

# Qualification Handbook

## BIIAB Level 2 Diploma in Health and Social Care (Adults) for England (QCF)

601/6887/0

Version 1.1

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## **1. About the BIIAB Level 2 Diploma in Health and Social Care (Adults) for England (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.

<b>Qualification title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 2 Diploma in Health and Social Care (Adults) for England (QCF)	601/6887/0

## **2. Objective and purpose of this qualification**

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within Adult Social Care at level 2.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 2 Certificate in Preparing to Work in Adult Social Care (QCF), the BIIAB Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (QCF) and Functional Skills, the qualification is designed to make up the component parts of the Adult Social Care pathway of the Intermediate 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 2 Certificate in Preparing to Work in Adult Social Care (QCF).

The primary purpose of the qualification is to confirm occupational competence.

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](http://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](mailto: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 2 Diploma in Health and Social Care (Adults) for England (QCF) Rules of Combination (ROC) and structure**

To achieve the BIIAB Level 2 Diploma in Health and Social Care (Adults) for England (QCF) learners **must** gain a **total of 46** credits. This **must** consist of:

- **Minimum total** credit: **46**
- Mandatory Group A credit: **24**
- A **minimum** of **22** credits from the optional groups, including:
  - a **minimum** of **2** credits and a **maximum** of **7** credits from Optional Group B
  - a **minimum** of **15** credits from Optional Group C
- A **minimum of 46** credits **must** be achieved through the completion of units at **Level 2** and above.
- Minimum GLH: **319**
- Maximum GLH: **396**

By achieving specific units in Groups B and C, learners can claim endorsed pathways – **Dementia** or **Adults with Learning Disabilities**.

### **Dementia Pathway**

Learners must include the following units in their selection:

From Optional Group B:

- CA13 Dementia Awareness (J/601/2874)

**One** of the following from Optional Group C:

- CA75 Understand and implement a person centred approach to the care and support of individuals with dementia (F/601/3683)
- CA76 Equality, diversity and inclusion in dementia care practice (Y/601/9277)
- CA77 Understand and enable interaction and communication with individuals with dementia (A/601/9434)
- CA78 Approaches to enable rights and choices for individuals with dementia whilst minimising risks (H/601/9282)

**Adults with Learning Disabilities Pathway**

Learners must include the following units in their selection:

From Optional Group B:

- CA29 Understand the context of supporting individuals with learning disabilities (K/601/5315)

**One** of the following from Optional Group C:

- CA119 Support person-centred thinking and planning (L/601/6442)
- CA120 Provide active support (Y/601/7352)

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

Listed below are the qualification units.

**Mandatory Group A**

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Methodology
CA48	F/601/5465	Introduction to communication in health, social care or children's and young people's settings	3	2	23	Portfolio
CA46	L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	3	2	23	Portfolio
CA400	R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	20	Portfolio
CA24	H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	1	2	9	Assessment Knowledge Module
CA30	A/601/8574	Principles of safeguarding and protection in health and social care	3	2	26	Assessment Knowledge Module
CA44	J/601/8576	The role of the health and social care worker	2	2	14	Portfolio
CA45	A/601/8140	Implement person centred approaches in health and social care	5	2	33	Portfolio
CA402	R/601/8922	Contribute to health and safety in health and social care	4	2	33	Portfolio
CA403	J/601/8142	Handle information in health and social care settings	1	2	10	Portfolio

**Optional Group B**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Methodology</b>
CA49	M/502/3146	Purpose and principles of Independent Advocacy	4	3	25	Portfolio
CA50	F/602/0097	Understand mental well-being and mental health promotion	3	3	14	Portfolio
CA51	J/602/0103	Understand mental health problems	3	3	14	Portfolio
CA13	J/601/2874	Dementia Awareness	2	2	17	Assessment Knowledge Module
CA14	H/601/2879	The person centred approach to the care and support of individuals with dementia	2	2	17	Assessment Knowledge Module
CA15	T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	2	2	18	Assessment Knowledge Module
CA16	A/601/2886	Understand equality, diversity and inclusion in dementia care	2	2	20	Assessment Knowledge Module
CA17	K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	2	3	15	Portfolio
CA21	L/601/3539	Understand the role of communication and interactions with individuals who have dementia	3	3	26	Assessment Knowledge Module
CA22	Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23	Assessment Knowledge Module
CA31	K/601/9493	Introduction to personalisation in social care	3	3	22	Assessment Knowledge Module
CA53	L/501/6737	The principles of Infection Prevention and Control	3	2	30	Portfolio
CA54	H/501/7103	Causes and Spread of Infection	2	2	20	Portfolio
CA55	R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20	Portfolio
CA29	K/601/5315	Understand the context of supporting individuals with learning disabilities	4	2	35	Assessment Knowledge Module
CA32	K/601/6285	Principles of positive risk taking for individuals with disabilities	2	2	20	Assessment Knowledge Module



Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Methodology
CA58	H/601/5703	Principles of supporting an individual to maintain personal hygiene	1	2	10	Portfolio
CA34	T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	3	2	23	Assessment Knowledge Module
CA33	M/601/5316	Introductory awareness of Autistic Spectrum Conditions	2	2	17	Assessment Knowledge Module
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA62	M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30	Portfolio
CA63	M/601/7048	Principles of self-directed support	3	3	26	Portfolio
CA64	L/601/6117	Understand Physical Disability	2	2	19	Portfolio
CA65	J/601/5824	Understand the impact of Acquired Brain Injury on individuals	3	2	25	Portfolio
CA66	F/601/3442	Introductory awareness of sensory loss	2	2	16	Portfolio
CA67	Y/601/3446	Introductory awareness of models of disability	2	2	15	Portfolio
CA19	K/602/4645	Understand the Benefits of Engaging in Activities in Social Care	2	2	16	Assessment Knowledge Module
CA152	T/502/7599	Understand the effects of ageing in activity provision	2	3	17	Portfolio
CA72	F/503/3602	Basic awareness of diabetes	2	2	20	Portfolio
CA1	A/503/8085	Understand how to work in end of life care	3	2	28	Assessment Knowledge Module
CA6	Y/503/8689	Understand how to provide support when working in end of life care	4	3	33	Assessment Knowledge Module
CA156	A/503/8135	Understand advance care planning	3	3	25	Portfolio
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
CA159	F/503/8704	End of life and dementia care	2	3	20	Portfolio
CA69	K/504/2195	Understand how to support individuals to be part of a community	3	2	16	Portfolio
CA154	K/502/7583	Understanding and enabling assisting and moving individuals	4	2	28	Portfolio

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Methodology</b>
CA71	F/503/7150	Stroke Awareness	3	2	28	Portfolio
CA28	L/504/8409	Awareness of the Mental Capacity Act 2005	3	3	28	Assessment Knowledge Module
CA70	D/504/2243	Understand the factors affecting older people	2	3	17	Portfolio

**Optional Group C**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Methodology</b>
CA74	Y/501/0598	Administer medication to individuals, and monitor the effects	5	3	30	Portfolio
CA75	F/601/3683	Understand and implement a person centred approach to the care and support of individuals with dementia	3	2	21	Portfolio
CA76	Y/601/9277	Equality, diversity and inclusion in dementia care practice	3	2	24	Portfolio
CA77	A/601/9434	Understand and enable interaction and communication with individuals with dementia	3	2	19	Portfolio
CA78	H/601/9282	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	3	2	25	Portfolio
CA79	T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	3	3	26	Portfolio
CA80	A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	4	3	26	Portfolio
CA81	Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	4	3	30	Portfolio
CA82	F/601/4686	Equality, diversity and inclusion in dementia care practice	4	3	31	Portfolio
CA83	D/601/9023	Provide support for therapy sessions	2	2	14	Portfolio
CA84	H/601/9024	Provide support for mobility	2	2	14	Portfolio
CA136	K/601/9025	Provide support to manage pain and discomfort	2	2	15	Portfolio
CA85	M/601/9026	Contribute to monitoring the health of individuals affected by health conditions	2	2	18	Portfolio
CA86	D/601/8017	Support individuals to carry out their own health care procedures	2	2	15	Portfolio
CA87	Y/601/8632	Support participation in learning and development activities	3	2	23	Portfolio
CA88	T/601/8637	Support independence in the tasks of daily living	5	2	33	Portfolio
CA89	A/601/8025	Provide support for journeys	2	2	17	Portfolio
CA90	F/601/8026	Provide support for leisure activities	3	2	20	Portfolio
CA91	A/601/7926	Support individuals to access and use information about services and facilities	3	2	20	Portfolio

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Methodology
CA92	L/601/8143	Support individuals who are distressed	3	2	21	Portfolio
CA93	R/601/8015	Support care plan activities	2	2	13	Portfolio
CA94	M/601/8054	Support individuals to eat and drink	2	2	15	Portfolio
CA95	F/601/8060	Support individuals to meet personal care needs	2	2	16	Portfolio
CA68	J/601/8058	Support individuals to manage continence	3	2	19	Portfolio
CA96	R/601/8063	Provide agreed support for foot care	3	2	23	Portfolio
CA97	R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	2	14	Portfolio
CA98	R/601/8256	Contribute to the care of a deceased person	3	2	24	Portfolio
CA99	L/601/9471	Contribute to supporting group care activities	3	2	23	Portfolio
CA100	T/601/8721	Undertake agreed pressure area care	4	2	30	Portfolio
CA101	L/601/8725	Support individuals undergoing healthcare activities	3	2	22	Portfolio
CA102	T/601/8850	Obtain and test capillary blood samples	4	3	30	Portfolio
CA103	J/601/8853	Obtain and test specimens from individuals	2	2	12	Portfolio
CA104	J/601/8027	Move and position individuals in accordance with their plan of care	4	2	26	Portfolio
CA105	T/601/9450	Meet food safety requirements when providing food and drink for individuals	2	2	15	Portfolio
CA106	Y/601/9490	Provide support for sleep	2	2	13	Portfolio
CA107	A/601/9546	Contribute to support of positive risk-taking for individuals	3	2	27	Portfolio
CA108	R/601/8578	Support individuals in their relationships	4	3	27	Portfolio
CA109	H/601/8049	Facilitate person centred assessment, planning, implementation and review	6	3	45	Portfolio
CA110	Y/601/7903	Support individuals to live at home	4	3	25	Portfolio
CA111	T/601/8282	Support Individuals With Specific Communication Needs	5	3	35	Portfolio
CA112	A/601/7909	Support individuals who are bereaved	4	3	30	Portfolio
CA113	H/601/8147	Work in partnership with families to support individuals	4	3	27	Portfolio

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Methodology
CA114	F/601/3764	Promote positive behaviour	6	3	44	Portfolio
CA115	F/601/4056	Support use of medication in social care settings	5	3	40	Portfolio
CA116	T/601/9495	Support individuals at the end of life	7	3	53	Portfolio
CA117	R/601/8824	Prepare environments and resources for use during healthcare activities	3	2	20	Portfolio
CA118	A/601/8980	Prepare for and carry out extended feeding techniques	4	3	27	Portfolio
CA119	L/601/6442	Support person-centred thinking and planning	5	2	34	Portfolio
CA120	Y/601/7352	Provide active support	3	2	27	Portfolio
CA121	K/601/9963	Support individuals to maintain personal hygiene	2	2	17	Portfolio
CA122	J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	3	2	27	Portfolio
CA123	F/602/0049	Support young people with a disability to make the transition into adulthood	5	3	40	Portfolio
CA124	K/601/7047	Support parents with disabilities	6	3	43	Portfolio
CA125	J/602/0053	Support individuals with self-directed support	5	3	35	Portfolio
CA126	Y/601/6170	Work with other professionals and agencies to support individuals with a physical disability	3	2	21	Portfolio
CA127	T/601/5804	Support families of individuals with Acquired Brain Injury	3	2	24	Portfolio
CA128	K/601/3449	Support effective communication with individuals with a sensory loss	3	2	23	Portfolio
CA129	A/601/4895	Contribute to the support of individuals with multiple conditions and/or disabilities	3	2	25	Portfolio
CA130	H/601/3451	Contribute to supporting individuals in the use of assistive technology	3	2	19	Portfolio
CA131	F/601/5160	Support individuals to negotiate environments	4	2	32	Portfolio
LHS15	D/504/6101	First aid essentials	1	2	10	Portfolio
CA133	D/504/2193	Working as part of a team in health and social care or children and young people's settings	2	2	17	Portfolio
CA134	K/504/2200	Contribute to the support of infection prevention and control in social care	3	2	21	Portfolio

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Methodology
CA135	L/503/2601	Contribute to Promoting Nutrition and Hydration in Health and Social Care Settings	4	2	28	Portfolio

### Barred Units

Knowledge units barred against equivalent competence units

This unit	is barred against this unit / these units
CA14 The person centred approach to the care and support of individuals with dementia (H/601/2879)	CA75 Understand and implement a person centred approach to the care and support of individuals with dementia (F/601/3683)
CA15 Understand the factors that can influence communication and interaction with individuals who have dementia (T/601/9416)	CA21 Understand the role of communication and interactions with individuals who have dementia (L/601/3539)
	CA77 Understand and enable interaction and communication with individuals with dementia (A/601/9434)
	CA81 Understand and enable interaction and communication with individuals who have dementia (Y/601/4693)
CA16 Understand equality, diversity and inclusion in dementia care (A/601/2886)	CA22 Understand the diversity of individuals with dementia and the importance of inclusion (Y/601/3544)
	CA76 Equality, diversity and inclusion in dementia care practice (Y/601/9277)
	CA82 Equality, diversity and inclusion in dementia care practice (F/601/4686)
CA32 Principles of positive risk taking for individuals with disabilities (K/601/6285)	CA107 Contribute to support of positive risk-taking for individuals (A/601/9546)
CA58 Principles of supporting an individual to maintain personal hygiene (H/601/5703)	CA121 Support individuals to maintain personal hygiene (K/601/9963)
CA34 Principles of supporting individuals with a learning disability to access healthcare (T/601/8654)	CA122 Contribute to supporting individuals with a learning disability to access healthcare (J/602/0036)
CA62 Principles of supporting young people with a disability to make the transition into adulthood (M/601/7227)	CA123 Support young people with a disability to make the transition into adulthood (F/602/0049)
CA63 Principles of self-directed support (M/601/7048)	CA125 Support individuals with self-directed support (J/602/0053)
CA74 Administer medication to individuals, and monitor the effects (Y/501/0598)	CA115 Support use of medication in social care settings (F/601/4056)
CA78 Approaches to enable rights and choices for individuals with dementia whilst minimising risks (H/601/9282)	CA80 Enable rights and choices of individuals with dementia whilst minimising risks (A/601/9191)

## **7. Age Restriction**

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

- 16-18
- 19+.

## **8. Entry Requirements and Progression**

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

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Adult Social Care at this level. For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 3 Diploma in Health and Social Care (Adults) for England (QCF). It also will allow for a number of progression routes 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 competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. 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 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 certificating the qualification.

Please note that unit LHS15 First Aid Essentials is to be assessed in accordance with the Skills for Health Assessment Principles for First Aid Qualifications. These principles follow the Skills for Care Assessment Principles.

## **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.

**Skills for Health Assessment Principles for First Aid Qualifications  
October 2013 v4**

**Publication of these Assessment Principles**

Skills for Health is the guardian of the assessment principles and the document will be published on the SfH website. These will be updated from time to time based on best practice requirements.

**Introduction**

These Assessment Principles have been produced by Awarding Organisations/Bodies in cooperation with the Health and Safety Executive (HSE) and Qualification Regulators and are supported by Skills for Health. It relates to the assessment of First Aid Qualifications including but not limited to:

- **First Aid at Work (FAW)**
- **Emergency First Aid at Work (EFAW)**
- **Activity First Aid**
- **Cardio Pulmonary Resuscitation and Automated External Defibrillation**
- **Medical Gases**
- **Paediatric First Aid\***
- **Emergency Paediatric First Aid\***

\*These assessment principles can be seen as a best practice guide for paediatric first aid, in addition to Skills for Care and Development Assessment Principles.

It deals with training, assessment, evidence and quality assurance under the following headings:

- Roles and responsibilities of those involved in the training, assessment and quality assurance processes
- Assessment and sources of evidence

These principles must be applied in addition to the generic criteria and regulations that Ofqual/SQA/Welsh Government recognised Awarding Organisations/Bodies must meet for the delivery of regulated/accredited qualifications.

**Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes**

This document details the requirements of Trainers and Assessors separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

### **Trainers**

Those involved in the training of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience. An acceptable portfolio must show:

**i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work/medical qualification as detailed in Appendix 1

**ii. Knowledge and competency in teaching/training first aid - evidenced by:** Holding an

acceptable teaching/training qualification as detailed in Appendix 2

***AND either:***

- Providing an acceptable log of teaching first aid within the last 3 years **or**
- Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified Trainer/Assessor

### **Assessors**

Those involved in the assessment of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

**i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work/medical qualification as detailed in Appendix 1

**ii. Knowledge and competency in assessing first aid - evidenced by:**

- Holding an acceptable assessing qualification/CPD Training as detailed in Appendix 2

***AND either:***

- Providing an acceptable log of first aid assessments conducted within the last 3 years **or**
- Providing an acceptable record of competently assessing theoretical and practical first aid qualifications under the supervision of a suitably qualified assessor.

### **Internal Quality Assurance**

Those involved in the internal quality assurance of these qualifications (IQA's) must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

**i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work/medical qualification as detailed in Appendix 1

**ii. Knowledge and competency in internal quality assurance – evidenced by:**

- Holding a qualification/completing CPD training as detailed in Appendix 3

Internal Quality Assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of assessors.
- Visit and observe assessments.
- Carry out other related internal quality assurance.

**External Quality Assurance**

Those involved in the external quality assurance of these qualifications (EQA's) must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio should show:

**i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work/medical qualification as detailed in Appendix 1

**ii. Knowledge and competency in external quality assurance – evidenced by:**

- Holding a qualification detailed in Appendix 4

External Quality Assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of Assessors and Internal Quality Assurers.

**Assessment and Sources of Evidence**

**Assessment Centres**

Assessment Centres will be responsible for maintaining up-to-date information on trainers/assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

**Simulation**

Simulation is permitted – Each unit details what may be simulated

**Assessment**

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All learning outcomes in the unit(s) must be achieved. Assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place.

**NOTE:** If undertaking the First Aid at Work qualification Unit 2 Recognition and Management of Illness and Injury in the Workplace must be completed within 10 weeks of achievement of Unit 1 Emergency First Aid in the Workplace.

### **Standards of first aid practice**

Skills and knowledge must be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom as laid down:

- by the Resuscitation Council (UK); **and**
- in other publications; provided that they are supported by a responsible body of medical opinion.

### **E-learning**

For the qualifications EFAW and FAW, substitution of any of the minimum required face-to-face teaching time with e-learning, blended learning or any other form of distance learning is not permitted.

## **Appendix 1**

### **Occupational Knowledge and Competence in First Aid**

All trainers, assessors, internal quality assurers and external quality assurers must have occupational knowledge and competence in first aid.

#### **This may be evidenced by:**

- Holding a current First Aid at Work Certificate (issued by an Ofqual/SQA/Welsh Government recognised Awarding Organisation/Body, a HSE approved training provider or recognised equivalent\*) **or**
- Holding a current Offshore First Aid Certificate issued by a HSE approved training provider **or**
- Current registration as a Doctor with the General Medical Council (GMC). **Or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC). **Or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC).

\*recognised First Aid at Work certificate equivalents must be submitted to the awarding organisation/body with comprehensive mapping which evidences that all assessment criteria of the FAW qualification have been achieved within the past 3 years.

## **Appendix 2**

### **Acceptable Training/Assessing Qualifications**

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess student competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

## BIIAB Level 2 Diploma in Health and Social Care (Adults) for England (QCF) Handbook



Qualification	Train <sup>1</sup>	Assess <sup>2</sup>
Cert Ed/PGCE/B Ed/M Ed	✓	✓
CTLLS/DTLLS	✓	✓
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	✓	✓
Further and Adult Education Teacher's Certificate	✓	✓
IHCD Instructional Methods	✓	✓
IHCD Instructor Certificate	✓	✓
S/NVQ level 3 in training and development	✓	✓
S/NVQ level 4 in training and development	✓	✓
TQFE (Teaching Qualification for Further Education)	✓	✓
English National Board 998	✓	✓
Nursing mentorship qualifications	✓	✓
NOCN Tutor Assessor Award	✓	✓
Level 3 Award in Education and Training (QCF)	✓	✓
Level 4 Certificate in Education and Training (QCF)	✓	✓
Level 5 Diploma in Education and Training (QCF)	✓	✓
PTLLS (6 credits)	✓	
Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development	✓	
Training Group A22, B22, C21, C23, C24	✓	
SQA Accredited Planning and Delivering Learning Sessions to Groups	✓	
A1 (D32/33) – Assess candidates using a range of methods		✓
A2 (D32) – Assess candidates' performance through observation		✓
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		✓
SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33		✓
SQA Accredited Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Units A2 and D32		✓
SQA Carryout the Assessment Process		✓
Level 3 Award in Assessing Competence in the Work Environment (QCF)		✓
Level 3 Award in Assessing Vocationally Related Achievement (QCF)		✓
Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)		✓
Level 3 Certificate in Assessing Vocational Achievement (QCF)		✓
First Aid at Work Trainer course <sup>3</sup>	✓ <sup>3</sup>	
First Aid at Work Assessor course <sup>4</sup>		✓ <sup>4</sup>

1. Trainers who do not have a formal teaching/training qualification but have considerable evidence of successfully delivering first aid training within the last 3 years may be considered. A regulated teaching/training qualification will however be required from **1st October 2015**.
2. **Assessors who do not hold a formal assessing qualification may alternatively attend *First Aid Assessor CPD Training with an Awarding Organisation*.**
3. As this is not a regulated qualification, trainers will be required to achieve a formal (regulated) teaching/training qualification by **1st October 2015**.
4. As this is not a regulated qualification, assessors will be required to achieve a formal (regulated) assessing qualification or attend *First Aid Assessor CPD Training with an Awarding Organisation* by **1st October 2015**.



### **Appendix 3**

#### **Qualifications suitable for Internal Quality Assurance**

This list is not exhaustive but provides a guide to acceptable IQA qualifications:

SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
V1 or D34
SQA Internally Verify the Assessment Process

**NOTE:**

**IQA's who do not hold a formal IQA qualification may alternatively attend *Internal Quality Assurance CPD Training with an Awarding Organisation.***

It is understood that not all IQA's will hold formal IQA qualifications or have attended CPD Training initially, though one of the above should have been achieved by **1<sup>st</sup> October 2015**. During this time Awarding Organisations and Centres must ensure that IQA's are following the principles set out in the current Learning and Development NOS 11 *Internally monitor and maintain the quality of assessment*.

### **Appendix 4**

#### **Qualifications suitable for External Quality Assurance**

This list is not exhaustive but provides a guide to acceptable EQA qualifications:

SQA Accredited Learning and Development Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment

QCF Qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment

Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF)

Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF)

V2 or D35

SQA Externally Verify the Assessment Process

It is understood that not all EQA's will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies must ensure that EQA's are following the principles set out in the current Learning and Development NOS 12 *Externally monitor and maintain the quality of assessment*.

## **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](http://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:

- Evidence matrices for the competence / NVQ units
- a Summative Reflective account template
- Access to the QCF units.

All of these resources are available for download via The Hub on [centrezone.bii.org](http://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](http://centrezone.bii.org)

### **Summative Reflective Account**

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. 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](http://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 [centrezone.bii.org](http://centrezone.bii.org).

<b>Unit Title</b>	<b>Introduction to communication in health, social care or children's and young people's settings</b>	
<b>BIIAB Reference</b>	<b>CA48</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>23</b>	
<b>Unit Reference No.</b>	<b>F/601/5465</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand why communication is important in the work setting	1.1	Identify different reasons why people communicate
	1.2	Explain how effective communication affects all aspects of own work
	1.3	Explain why it is important to observe an individual's reactions when communicating with them
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Find out an individual's communication and language needs, wishes and preferences
	2.2	Demonstrate communication methods that meet an individual's communication needs, wishes and preferences
	2.3	Show how and when to seek advice about communication
3 Be able to reduce barriers to communication	3.1	Identify barriers to communication
	3.2	Demonstrate how to reduce barriers to communication in different ways
	3.3	Demonstrate ways to check that communication has been understood
	3.4	Identify sources of information and support or services to enable more effective communication
4 Be able to apply principles and practices relating to confidentiality at work	4.1	Explain the term 'confidentiality'
	4.2	Demonstrate confidentiality in day to day communication, in line with agreed ways of working
	4.3	Describe situations where information normally considered to be confidential might need to be passed on
	4.4	Explain how and when to seek advice about confidentiality

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.



<b>Unit Title</b>	<b>Introduction to personal development in health, social care or children's and young people's settings</b>	
<b>BIIAB Reference</b>	<b>CA46</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>23</b>	
<b>Unit Reference No.</b>	<b>L/601/5470</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own role
	1.2	Identify standards that influence the way the role is carried out
	1.3	Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2 Be able to reflect on own work activities	2.1	Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
	2.2	Assess how well own knowledge, skills and understanding meet standards
	2.3	Demonstrate the ability to reflect on work activities
3 Be able to agree a personal development plan	3.1	Identify sources of support for own learning and development
	3.2	Describe the process for agreeing a personal development plan and who should be involved
	3.3	Contribute to drawing up own personal development plan
4 Be able to develop own knowledge, skills and understanding	4.1	Show how a learning activity has improved own knowledge, skills and understanding
	4.2	Show how reflecting on a situation has improved own knowledge, skills and understanding
	4.3	Show how feedback from others has developed own knowledge, skills and understanding
	4.4	Show how to record progress in relation to personal development

<b>Assessment Requirements and Evidence Requirements</b>
<p>This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

<b>Unit Title</b>	<b>Introduction to equality and inclusion in health, social care or children's and young people's settings</b>	
<b>BIIAB Reference</b>	<b>CA400</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>R/601/5471</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the importance of equality and inclusion	1.1	Explain what is meant by: <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> <li>• Discrimination</li> </ul>
	1.2	Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
	1.3	Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2 Be able to work in an inclusive way	2.1	Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
	2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences
	2.3	Describe how to challenge discrimination in a way that encourages change
3 Know how to access information, advice and support about diversity, equality and inclusion	3.1	Identify a range of sources of information, advice and support about diversity, equality and inclusion
	3.2	Describe how and when to access information, advice and support about diversity, equality and inclusion

<b>Assessment Requirements and Evidence Requirements</b>
<p>This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.</p> <p>Learning outcome 2 must be assessed in a real work environment.</p>

<b>Unit Title</b>	<b>Introduction to duty of care in health, social care or children's and young people's settings</b>	
<b>BIIAB Reference</b>	<b>CA24</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>9</b>	
<b>Unit Reference No.</b>	<b>H/601/5474</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the implications of duty of care	1.1	Define the term 'duty of care'
	1.2	Describe how the duty of care affects own work role
2 Understand support available for addressing dilemmas that may arise about duty of care	2.1	Describe dilemmas that may arise between the duty of care and an individual's rights
	2.2	Explain where to get additional support and advice about how to resolve such dilemmas
3 Know how to respond to complaints	3.1	Describe how to respond to complaints
	3.2	Identify the main points of agreed procedures for handling complaints

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

<b>Unit Title</b>	<b>Principles of safeguarding and protection in health and social care</b>	
<b>BIIAB Reference</b>	<b>CA30</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>26</b>	
<b>Unit Reference No.</b>	<b>A/601/8574</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know how to recognise signs of abuse	1.1	Define the following types of abuse: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Self neglect</li> <li>• Neglect by others</li> </ul>
	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"> <li>• working with person centred values</li> <li>• encouraging active participation</li> <li>• promoting choice and rights</li> </ul>
	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

<b>Assessment Requirements and Evidence Requirements</b>
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This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.
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<b>Additional information</b>
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Assessment Criterion 1.3	<p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• a setting or situation</li> <li>• the individual</li> </ul>
Assessment Criterion 1.3	<p>An <b>individual</b> 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 <b>actions to take</b> 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"> <li>• a colleague</li> <li>• someone in the individual's personal network</li> <li>• the learner</li> <li>• the learner's line manager</li> <li>• others</li> </ul>
Assessment Criterion 3.1	<p><b>Local systems</b> may include:</p> <ul style="list-style-type: none"> <li>• employer/organisational policies and procedures</li> <li>• multi-agency adult protection arrangements for locality</li> </ul>
Assessment Criterion 4.1	<p><b>Person-centred values</b> include:</p> <ul style="list-style-type: none"> <li>• individuality</li> <li>• rights</li> <li>• choice</li> <li>• privacy</li> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership</li> </ul>
Assessment Criterion 4.1	<p><b>Active participation</b> 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><b>Unsafe practices</b> may include:</p> <ul style="list-style-type: none"> <li>• poor working practices</li> <li>• resource difficulties</li> <li>• operational difficulties</li> </ul>

<b>Unit Title</b>	<b>The role of the health and social care worker</b>	
<b>BIIAB Reference</b>	<b>CA44</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>14</b>	
<b>Unit Reference No.</b>	<b>J/601/8576</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand working relationships in health and social care	1.1	Explain how a working relationship is different from a personal relationship
	1.2	Describe different working relationships in health and social care settings
2 Be able to work in ways that are agreed with the employer	2.1	Describe why it is important to adhere to the agreed scope of the job role
	2.2	Access full and up-to-date details of agreed ways of working
	2.3	Implement agreed ways of working
3 Be able to work in partnership with others	3.1	Explain why it is important to work in partnership with others
	3.2	Demonstrate ways of working that can help improve partnership working
	3.3	Identify skills and approaches needed for resolving conflicts
	3.4	Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>

<b>Assessment Requirements and Evidence Requirements</b>
<p>This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>

<b>Unit Title</b>	<b>Implement person centred approaches in health and social care</b>	
<b>BIIAB Reference</b>	<b>CA45</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>33</b>	
<b>Unit Reference No.</b>	<b>A/601/8140</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand person centred approaches for care and support	1.1	Define person-centred values
	1.2	Explain why it is important to work in a way that embeds person centred values
	1.3	Explain why risk-taking can be part of a person centred approach
	1.4	Explain how using an individual's care plan contributes to working in a person centred way
2 Be able to work in a person-centred way.	2.1	Find out the history, preferences, wishes and needs of the individual
	2.2	Apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual
3 Be able to establish consent when providing care or support	3.1	Explain the importance of establishing consent when providing care or support
	3.2	Establish consent for an activity or action
	3.3	Explain what steps to take if consent cannot be readily established
4 Be able to encourage active participation	4.1	Describe how active participation benefits an individual
	4.2	Identify possible barriers to active participation
	4.3	Demonstrate ways to reduce the barriers and encourage active participation
5 Be able to support the individual's right to make choices	5.1	Support an individual to make informed choices
	5.2	Use agreed risk assessment processes to support the right to make choices
	5.3	Explain why a worker's personal views should not influence an individual's choices
	5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others

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<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>33</b>	
<b>Unit Reference No.</b>	<b>A/601/8140</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
6 Be able to promote individuals' well-being	6.1	Explain how individual identity and self-esteem are linked with well-being
	6.2	Describe attitudes and approaches that are likely to promote an individual's well-being
	6.3	Support an individual in a way that promotes a sense of identity and self esteem
	6.4	Demonstrate ways to contribute to an environment that promotes well-being

<b>Assessment Requirements and Evidence Requirements</b>
<p>This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>



<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Contribute to health and safety in health and social care</b> <b>CA402</b> <b>2</b> <b>4</b> <b>33</b> <b>R/601/8922</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1	Identify legislation relating to general health and safety in a health or social care work setting
	1.2	Describe the main points of the health and safety policies and procedures agreed with the employer
	1.3	Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• others in the work setting</li> </ul>
	1.4	Identify tasks relating to health and safety that should not be carried out without special training
	1.5	Explain how to access additional support and information relating to health and safety
2 Understand the use of risk assessments in relation to health and safety	2.1	Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities
	2.2	Explain how and when to report potential health and safety risks that have been identified
	2.3	Explain how risk assessment can help address dilemmas between rights and health and safety concerns
3 Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in own work setting
	3.2	Outline the procedures to be followed if an accident or sudden illness should occur
4 Be able to reduce the spread of infection	4.1	Demonstrate the recommended method for hand washing
	4.2	Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work
5 Be able to move and handle equipment and other objects safely	5.1	Identify legislation that relates to moving and handling
	5.2	Explain principles for moving and handling equipment and other objects safely
	5.3	Move and handle equipment or other objects safely
6 Know how to handle hazardous substances and materials	6.1	Identify hazardous substances and materials that may be found in the work setting
	6.2	Describe safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials</li> </ul>

<b>Unit Title</b>	<b>Contribute to health and safety in health and social care</b>	
<b>BIIAB Reference</b>	<b>CA402</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>33</b>	
<b>Unit Reference No.</b>	<b>R/601/8922</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
7 Understand how to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading</li> </ul>
	7.2	Outline emergency procedures to be followed in the event of a fire in the work setting
	7.3	Explain the importance of maintaining clear evacuation routes at all times
8 Be able to implement security measures in the work setting	8.1	Use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• premises</li> <li>• information</li> </ul>
	8.2	Implement measures to protect own security and the security of others in the work setting
	8.3	Explain the importance of ensuring that others are aware of own whereabouts
9 Know how to manage own stress	9.1	Identify common signs and indicators of stress
	9.2	Identify circumstances that tend to trigger own stress
	9.3	Describe ways to manage own stress

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.
Learning outcomes 4, 5 and 8 must be assessed in a real work environment.

<b>Unit Title</b>	<b>Handle information in health and social care settings</b>	
<b>BIIAB Reference</b>	<b>CA403</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>1</b>	
<b>GLH</b>	<b>10</b>	
<b>Unit Reference No.</b>	<b>J/601/8142</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Understand the need for secure handling of information in health and social care settings	1.1	Identify the legislation that relates to the recording, storage and sharing of information in health and social care
	1.2	Explain why it is important to have secure systems for recording and storing information in a health and social care setting
2 Know how to access support for handling information	2.1	Describe how to access guidance, information and advice about handling information
	2.2	Explain what actions to take when there are concerns over the recording, storing or sharing of information
3 Be able to handle information in accordance with agreed ways of working	3.1	Keep records that are up to date, complete, accurate and legible
	3.2	Follow agreed ways of working for: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information</li> </ul>

<b>Assessment Requirements and Evidence Requirements</b>
<p>This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.</p> <p>Learning outcome 3 must be assessed in a real work environment.</p>

#### Notices

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