Qualification Guidance Document

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

England – 601/8997/6

About Us

At BIIAB Qualifications Limited we continually invest in high-quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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 provides access to a wide variety of information.

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Specification Code

The specification code is C4265-03.

Issue	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
1.4	October 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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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								
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)							
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							
Regulator Sector	1.3 Health and Social Care							
Support from Trade Associations	Northern Ireland Social Care Council (NISCC)							

Introduction

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

Pre-requisites

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

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 3 Certificate in Induction into Adult Social Care in Northern Ireland

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

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.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 21				
Principles of communication in adult social care settings	Y/508/6547 NICA239	3	2	16
Principles of personal development in adult social care settings	H/508/6549 NICA240	3	2	17
Principles of diversity, equality and inclusion in adult social care settings	Y/508/6550 NICA241	3	2	17
Principles of safeguarding and protection in health and social care	M/508/6540 NICA30	2	3	25
Principles of implementing duty of care in health, social care or children's and young people's settings	H/508/6552 NICA140	3	1	7
Understand the role of the social care worker	A/508/6542 NICA234	2	1	9
Understand person-centred approaches in adult social care settings	K/508/6553 NICA243	3	4	34
Understand health and safety in social care settings	M/508/6554 NICA244	3	5	46
Understand how to handle information in social care settings	T/508/6555 NICA245	3	1	9
Optional Group B Minimum Credit Target – 3				
Understand how to safeguard the welfare of children and young people	H/508/6521 NICA503	2	3	22
Understand employment responsibilities and rights in health, social care or children and young people's settings	K/508/6486 NICA139	2	3	22

Aim

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.

Target Group

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

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

- Assessment Knowledge Modules (AKMs)
- Assessor Guidance
- Purpose Statement
- Learner unit Achievement Checklist
- Assessment Strategy

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

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.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors

should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Group A Unit Details

Principles of Communication in Adult Social Care Settings		
Unit Reference	Y/508/6547	
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)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**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	
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)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**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	
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)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**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	
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)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**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
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	
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)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**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	
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)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**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

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	
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)	**Assessment Criteria (1.1 to 7.5)**	
The learner will	**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	
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)	**Assessment Criteria (1.1 to 11.3)**	
The learner will	**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	
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)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
1. Understand requirements for handling 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

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

Optional Group B Unit Details

Understand How to Safeguard the Welfare of Children and Young People		
Unit Reference	H/508/6521	
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)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**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 been 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	
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)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**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

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

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
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.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.