 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 (plus CPD/CPL in line with current L&D9 or L&D9DI)
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Level 3 Award in Assessing competence in the work environment
- 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)

- Tutor/Assessor Award Level 3 Awards and Certificate in Assessing the Quality of Assessment
- Level 4 Awards and Certificates in Assuring the Quality of Assessment
- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificates in Assessing Vocational Achievement
- Specific to Wales: Relevant learning programmes which support practice learning/practice education on social work, they must be regulated and approved by Social Care Wales
- Specific to Scotland: Teaching Qualification for Further Education plus CPD in line with current L&D9D

Internal Quality Assurance:

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- D34 Unit: Internally verify the assessment process
- V1 Verifiers Award
- V1 Conduct internal quality assurance of the assessment process (plus CPD/CPL in line with the current L&D11 standard)
- L&D11- Internally Monitor and Maintain the Quality of Workplace Assessment (Scotland J8RT 04)

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:

- Assessment Knowledge Modules (AKMs)
- Assessor Guidance
- A Learner Summative Reflection template
- Access to the units

All of these resources are available on request.

Access to the Units

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

Learner Summative Reflection

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

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.

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.



Principles of Communication in Adult Social Care Settings

Unit Reference	Y/508/6547
BIIAB Reference	NICA239
Level	3
Credit Value	2
Guided Learning (GL)	16
Unit Summary	This unit provides the learner with the knowledge to communicate effectively in adult social care settings
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.4) The learner can:
1. Understand why effective communication is important in adult social care settings	1.1 Identify the different reasons people communicate 1.2 Explain how communication relationships in an adult social care settings
2. Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Compare ways to establish the communication and language a) needs, b) wishes and c) preferences of an individual 2.2 Describe the factors to consider when promoting effective communication 2.3 Describe a range of communication a) methods and b) styles to meet individual needs 2.4 Explain why it is important to respond to an individual's reactions when communicating

3. Understand how to overcome barriers to communication	3.1 Explain how individuals from different backgrounds may use communication methods in different ways 3.2 Identify barriers to effective communication 3.3 Explain how to overcome barriers to communication 3.4 Describe strategies that can be used to clarify misunderstandings 3.5 Explain how to access a) extra support and b) services to enable individuals to communicate effectively
4. Understand principles and practices relating to confidentiality	4.1 Explain the meaning of the term "confidentiality" 4.2 Describe ways to maintain confidentiality in day to day communication 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others 4.4 Explain how and when to seek advice about confidentiality

Assessment Requirements and Evidence Requirements

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

Principles of Personal Development in Adult Social Care Settings

Unit Reference	H/508/6549
BIIAB Reference	NICA240
Level	3
Credit Value	2
Guided Learning (GL)	17
Unit Summary	This unit provides the learner with the knowledge to personally development within their role
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.4) The learner can:
1. Understand how to reflect on practice in adult social care	1.1 Explain what reflective practice is 1.2 Explain the importance of reflective practice in continuously improving the quality of service provided 1.3 Explain how standards inform reflective practice in adult social care 1.4 Describe how own a) values, b) belief systems and c) experiences may affect working practice
2. Understand the importance of feedback in improving own practice	2.1 Explain how people may a) react and b) respond to receiving constructive feedback 2.2 Explain the importance of seeking feedback to improve practice and inform development



	2.3 Explain the importance of using feedback in improving own practice
3. Know how a personal development plan can contribute to own learning and development	3.1 Describe the components of a personal development plan 3.2 Identify sources of support for planning and reviewing own development 3.3 Explain the role of others in the development of a personal development plan in identifying: a) strengths b) areas for development 3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding

Assessment Requirements and Evidence Requirements

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



Principles of Diversity, Equality and Inclusion in Adult Social Care Settings

Unit Reference	Y/508/6550
BIIAB Reference	NICA241
Level	3
Credit Value	2
Guided Learning (GL)	17
Unit Summary	This unit provides the learner with the knowledge of diversity, equality and inclusion
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.3) The learner can:
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by: a) Diversity b) Equality c) Inclusion d) Discrimination 1.2 Describe the potential effects of discrimination 1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity
2. Know how to work in an inclusive way	2.1 Describe key legislation relating to diversity, equality, inclusion and discrimination in adult social care settings 2.2 Describe codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings 2.3 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity,

	equality, inclusion and discrimination in adult social cares settings 2.4 Describe how own a) beliefs b) culture c) values and d) preferences may affect working practice 2.5 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences 2.6 Compare inclusive practice with practice which excludes an individual
3. Understand how to raise awareness of diversity, equality and inclusion	3.1 Describe how to challenge discrimination in a way that promotes change 3.2 Explain how to raise awareness of diversity, equality and inclusion 3.3 Explain how to support others to promote diversity, equality and inclusion

Assessment Requirements and Evidence Requirements

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

Principles of Safeguarding and Protection in Health and Social Care

Unit Reference	M/508/6540
BIIAB Reference	NICA30
Level	2
Credit Value	3
Guided Learning (GL)	25
Unit Summary	This unit provides the learner with the knowledge of safeguarding in health and social care
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.3) The learner can:
1. Know how to recognise signs of abuse	1.1 Define the following types of abuse: a) Physical abuse b) Sexual abuse c) Emotional/psychological abuse d) Financial abuse e) Institutional abuse f) Self-neglect g) Neglect by others 1.2 Identify a) the signs and b) symptoms associated with each type of abuse 1.3 Describe factors that may contribute to an individual being more vulnerable to abuse
2. Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take if there are suspicions that an individual is being abused 2.2 Explain the actions to take if an individual alleges that they are being abused



	2.3 Identify ways to ensure that evidence of abuse is preserved
3. Understand the national and local context of safeguarding and protection from abuse	3.1 Identify a) national policies and b) local systems that relate to safeguarding and protection from abuse 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 3.3 Identify reports into serious failures to protect individuals from abuse 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse
4. Understand ways to reduce the likelihood of abuse	4.1 Explain how the likelihood of abuse may be reduced by: a) working with person-centred values b) encouraging active participation c) promoting choice and rights 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
5. Know how to recognise and report unsafe practices	5.1 Describe unsafe practices that may affect the well-being of individuals 5.2 Explain the actions to take if unsafe practices have been identified 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

Assessment Requirements and Evidence Requirements

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

Additional Information

Assessment Criterion 1.3	Factors may include: • a setting or situation • the individual
Assessment Criterion 1.3	An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. A setting where there is no formal duty of care includes adult health or social care settings.
Assessment Criterion 2.1	The actions to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. The 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
Assessment Criterion 3.1	Local systems may include: • employer/organisational policies and procedures • multi-agency adult protection arrangements for locality



Additional Information	
Assessment Criterion 4.1	Person-centred values include: • individuality • rights • choice • privacy • independence • dignity • respect • partnership
Assessment Criterion 4.1	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.
Assessment Criterion 5.1	Unsafe practices may include: • poor working practices • resource difficulties • operational difficulties

Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Unit Reference	H/508/6552
BIIAB Reference	NICA140
Level	3
Credit Value	1
Guided Learning (GL)	7
Unit Summary	This unit provides the learner with the knowledge of understanding duty of care and complaints handling
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.2) The learner can:
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role 1.2 Explain how duty of care contributes to the safeguarding or protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential 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 individual's rights and the duty of care 2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Explain the main points of agreed procedures for handling complaints



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

Understand the Role of the Social Care Worker

Unit Reference	A/508/6542
BIIAB Reference	NICA234
Level	2
Credit Value	1
Guided Learning (GL)	9
Unit Summary	This unit provides the learner with the knowledge of the role of a social worker
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.4) The learner can:
1. Understand working relationships in social care settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in social care settings
2. Understand the importance of working 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 Outline what is meant by agreed ways of working 2.3 Explain the importance of having all up-to-date details of agreed ways of working
3. Understand the importance of working in partnership with others	3.1 Explain why it is important to work in partnership with others 3.2 Identify ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts



	3.4 Explain how and when to access support and advice about: a) partnership working b) resolving conflicts
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Assessment Requirements and Evidence Requirements

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



Understand Person-centred Approaches in Adult Social Care Settings

Unit Reference	K/508/6553
BIIAB Reference	NICA243
Level	3
Credit Value	4
Guided Learning (GL)	34
Unit Summary	This unit provides the learner with the knowledge to work in a person-centred approach
Learning Outcomes (1 to 7) The learner will:	Assessment Criteria (1.1 to 7.5) The learner can:
1. Understand person-centred approaches in adult social care	1.1 Describe person-centred approaches 1.2 Explain why person-centred values must influence all aspects of social care work 1.3 Explain how person-centred values should influence all aspects of social care work
2. Understand how to implement a person-centred approach in an adult social care setting	2.1 Explain how finding out the a) history, b) preferences, c) wishes and d) needs of an individual contributes to their care plan 2.2 Describe ways to put person-centred values into practice in a complex or sensitive situation 2.3 Evaluate the use of care plans in applying person-centred values

	2.4 Explain the importance of monitoring an individual's changing needs or preferences
3. Understand the importance of establishing consent when providing care or support	3.1 Describe factors that influence the capacity of an individual to express consent 3.2 Explain how to establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established
4. Understand how to implement and promote active participation	4.1 Explain the principles of active participation 4.2 Explain how holistic needs of an individual can be addressed by active participation 4.3 Explain how to work with an individual and others to agree how active participation will be implemented 4.4 Explain how to promote the understanding and use of active participation
5. Understand how to support an individual's right to make choices	5.1 Describe different approaches to support an individual to make informed choices 5.2 Describe how to support an individual to question or challenge decisions concerning them that are made by others 5.3 Explain the consequences of allowing the personal views of others to influence an individual's choices
6. Understand how to promote an individual's well-being	6.1 Explain the links between identity, self-image and self-esteem

	6.2 Explain factors that contribute to the well-being of an individual 6.3 Explain the importance of supporting an individual in a way that promotes their sense of identity, self-image and self-esteem 6.4 Describe ways to contribute to an environment that promotes well-being
7. Understand the role of risk assessment in enabling a person-centred approach	7.1 Compare different uses of risk assessment in adult social care settings 7.2 Explain how risk assessment relates to rights and responsibilities 7.3 Explain how risk-taking relates to rights and responsibilities 7.4 Explain why risk assessments need to be regularly revised 7.5 Explain the importance of using agreed risk assessment processes to support choice

Assessment Requirements and Evidence Requirements

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



Understand Health and Safety in Social Care Settings

Unit Reference	M/508/6554
BIIAB Reference	NICA244
Level	3
Credit Value	5
Guided Learning (GL)	46
Unit Summary	This unit provides the learner with the knowledge of health and safety in a social care setting workplace
Learning Outcomes (1 to 11) The learner will:	Assessment Criteria (1.1 to 11.3) The learner can:
1. Understand the different responsibilities relating to health and safety in social care settings	1.1 Identify legislation relating to health and safety in a social care setting 1.2 Explain how health and safety policies and procedures protect those in social care settings 1.3 Compare the differences in the main health and safety responsibilities of: a) the social care worker b) the employer or manager c) others in the social care setting 1.4 Identify situations in which the responsibility for health and safety lies with the individual 1.5 Explain why specific tasks should only be carried out with special training 1.6 Explain how to access additional support and information relating to health and safety

2. Understand risk assessments and their importance in relation to health and safety	2.1 Explain why it is important to assess health and safety risks 2.2 Explain the steps to carrying out a risk assessment 2.3 Explain how to address potential health and safety risks identified 2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns 2.5 Explain how to promote health and safety within the social care setting
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of a) accidents and b) sudden illness that may occur in a social care setting 3.2 Explain procedures to be followed if a) an accident or b) sudden illness should occur 3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders 3.4 Explain the consequences of failing to follow emergency first aid procedures
4. Understand how to reduce the spread of infection	4.1 Describe the routes by which an infection can get into the body 4.2 Explain the following prevention methods: a) hand washing b) own personal hygiene

	c) encouraging the individual's personal hygiene 4.3 Evaluate different types of personal protective equipment and how they can prevent the spread of infection 4.4 Explain own role in supporting others to follow practices that reduce the spread of infection
5. Understand how to move and handle equipment and other objects safely	5.1 Describe the main points of legislation that relates to moving and handling 5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm 5.3 Explain situations that may require additional supports necessary for safer moving and handling 5.4 Explain why it is important for moving and handling tasks to be carried out following specialist training
6. Understand the principles of assisting and moving an individual	6.1 Explain why it is important to have specialist training before assisting and moving an individual 6.2 Explain the potential consequences of assisting and moving an individual without specialist training 6.3 Explain the consequences of not following an individual's care plan and fully engaging with them when assisting and moving
7. Understand how to handle hazardous substances	7.1 Describe types of hazardous substances that may be found in the social care setting

	7.2 Explain safe practices for: a) storing hazardous substances b) using hazardous substances c) disposing of hazardous substances 7.3 Explain the dangers associated with not following these safe practices
8 Understand how to promote environmental safety procedures in the social care setting	8.1 Explain procedures to be followed in the social care setting to prevent: a) fire b) gas leak c) floods d) intruding e) security breach 8.2 Explain procedures to be followed in the social care setting in the event of: a) fire b) gas leak c) floods d) intruding e) security breach 8.3 Explain how you would encourage others to adhere to environmental safety procedures 8.4 Explain the importance of having an emergency plan in place to deal with unforeseen incidents
9 Understand how to manage stress	9.1 Describe common signs and indicators of stress 9.2 Describe factors that tend to trigger own stress 9.3 Evaluate strategies for managing stress

10 Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about handling medication 10.2 Explain why medication must only be handled following specialist training 10.3 Explain the consequences of handling medication without specialist training
11 Understand how to handle and store food safely	11.1 Describe the main points of food safety standards in a social care setting 11.2 Explain how to: a) store food b) maximise hygiene when handling food c) dispose of food 11.3 Explain the potential consequences of not following food safety standards

Assessment Requirements and Evidence Requirements

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



Understand How to Handle Information in Social Care Settings

Unit Reference	T/508/6555
BIIAB Reference	NICA245
Level	3
Credit Value	1
Guided Learning (GL)	9
Unit Summary	This unit provides the learner with the knowledge to handle information
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.2) The learner can:
1. Understand requirements for handling of information in social care settings	1.1 Identify a) legislation and b) codes of practice that relate to handling information in social care settings 1.2 Explain how legal requirements and codes of practice inform practice in handling information
2. Understand good practice in handling information in social care settings	2.1 Explain how to maintain records that are up to date, complete, accurate and legible 2.2 Describe practices that ensure security when storing and accessing information 2.3 Describe features of a) manual and b) electronic information storage systems that help ensure security
3. Understand how to support others to handle information	3.1 Explain how to support others to understand the need for secure handling of information

	3.2 Explain how to support others to understand and contribute to records
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Assessment Requirements and Evidence Requirements

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

Understand How to Safeguard the Welfare of Children and Young People

Unit Reference	H/508/6521
BIIAB Reference	NICA503
Level	2
Credit Value	3
Guided Learning (GL)	22
Unit Summary	This unit provides the learner with the knowledge to understand how to safeguard children and young people
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.5) The learner can:
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people	1.1 Identify a) current legislation b) guidelines c) policies and procedures for safeguarding the welfare of children and young people including e-safety 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people in the workplace
2. Understand how to safeguard children, young people and practitioners in the workplace	2.1 Describe how practitioners can protect themselves from allegations and complaints within their everyday practice 2.2 Identify ways in which concerns about poor practice can be reported whilst protecting whistleblowers 2.3 Identify ways in which concerns about poor practice can be reported whilst protecting those whose practice or behaviour is being questioned



	2.4 Identify where to access sources of support where concerns have not been addressed
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of abuse 3.2 Describe actions to take in response to evidence, allegations or concerns that a child or young person has been abused, harmed or bullied, or may be at risk of harm, abuse or bullying 3.3 Describe actions to take in response to evidence, allegations or concerns that a child or young person has self-harmed or may be at risk of self-harm 3.4 Describe the principles of confidentiality and when information must be shared 3.5 Describe the boundaries of confidentiality and when information must be shared

Assessment Requirements and Evidence Requirements

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

Understand Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings

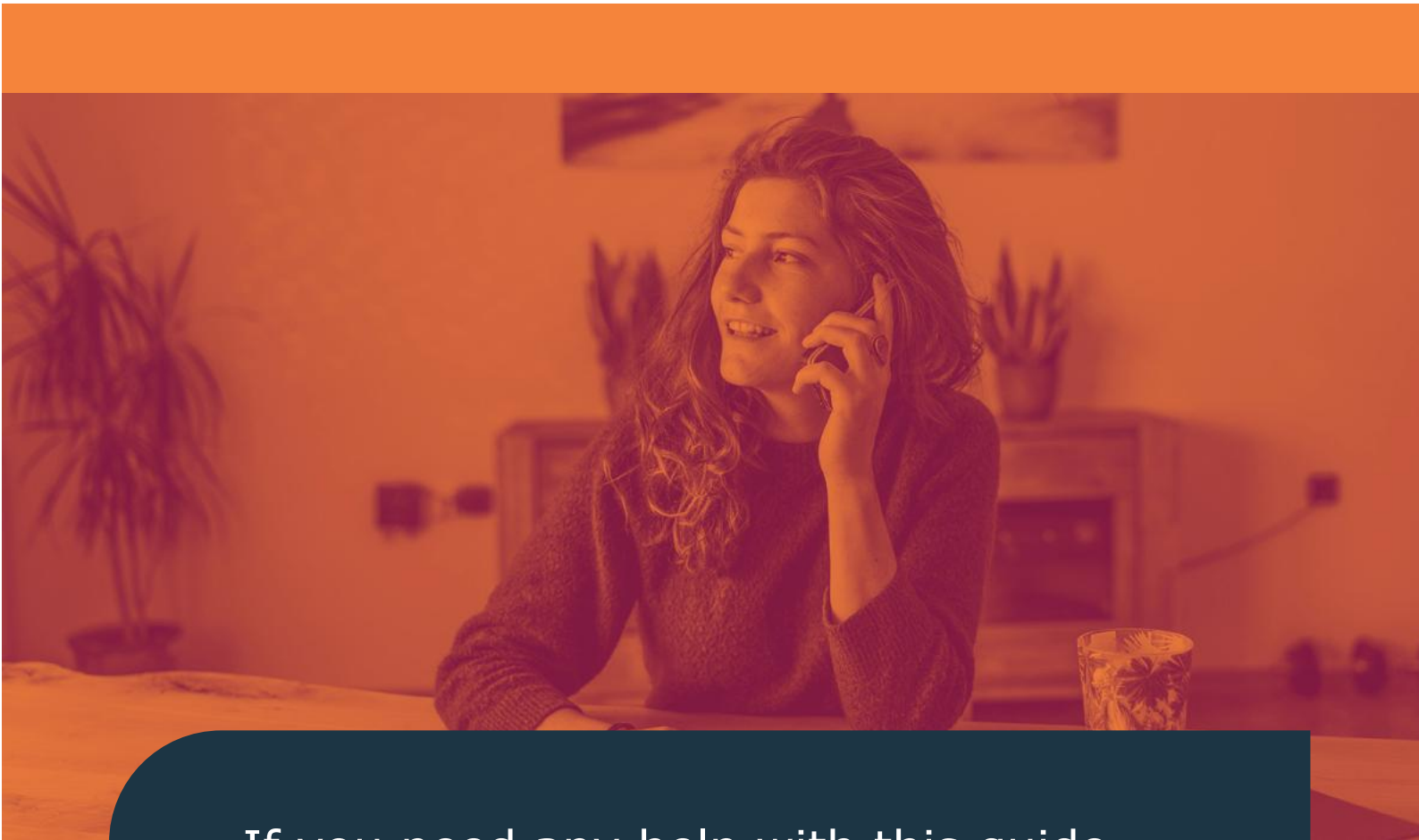
Unit Reference	K/508/6486
BIIAB Reference	NICA139
Level	2
Credit Value	3
Guided Learning (GL)	22
Unit Summary	This unit provides the learner with the knowledge of their employment rights and responsibilities
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.4) The learner can:
1. Know the statutory responsibilities and rights of employees and employers within own area of work	1.1 List the aspects of employment covered by law 1.2 List the main features of current employment legislation 1.3 Outline why legislation relating to employment exists 1.4 Identify a) sources and b) types of information and c) advice available in relation to employment responsibilities and rights
2. Understand agreed ways of working that protect own relationship with employer	2.1 Describe the terms and conditions of own contract of employment 2.2 Describe the information shown on own pay statement

	2.3 Describe the procedures to follow in event of a grievance 2.4 Identify the personal information that must be kept up to date with own employer 2.5 Explain agreed ways of working with employer
3. Understand how own role fits within the wider context of the sector	3.1 Explain how own role fits within the delivery of the service provided 3.2 Explain the effect of own role on service provision 3.3 Describe how own role links to the wider sector 3.4 Describe the main a) roles and b) responsibilities of representative bodies that influence the wider sector
4. Understand career pathways available within own and related sectors	4.1 Describe different types of occupational opportunities 4.2 Identify sources of information related to a chosen career pathway 4.3 Identify next steps in own career pathway
5. Understand how issues of public concern may affect the image and delivery of services in the sector	5.1 Identify occasions where the public have raised concerns regarding issues within the sector 5.2 Outline different viewpoints around an issue of public concern relevant to the sector

	5.3 Describe how issues of public concern have altered public views of the sector 5.4 Describe recent changes in service delivery which have affected own area of work
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Assessment Requirements and Evidence Requirements

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



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

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We are part of the Skills and Education Group.