

Qualification Handbook

BIIAB Level 2 Diploma in Health and Social Care (Northern Ireland)

Qualification Number 603/5212/7

Version 1

Version and date	Change, alteration or addition	Section

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1. About the BIIAB Level 2 Diploma in Health and Social Care (Northern Ireland)

BIIAB is regulated to deliver this qualification by CCEA Regulation in Northern Ireland. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification also has 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 2 Diploma in Health and Social Care (Northern Ireland)	603/5212/7

2. Objective and Purpose of this Qualification

The content of the BIIAB Level 2 Diploma in Health and Social Care (Northern Ireland) has been specified by the Northern Ireland Social Care Council (NISCC), who help to raise standards in the social care workforce by registering social care workers; setting standards for their conduct and practice and supporting their professional development, in consultation with employers, learning providers and those who use services.

The qualification has core shared knowledge and skills that support the vision of employers providing integrated services and the portability of skills and knowledge across the adult care workforce in Northern Ireland.

As such, the content of the qualification is applicable to a variety of roles in Care, for example an adult care worker.

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

The primary purpose of the qualification is to confirm occupational competence. The qualification is a mandatory component of the Level 2 Health and Social Care Apprenticeship framework for Northern Ireland.

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

This qualification is not designed for delivery, or for individuals primarily working, in England, Wales or Scotland; alternative qualification provision is available at this level for those nations

(please contact BIIAB for more details), however much of the skills and knowledge contained within this qualification is transferrable to other nations. Holders of this qualification wishing to practice outside of Northern Ireland should discuss with their employer or prospective employer any additional learning that may be required to meet the requirements to practice in any of these nations.

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 Handbook

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

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

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

6. BIIAB Level 2 Diploma in Health and Social Care (Northern Ireland) Rules of Combination and structure

To achieve the BIIAB Level 2 Diploma in Health and Social Care (Northern Ireland), learners **must** gain a **total of 46** credits. This **must** consist of:

- **Minimum total credit: 46**
- Mandatory Group A credit: **31**
- A **minimum** of **15** credits from the Mandatory Group B
- **Minimum** Guided Learning Hours: **360**
- Total Qualification Time: **460**

Mandatory Group A

All of the units **must** be achieved:

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Methodology
CNI1	A/617/8504	Communication and information sharing	4	2	33	Assessment Activity Module
CNI2	L/617/8507	Health and wellbeing	9	2	75	Assessment Activity Module
CNI3	R/617/8508	Principles and values	13	2	108	Assessment Activity Module
CNI4	Y/617/8509	Continuing professional development in the context of health and social care	5	2	40	Assessment Activity Module

Mandatory Group B

A **minimum** of **15** credits from Mandatory Group B **must** be achieved.

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CNI9	H/617/8514	Understand mental health problems, mental well-being and mental health promotion	5	3	48	Assessment Knowledge Module
SFH070	H/616/6122	Dementia awareness	2	2	7	Assessment Knowledge Module
CNI11	M/617/8516	Understand personalisation and person centred care in health and social care settings	3	3	26	Assessment Activity Module
CNI10	K/617/8515	Understand the causes, prevention and control of infection	4	2	39	Assessment Knowledge Module
SFH198	M/616/6883	Understand the context of supporting individuals with learning disabilities	4	3	35	Assessment Knowledge Module
CA60	M/601/5316	Introductory awareness of autistic spectrum conditions	2	2	17	Assessment Knowledge Module
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
CNI12	T/617/8517	Use of medication in health and social care settings	5	3	52	Assessment Activity Module
SFH057	Y/616/6067	Provide support for mobility	2	2	14	Portfolio
SFH091	L/616/6129	Provide support to manage pain and discomfort	2	2	15	Portfolio
CA87	Y/601/8632	Support participation in learning and development activities	3	2	23	Portfolio

BIIAB Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
SFH162	K/616/6428	Support independence in the tasks of daily living	5	2	37	Portfolio
CA89	A/601/8025	Provide support for journeys	2	2	17	Portfolio
SFH006	T/616/6111	Support individuals to access and use information about services and facilities	3	2	20	Portfolio
CA99	L/601/9471	Contribute to supporting group care activities	3	2	23	Portfolio
SFH163	Y/616/6151	Undertake agreed pressure area care	4	2	30	Portfolio
SFH072	K/616/6123	Move and position individuals in accordance with their care plan	4	2	26	Portfolio
CA105	T/601/9450	Meet food safety requirements when providing food and drink for individuals	2	2	15	Portfolio
SFH177	R/616/6598	Support individuals to live at home	4	3	29	Portfolio
SFH165	A/616/6580	Support individuals at the end of life	6	3	50	Portfolio
SFH009	Y/616/5839	Prepare for and carry out extended feeding techniques	4	3	27	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
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

7. Grading

The qualification is not graded and achievement is either demonstrated (resulting in the qualification being 'passed' and awarded) or not yet demonstrated. There is no 'Fail' grade issued upon non-achievement.

8. Age Restriction

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

- 16-18
- 19+.

9. Entry Requirements and Progression

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

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Adult Care at this level.

For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 3 Diploma in Health and Social Care (Northern Ireland). It also will allow for a number of progression routes into other areas of learning.

10. Assessment

Overview of Assessment Strategy

The qualification contains the following types of units:

- Competence units – these are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.
- Knowledge units - These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. The AKMs are internally marked assessments, containing a series of questions, marked and internally quality assured by the centre and with external quality assurance by the BIIAB External Quality Assurer (EQA).
- Units that combine knowledge and skills - BIIAB has developed Activity Assessment Modules (AAMs) for the units that combine knowledge and skills. AAMs are internally marked assessments, containing a series of activities, 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 and achieve the learning outcomes.

Assessment Process

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

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

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

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

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

Assessment Principles

The Assessment Principles for the Level 2 Diploma in Health and Social Care (Northern Ireland) have been designed by Skills for Care and Development (SfC&D), the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only). 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. Use of this strategy helps to ensure consistent assessment of Care qualifications across Northern Ireland by different Awarding Organisations as well as consistency of assessment of Care qualifications in other nations; aiding transferability. As such all centres and their assessments must adhere to the current Assessment Principles for this qualification.

The Assessment Principles for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor/s and quality assurer(s) delivering, quality assuring and certifying the qualification.

**Skills for Care and Development Assessment Principles
March 2016**

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).
- 1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations¹.
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:
<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.
- 1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice.

¹ See Appendix A for links to SfC&D partner organisations' websites

2. Assessment Principles

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified², competent and knowledgeable assessor.
- 2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.
- 2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.
- 2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

² See Appendix B for links to guidance on qualifications for occupational competence in UK nations

- 2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 Assessment of knowledge based learning outcomes
- may take place in or outside of a real work environment
 - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
 - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor
- 2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3 Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).
- 3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.
- 3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4 Definitions

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix B.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
 - be occupationally competent in the area for which they are providing expert testimony
 - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Appendix A: Skills for Care and Development partnership website links

- <http://www.niscc.info>
- <http://www.ccwales.org.uk>
- <http://www.skillsforcare.org.uk>
- <http://www.sssc.uk.com>
- <http://www.skillsforcareanddevelopment.org.uk>

Appendix B: Joint awarding body quality group – assessor qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment
- Level 4 Awards and Certificates in Assuring the Quality of Assessment
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Educations and Training.

Appeals

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

- Learners do **not** understand why they are **not** yet regarded as 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 learners to be resolved within the centre. BIIAB will only consider a learners 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

11. 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.

12. Reasonable adjustments and special considerations

BIIAB has a duty to ensure that the integrity of their qualifications and assessment is maintained at all times. At the same time they and their centres have a duty to ensure that the rights of individual learners to access qualifications and assessment in a way most appropriate for their individual needs are upheld.

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements.

During the initial assessment of the learner, or after the commencement of their qualification, it may be considered or determined that reasonable adjustments need to be made to allow access to qualifications and / or assessments.

If it is believed that a learner may require a reasonable adjustment or special consideration, the BIIAB policy 'The Application of Reasonable Adjustments and Special Consideration for BIIAB Qualifications' must initially be referred to in order to determine if the adjustment or consideration can be made.

BIIAB's reasonable adjustments and special considerations policy is provided to all BIIAB approved centres and can be found at centrezon.bii.org.

13. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence units
- A Learner Summative Reflection
- Assessments for some of the knowledge, and combined knowledge and observation, units
- Access to the units.

All of these resources are available for download via <https://www.biiab.org/>

Assessments are available through CentreZone which is a password-protected area of the BIIAB website which centres approved for the qualification can access.

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 handbook, and makes all optional units available in the Unit Pack on <https://www.biiab.org/>

Learner Summative Reflection

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

14. Design and Delivery

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

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

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

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

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.

15. 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 Reference Number (URN)

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

Level

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

Credit

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

Guided Learning Hours (GLH)

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

Total Qualification Time (TQT)

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

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

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

Learning Outcomes and Assessment Criteria

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

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

16. 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 centrezone.bii.org.

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.

17. Qualification Review and Feedback

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

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

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

18. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please download the Unit Pack from <https://www.biiab.org/>

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Communication and Information Sharing CNI1 2 4 33 A/617/8504
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of communication	1.1 Identify different reasons why people communicate 1.2 Identify different methods of communication 1.3 Explain the importance of communication in the workplace 1.4 Explain how communication affects all aspects of own work
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Identify an individual's communication and language needs, wishes and preferences 2.2 Use communication methods which meet an individual's communication needs, wishes and preferences 2.3 Explain why it is important to observe an individual's reaction when communicating with them
3 Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Use methods that reduce barriers to communication 3.3 Use methods to check that communication has been understood 3.4 Identify when and how to seek advice to support communication 3.5 Identify services and sources of information to enable communication
4 Be able to apply principles and practices relating to handling information	4.1 Explain how legislation, policy and procedures relate to the recording, storing and sharing of information in Health and Social Care 4.2 Define the term 'confidentiality' 4.3 Describe situations where information normally considered to be confidential might be shared 4.4 Maintain confidentiality in day to day communication and record keeping 4.5 Explain how and when to seek advice about confidentiality and record keeping 4.6 Explain what actions to take when there are concerns about confidentiality and record keeping

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Communication and Information Sharing CNI1 2 4 33 A/617/8504
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
5 Know how to respond to complaints	5.1 Explain the difference between formal and informal complaints 5.2 Identify the policies and procedures for handling complaints 5.3 Describe how to support individuals and others who have a concern or complaint: <ul style="list-style-type: none"> • Informally • Formally

Unit summary

This theme provides learners with the understanding, knowledge and skills required to communicate in a range of situations as well as ensure records and reports are maintained in line with the organisations policies and procedures.

Guidance
Methods

Oral, written, sign language, braille and assistive technology

Non-verbal communication:

- Eye contact
- Touch
- Physical gestures
- Body language
- Behaviour

Verbal communication:

- Vocabulary
- Linguistic tone
- Pitch

Services

Action on hearing loss, RNIB, speech and language therapy, occupational therapy

Policy and procedures

Data Protection Act 2018, General Data Protection Regulation (GDPR) 2018, Organisation's policies and procedures

Situations

- Information in the public interest
- Overriding duty to the public
- Legal compulsion
- Health and safety issues
- Self-harm
- Consistency of care
- Where individual consented

Confidentiality

Password, social media, locked filing, cabinets, not discussing information in public, (bus/supermarket etc.), providing a private room to share information, providing secure transport

Individuals

People in receipt of services

Others

Family members, professionals, colleagues

Assessment Requirements

This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

National Occupational Standards (NOS) coverage identified:

- SCDHSC0031 Promote effective communication
- SCDHSC0234 Uphold the rights of individuals
- SCDHSC0336 Promote positive behaviour
- SCDHSC3110 Promote effective relationships with individuals

Content throughout HSC NOS knowledge requirements.

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Health and wellbeing CNI2 2 9 75 L/617/8507
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand own and others responsibilities relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in the work setting 1.2 Describe the main health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting. 1.3 Identify tasks relating to health and safety that should not be carried out without specific training 1.4 Explain how to access additional support and information relating to health and safety 1.5 Describe different types of accidents and sudden illness that may occur in own work setting and procedures to be followed 1.6 Explain fire safety procedures in the work setting 1.7 Describe practices that prevent fires from: <ul style="list-style-type: none"> • starting • spreading. 1.8 Describe agreed ways of working for dealing with emergencies or security breaches in the workplace 1.9 Explain measures to protect own security and the security of others when <ul style="list-style-type: none"> • accessing or exiting premises • travelling.
2 Understand the use of risk assessments in relation to health and safety	2.1 Define what is meant by the term 'risk assessment' 2.2 Explain why it is important to assess health and safety hazards <ul style="list-style-type: none"> • in work setting • before and during particular activities • relating to health and hygiene. 2.3 Explain how and when to report potential health and safety risks 2.4 Explain how risk assessment can <ul style="list-style-type: none"> • support individuals' choices • address health and safety concerns. 2.5 Explain why it is important to monitor and review risk assessments

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Health and wellbeing CNI2 2 9 75 L/617/8507
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
3 Be able to reduce the spread of infection	3.1 Explain organisational and legislative requirements policies, procedures and systems relevant to the prevention and control of infection 3.2 Use the recommended method for hand washing 3.3 Apply best practice to reduce the spread of infection 3.4 Describe poor practices that may lead to the spread of infection 3.5 Outline the ways an infective agent might enter the body 3.6 Explain the potential impact of an outbreak of infection on the individual and the organisation
4 Be able to move and handle equipment and objects safely	4.1 Identify legislation that relates to moving and handling 4.2 Explain principles for moving and handling equipment and other objects safely 4.3 Use methods to move and handle equipment or other objects safely
5 Know how to store, use and dispose of hazardous substances and material	5.1 Identify hazardous substances and materials that may be found in the work setting 5.2 Describe safe practices to: <ul style="list-style-type: none"> • store hazardous substances • use hazardous substances • dispose of hazardous substances and materials
6 Know the principles of a balanced diet	6.1 Outline current government nutritional guidelines for a balanced diet 6.2 List the main food groups 6.3 Identify sources of essential nutrients 6.4 Explain the importance of a balanced diet 6.5 Explain the impact of poor diet on health and wellbeing
7 Understand how to plan and promote a balanced diet	7.1 Outline factors that may affect nutritional intake in individuals 7.2 Explain how to plan and promote an appropriate balanced diet with an individual 7.3 Describe how a healthy diet can be adapted for different groups 7.4 Outline ways that others can be supported to understand a healthy diet for individuals

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Health and wellbeing CNI2 2 9 75 L/617/8507
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
8 Know how to prevent malnutrition	8.1 List the signs of malnutrition 8.2 Describe the risk factors that may lead to malnutrition 8.3 Outline ways of increasing nutritional density of foods and drinks through fortification 8.4 Outline appropriate use of nutritional supplements
9 Know the importance of special dietary requirements	9.1 Identify instances where individuals have special dietary requirements 9.2 Outline special diets 9.3 Outline the potential risks of not following a special diet
10 Understand the principles of hydration	10.1 Explain the importance of hydration 10.2 Describe ways to promote hydration 10.3 Outline the signs of dehydration 10.4 Explain the impact of dehydration on health and wellbeing
11 Understand own role in screening and monitoring nutrition and hydration	11.1 Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual 11.2 Identify the importance of records for the screening and monitoring of nutrition and hydration in line with agreed ways of working 11.3 Explain actions to take when there are concerns about the nutrition and hydration of individuals

Unit summary

This theme provides learners with the understanding, knowledge and skills to understand their own responsibilities in line with relevant legislation, guidelines and organisational policies and procedures that support an individual's health and wellbeing.

Guidance**Work setting:**

Own work setting, places visited when supporting people e.g. cafes, theatres, community centres, leisure centres, day centres.

Others:

Team, other colleagues, family/carers/independent advocates, visitors, use of commission services.

Tasks:

Medication.

Workplace:

Residential/nursing homes, domiciliary/day care.

Measures:

Ensuring own whereabouts are clearly communicated.

Organisational and legislative requirements policies, procedures and systems:

Control of Substances Hazardous to Health (COSHH), Personal Protective Equipment (PPE), Safe Disposal of Waste (Environmental Protection), Risk Assessment (including own risk), 7 Step Handwashing, nails, watches, jewellery, hair.

Hazardous substances:

COSHH, organisational policies and procedures.

Nutritional guidelines:

Latest national guidance for appropriate groups.

Balanced diet:

Containing a variety of foods to ensure adequate intake of all nutrients that are essential for health.

Health:

General physical health and healthy weight (i.e. BMI in the accepted range for the individual's group).

Wellbeing:

A state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.

Guidance

Factors:

- culture and religion
- individual preferences and habits
- physical factors – positioning, oral hygiene etc.
- psychological factors – depression, eating disorders etc.
- income, lifestyle and social convention
- advertising and fads
- family and peer group influences
- ethics, morals and political beliefs
- neglect.

Individual/s:

Someone requiring care or support.

Healthy diet is based on sound nutritional principles which could include:

- high consumption of fruits and vegetables
- low consumption of red meat and fatty foods
- meals based on starch foods
- raw foods and whole grains are preferred to processed or refined foods
- protein primarily from fish, dairy products, nuts
- low consumption of salt, pepper, sugar, saturated fats, coffee and other caffeinated beverages
- low consumption of alcohol
- drinking plenty of water
- organic and/or unprocessed foods – i.e. produced without pesticides and chemical preservatives.

Different groups:

- older people that are in good health
- people of different genders
- people with health problems
- people with dementia
- people with disabilities
- people with learning disabilities
- people from different cultures
- vegetarians and vegans etc.

Others:

- the individual
- family and friends
- carers
- colleagues
- other professionals e.g. district nurses, GPs, dieticians, speech and language therapist etc.

Risk factors: could include those listed under ‘**factors**’ and also:

- dysphagia - eating, drinking or swallowing problems
- effects of medication
- communication
- understanding of healthy and balanced diet appropriate to the individual.

Guidance

Fortification involves the enriching of food or drink to increase energy and nutrient content, milk powder and could include: evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications etc.

Nutritional supplements are products with potential health benefits that are added to the diet when it lacks some or all of the following:

- energy
- protein
- vitamins or minerals (e.g. nutritional supplement drinks, vitamin and mineral additives).

Special diets/special dietary requirements:

Therapeutic diets for an illness or condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or could include those that may prevent / limit / promote / meet one or more of the following:

- aspiration/choking
- appetite
- weight (i.e. underweight or overweight)
- personal choice and control (e.g. vegan and vegetarian or cultural and religious choices).

Assessment Requirements

This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

National Occupational Standards (NOS) coverage identified:

- SCDHSC0024 Support the safeguarding of individuals
- SCDHSC0031 Promote effective communication
- SCDHSC0244 Support individuals in the community
- SCDHSC0225 Support individuals to carry out their own healthcare and monitoring
- SCDHSC0022 Support the health and safety of yourself and individuals
- SCDHSC0222 Support the rights and wellbeing of individuals when they undergo healthcare procedures
- SCDHSC0234 Uphold the rights of individuals
- SCDHSC0336 Promote positive behaviour

Content throughout HSC NOS knowledge requirements.

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Principles and values CNI3 2 13 108 R/617/8508
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to establish informed consent when providing care or support	1.1 Identify legislation, policies and procedures relating to capacity 1.2 Define the term 'informed consent' 1.3 Explain the importance of establishing informed consent when providing care or support 1.4 Obtain informed consent for an activity or action 1.5 Explain what steps to take if informed consent cannot be readily established
2 Be able to work in a person-centred way	2.1 Define the values and person-centred approaches that underpin Social Care practice 2.2 Outline why using a person-centred approach is important in promoting an individual's sense of identity and self esteem 2.3 Use appropriate modes of communication to identify: <ul style="list-style-type: none"> • history • preferences • beliefs • culture • values • language • communication preference • wishes and needs of an individual. 2.4 Model person-centred values when implementing the care and/or support plan 2.5 Contribute to the ongoing monitoring and review of the care and/or support plan
3 Understand the implications of duty of care	3.1 Define the term 'duty of care' 3.2 Describe how the duty of care affects own work role 3.3 Describe dilemmas that may arise between the duty of care and an individual's rights 3.4 Describe what process to follow if an individual decides to take an unplanned risk including: <ul style="list-style-type: none"> • actions to take • where to access support and/or advice • what to do if risk caused immediate or imminent danger. 3.5 Describe how duty of care can be maintained while supporting individuals to take risks

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Principles and values CNI3 2 13 108 R/617/8508
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
4 Be able to contribute to the support of positive risk taking for individuals	4.1 Identify aspects of everyday life in which risk plays a part 4.2 Explain why supporting positive risk-taking should be part of a person-centred approach 4.3 Outline the consequences for individuals when being prevented or discouraged from taking risks 4.4 Support individuals to make informed choices about risks enabling them to lead full and meaningful lives: <ul style="list-style-type: none"> considering the positive and negative consequences of their choices developing self-confidence developing skills take an active part in their community. 4.5 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking 4.6 Explain the importance of working within the limits of own role and responsibilities when supporting individuals to take positive risk taking 4.7 Work within limits of own roles and responsibilities when supporting individuals to take positive risks
5 Be able to encourage active participation, collaboration and wellbeing	5.1 Define what is meant by the following terms: <ul style="list-style-type: none"> active participation collaboration wellbeing. 5.2 Describe how active participation and collaborative working with individuals and others promotes independence in daily living 5.3 Use ways to contribute to an environment that promotes well being 5.4 Model ways to reduce the barriers and encourage active participation and collaborative working 5.5 Explain how to support individuals to develop and maintain social networks and relationships 5.6 Support individuals to manage their daily living 5.7 Reflect on how active participation and collaborative working has impacted an individual

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Principles and values CNI3 2 13 108 R/617/8508
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
6 Be able to support the individual's right to make choices	6.1 Support an individual to make informed choices 6.2 Use agreed risk assessment processes to support the right to make choices 6.3 Explain why practitioner's views, beliefs, wishes and preferences should not influence an individual's choices 6.4 Reflect on how an individual's informed choices has impacted their well being
7 Know how to recognise signs of abuse	7.1 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 • exploitation • domestic violence and abuse • human trafficking • hate crime. 7.2 Identify the signs, symptoms or indicators associated with each type of abuse 7.3 Describe factors that may contribute to an individual being more vulnerable to abuse
8 Know how to respond to suspected or alleged abuse	8.1 Explain the actions to take if there are suspicions that an individual is being abused 8.2 Explain the actions to take if an individual alleges that they are being abused 8.3 Identify ways to ensure that evidence of abuse is preserved

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Principles and values CNI3 2 13 108 R/617/8508
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
9 Understand the national and local context of safeguarding and protection from abuse	9.1 Identify national policies and local systems that relate to safeguarding and protection from abuse 9.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 9.3 Identify reports into serious failures to protect individuals from abuse 9.4 Explain why reports into serious failures are important 9.5 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse
10 Understand ways to reduce the likelihood of abuse	10.1 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. 10.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse 10.3 Describe unsafe practices that may affect the wellbeing of individuals 10.4 Explain the actions to take if unsafe practices have been identified 10.5 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
11 Understand the importance of equality and inclusion	11.1 Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination. 11.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting 11.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Principles and values CNI3 2 13 108 R/617/8508
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
12 Be able to work in an inclusive way	12.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role 12.2 Interact with individuals in ways that respect their beliefs, culture, values and preferences 12.3 Describe how to challenge discrimination in a way that encourages change
13 Know how to access information, advice and support about diversity, equality and inclusion	13.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion 13.2 Describe how and when to access information, advice and support about diversity, equality and inclusion

Unit summary

This theme provides learners with the understanding, knowledge and skills required to work to the values and principles in health and social care. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way.

Guidance**Model person centred values**

Support an individual in a way that promotes a sense of identity and self esteem

Demonstrate ways to contribute to an environment that promotes well-being

Duty of care

In line with legislative requirements

An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. It can also include those accessing health and social care services.

Full and meaningful

- considering the positive and negative consequences of their choices
- developing self-confidence
- developing skills
- take an active part in their community.

Others

- the individual
- family and friends
- carers
- colleagues
- other professionals e.g. district nurses, GPs, dieticians, speech and language therapist etc.

Manage

Retaining, regaining, developing

Types of abuse

- forced marriage
- domestic violence and abuse
- human trafficking
- hate crime
- exploitation.

Factors

- a setting or situation
- the individual.

Guidance

The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others
- whistleblowing.

Local systems

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Person-centred values

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership

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

Unsafe practices

- poor working practices
- resource difficulties
- operational difficulties.

Assessment Requirements
This unit must be assessed in line with the Skills for Care and Development Assessment Principles.
National Occupational Standards (NOS) coverage identified: <ul style="list-style-type: none">• SCDHSC0024 Support the safeguarding of individuals• SCDHSC0031 Promote effective communication• SCDHSC0244 Support individuals in the community• SCDHSC0225 Support individuals to carry out their own healthcare and monitoring• SCDHSC0022 Support the health and safety of yourself and individuals• SCDHSC0222 Support the rights and wellbeing of individuals when they undergo healthcare procedures• SCDHSC0234 Uphold the rights of individuals• SCDHSC0336 Promote positive behaviour• SCDHSC3110 Promote effective relationships with individuals
Content throughout HSC NOS knowledge requirements.

Unit Title BIIAB Reference Level Credit Value Guided Learning Hours Unit Reference No.	Continuing professional development in the context of Health and Social Care CNI4 2 5 40 Y/617/8509
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the role of regulation	1.1 Identify the regulatory bodies applicable to own setting 1.2 Explain the impact regulatory bodies have on practice 1.3 Identify the standards which apply to 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 Work in ways that can help improve partnership working 3.3 Identify types of potential conflict that may arise in Social Care settings 3.4 Identify skills and approaches needed for resolving conflicts 3.5 Explain how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts
4 Understand what is required for competence in own work role	4.1 Describe the duties and responsibilities of own role 4.2 Explain how a working relationship is different from a personal relationship 4.3 Describe different working relationships in social care settings
5 Understand personal development	5.1 Explain what is meant by the term personal development 5.2 Explain the importance of personal development in the Health and Social Care role 5.3 Identify sources of support for own personal development 5.4 Describe the process for agreeing a personal development plan and who should be involved 5.5 Identify potential barriers to personal development and how they might be overcome 5.6 Provide records of continuing professional development of own personal development, in line with standards

Unit Title	Continuing professional development in the context of Health and Social Care	
BIIAB Reference	CNI4	
Level	2	
Credit Value	5	
Guided Learning Hours	40	
Unit Reference No.	Y/617/8509	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
6 Be able to participate in personal development	6.1	Identify and reflect on a time when feedback from others has been used to develop own practice
	6.2	Prepare for and participate in own performance related meetings
7 Know how to manage own stress	7.1	Identify common signs and indicators of stress
	7.2	Identify circumstances that can trigger own stress
	7.3	Describe ways to manage own stress

Unit summary

This unit provides learners with the understanding, knowledge and skills required for them to be competent workers, accountable for the quality of their work and their professional development. It provides understanding of the role of regulation and the importance of working in partnership.

Guidance

Agreed ways of working must be in line with policies and procedures of setting

Others:

Other professional, family members and colleagues

Personal development plan:

A record of own skills and knowledge with identified action to meet set targets.

Who should be involved:

Self, manager and colleagues as well as feedback gained from individuals.

Performance related meetings:

- Supervision
- Appraisal
- Training.

Stress:

Raised levels of anxiety that can lead to both physical and psychological distress.

Assessment Requirements

This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

National Occupational Standards (NOS) coverage identified:

- SCDHSC0031 Promote effective communication
- SCDHSC0244 Support individuals in the community
- SCDHSC0022 Support the health and safety of yourself and individuals

Content throughout HSC NOS knowledge requirements.

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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