

Qualification Handbook

BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)

601/6499/2

Version 1.1

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1. About the BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)

BIIAB is regulated to deliver this qualification by Ofqual in England, Wales and 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 Preparing to Work in Adult Social Care (QCF)	601/6499/2

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge required to work effectively and safely within Adult Social Care at level 3.

Achievement of this qualification does not by itself indicate competence but the knowledge obtained aids progression onto the BIIAB Level 3 Diploma in Health and Social Care (Adults) for England (QCF), which allows full demonstration of competence. These two qualifications, with Functional Skills and the BIIAB Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (QCF), are designed to make up the component parts of the Adult Social Care pathway of the Advanced Level Apprenticeship in Health and Social Care in England. Please note that apprentices on the Health pathway are not required to complete the BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care (QCF).

The primary purpose of the qualification is to progress to the next level of vocational learning by preparing for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for adult social care at this level and as such the sub-purpose is to develop knowledge and/or skills in a subject area.

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 Pack

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

The purpose of the support pack 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 pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

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 Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service 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 Framework 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 groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification.
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit and 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 Preparing to Work in Adult Social Care (QCF) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care (QCF) learners **must** gain a **total of 21** credits. This **must** consist of:

- **Minimum total credit: 21**
- Mandatory Group A **minimum** credit: **21**
- A **minimum of 17** credits **must** be achieved through the completion of units at **Level 3** and above
- **Minimum GLH: 190**
- **Maximum GLH: 190**

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

Listed overleaf are the qualification units.

**BIIAB Level 3 Certificate in Preparing to
Work in Adult Social Care (QCF) Handbook**



Mandatory Group A

Unit No	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA239	R/602/2906	Principles of communication in adult social care settings	2	3	17	Assessment Knowledge Module
CA240	R/602/3036	Principles of personal development in adult social care settings	2	3	19	Assessment Knowledge Module
CA241	M/602/3044	Principles of Diversity, equality and inclusion in adult social care settings	2	3	19	Assessment Knowledge Module
CA30	A/601/8574	Principles of safeguarding and protection in health and social care	3	2	26	Assessment Knowledge Module
CA140	R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	1	3	5	Assessment Knowledge Module
CA234	A/602/3113	Understand the role of the social care worker	1	2	9	Assessment Knowledge Module
CA243	R/602/3182	Understand person-centred approaches in adult social care settings	4	3	37	Assessment Knowledge Module
CA244	L/602/3178	Understand health and safety in social care settings	5	3	49	Assessment Knowledge Module
CA245	D/602/3119	Understand how to handle information in social care settings	1	3	9	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.

The qualification is designed to equip learners with the knowledge to work effectively within Adult Social Care at this level. The recommended progression route is to the BIIAB Level 3 Diploma in Health and Social Care (Adults) for England (QCF). It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/6879/1 BIIAB Level 3 Diploma in Health and Social Care (Adults) for England (QCF)

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. The 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). 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.

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.

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 workplace 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 see review the portfolio of evidence during the assessment process.

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

Assessment Strategy

The Assessment Strategy has been designed by Skills for Care. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Skills for Care designed assessment strategy for this qualification.

The assessment strategy 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 Assessment Principles

1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

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

4 Definitions

4.1 Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Appeals

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

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

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

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

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 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. 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 form part of the delivery.

12. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Summative Reflective account
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

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 includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

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

13. Design and delivery

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learners' achievements. When planning how to deliver the qualification it is important to refer to this definition.

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

14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification 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 / Unique Reference Number (URN)

The Unique 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 also assign their own unique unit numbers which will in most instances be the same number 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 time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

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

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

15. Initial Registration

Registration and certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB 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 has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezon.bii.org.

Unit Title	Principles of communication in adult social care settings	
BIIAB Reference	CA239	
Level	3	
Credit Value	2	
GLH	17	
Unit Reference No.	R/602/2906	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand why effective communication is important in adult social care settings	1.1 1.2	Identify the different reasons people communicate Explain how communication affects relationships in an adult social care setting
2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 2.2 2.3 2.4	Compare ways to establish the communication and language needs, wishes and preferences of an individual Describe the factors to consider when promoting effective communication Describe a range of communication methods and styles to meet individual needs Explain why it is important to respond to an individual's reactions when communicating
3 Understand how to overcome barriers to communication	3.1 3.2 3.3 3.4 3.5	Explain how individuals from different backgrounds may use communication methods in different ways Identify barriers to effective communication Explain how to overcome barriers to communication Describe strategies that can be used to clarify misunderstandings Explain how to access extra support or services to enable individuals to communicate effectively
4 Understand principles and practices relating to confidentiality	4.1 4.2 4.3 4.4	Explain the meaning of the term "confidentiality" Describe ways to maintain confidentiality in day to day communication Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others 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 QCF Assessment Principles.

Unit Title	Principles of personal development in adult social care settings	
BIIAB Reference	CA240	
Level	3	
Credit Value	2	
GLH	19	
Unit Reference No.	R/602/3036	
Learning Outcome - The learner will:	Assessment Criterion - 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 values, belief systems and experiences may affect working practice
2 Understand the importance of feedback in improving own practice	2.1	Explain how people may react and 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 Understand 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: <ul style="list-style-type: none"> • Strengths • 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 QCF Assessment Principles.

Unit Title	Principles of diversity, equality and inclusion in adult social care settings	
BIIAB Reference	CA241	
Level	3	
Credit Value	2	
GLH	19	
Unit Reference No.	M/602/3044	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the importance of diversity, equality and inclusion	1.1	Explain what is meant by <ul style="list-style-type: none"> • Diversity • Equality • Inclusion • Discrimination
	1.2	Describe the potential effects of discrimination
	1.3	Explain the importance of inclusive practice in promoting equality and supporting diversity
2 Understand how to work in an inclusive way	2.1	Describe key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.2	Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.3	Describe how own beliefs, culture, values and preferences may affect working practice
	2.4	Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences
	2.5	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 QCF Assessment Principles.

Unit Title	Principles of safeguarding and protection in health and social care	
BIIAB Reference	CA30	
Level	2	
Credit Value	3	
GLH	26	
Unit Reference No.	A/601/8574	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know how to recognise signs of abuse	1.1	Define the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others
	1.2	Identify the signs and/or 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 national policies and 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: <ul style="list-style-type: none"> • working with person centred values • encouraging active participation • 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
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This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.
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Additional information

Assessment Criterion 1.3	<p>Factors may include:</p> <ul style="list-style-type: none"> • a setting or situation • the individual
Assessment Criterion 1.3	<p>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.</p>
Assessment Criterion 2.1	<p>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:</p> <ul style="list-style-type: none"> • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others
Assessment Criterion 3.1	<p>Local systems may include:</p> <ul style="list-style-type: none"> • employer/organisational policies and procedures • multi-agency adult protection arrangements for locality
Assessment Criterion 4.1	<p>Person-centred values include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership
Assessment Criterion 4.1	<p>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.</p>
Assessment Criterion 5.1	<p>Unsafe practices may include:</p> <ul style="list-style-type: none"> • poor working practices • resource difficulties • operational difficulties

Unit Title	Principles for implementing duty of care in health, social care or children's and young people's settings	
BIIAB Reference	CA140	
Level	3	
Credit Value	1	
GLH	5	
Unit Reference No.	R/601/1436	
Learning Outcome - The learner will:	Assessment Criterion - 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 an 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 QCF Assessment Principles.

Unit Title	Understand the role of the social care worker	
BIIAB Reference	CA234	
Level	2	
Credit Value	1	
GLH	9	
Unit Reference No.	A/602/3113	
Learning Outcome - The learner will:	Assessment Criterion - 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 full and 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: <ul style="list-style-type: none"> • partnership working • resolving conflicts

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

Unit Title	Understand person-centred approaches in adult social care settings	
BIIAB Reference	CA243	
Level	3	
Credit Value	4	
GLH	37	
Unit Reference No.	R/602/3182	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand person-centred approaches in adult social care	1.1 1.2 1.3	Describe person-centred approaches Explain why person-centred values must influence all aspects of social care work 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 2.2 2.3 2.4	Explain how finding out the history, preferences, wishes and needs of an individual contributes to their care plan Describe ways to put person-centred values into practice in a complex or sensitive situation Evaluate the use of care plans in applying person-centred values 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 3.2 3.3	Describe factors that influence the capacity of an individual to express consent Explain how to establish consent for an activity or action Explain what steps to take if consent cannot be readily established
4 Understand how to implement and promote active participation	4.1 4.2 4.3 4.4	Explain the principles of active participation Explain how the holistic needs of an individual can be addressed by active participation Explain how to work with an individual and others to agree how active participation will be implemented 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 5.2 5.3	Describe different approaches to support an individual to make informed choices Describe how to support an individual to question or challenge decisions concerning them that are made by others Explain the consequences of allowing the personal views of others to influence an individual's choices
6 Understand how to an promote individual's well-being	6.1 6.2 6.3 6.4	Explain the links between identity, self image and self esteem Explain factors that contribute to the well-being of an individual Explain the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem Describe ways to contribute to an environment that promotes well-being

Unit Title	Understand person-centred approaches in adult social care settings	
BIIAB Reference	CA243	
Level	3	
Credit Value	4	
GLH	37	
Unit Reference No.	R/602/3182	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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 QCF Assessment Principles.

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understand health and safety in social care settings CA244 3 5 49 L/602/3178
Learning Outcome - The learner will:	Assessment Criterion - 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 accidents and sudden illness that may occur in a social care setting 3.2 Explain procedures to be followed if an accident or 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: • hand washing • own personal hygiene • 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

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understand health and safety in social care settings CA244 3 5 49 L/602/3178
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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 or 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: <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • 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: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach 8.2 Explain procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • 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

Unit Title	Understand health and safety in social care settings	
BIIAB Reference	CA244	
Level	3	
Credit Value	5	
GLH	49	
Unit Reference No.	L/602/3178	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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: <ul style="list-style-type: none"> • store food • maximize hygiene when handling food • 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 QCF Assessment Principles.

Unit Title	Understand how to handle information in social care settings	
BIIAB Reference	CA245	
Level	3	
Credit Value	1	
GLH	9	
Unit Reference No.	D/602/3119	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand requirements for handling information in social care settings	1.1	Identify legislation and 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 manual and 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 QCF Assessment Principles.

17. BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care (QCF) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care (QCF) learners **must** gain a **total of 21** credits. This **must** consist of:

- **Minimum total credit: 21**
- Mandatory Group A **minimum** credit: **21**
- A **minimum of 17** credits **must** be achieved through the completion of units at **Level 3** and above
- **Minimum GLH: 190**
- **Maximum GLH: 190**

Learners and centres should complete the table below to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

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Mandatory Group A

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
CA239	R/602/2906	Principles of communication in adult social care settings						
CA240	R/602/3036	Principles of personal development in adult social care settings						
CA241	M/602/3044	Principles of Diversity, equality and inclusion in adult social care settings						
CA30	A/601/8574	Principles of safeguarding and protection in health and social care						
CA140	R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings						
CA234	A/602/3113	Understand the role of the social care worker						
CA243	R/602/3182	Understand person-centred approaches in adult social care settings						
CA244	L/602/3178	Understand health and safety in social care settings						
CA245	D/602/3119	Understand how to handle information in social care settings						

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Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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