Qualification Handbook

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

601/8997/6

Version 1

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

Version and date	Change, alteration or addition	Section

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

BIIAB is regulated to deliver this qualification by CCEA in Northern Ireland (please note the qualification will be submitted to CCEA once it has been approved by the Northern Ireland Social Care Council). The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

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

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

2. Objective and Purpose of this Qualification

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

Achievement of this qualification does not by itself indicate competence but the knowledge obtained aids progression onto the BIIAB Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF), which allows full demonstration of competence. These two qualifications, along with Essential Skills in Application of Number and Communication, are designed to make up the component parts of the Level 3 Apprenticeship Framework in Health and Social Care in Northern Ireland (subject to approval from the Northern Ireland Social Care Council).

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

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

Due to constant regulatory, policy and funding changes, users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3. About this Handbook

This handbook has been developed to provide guidance for learners, assessors and verifiers 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 Guided Learning Hours (GLH)
- Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

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

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

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

- **Minimum total** credit: **24**

- Mandatory Group A **minimum** credit: **21**

- Optional Unit Group B **minimum** credit: **3**

- A **minimum of 17** credits **must** be achieved through the completion of units at **Level 3** and above

- Minimum GLH: **202**

- Maximum GLH: **202**

- Total Qualification Time (TQT): **250** hours

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 overleaf are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	TQT	Assessment Method
NICA239	Y/508/6547	Principles of communication in adult social care settings	2	3	16	19	Assessment Knowledge Module
NICA240	H/508/6549	Principles of personal development in adult social care settings	2	3	17	22	Assessment Knowledge Module
NICA241	Y/508/6550	Principles of diversity, equality and inclusion in adult social care settings	2	3	17	22	Assessment Knowledge Module
NICA30	M/508/6540	Principles of safeguarding and protection in health and social care	3	2	25	31	Assessment Knowledge Module
NICA140	H/508/6552	Principles for implementing duty of care in health, social care or children's and young people's settings	1	3	7	9	Assessment Knowledge Module
NICA234	A/508/6542	Understand the role of the social care worker	1	2	9	12	Assessment Knowledge Module
NICA243	K/508/6553	Understand person-centred approaches in adult social care settings	4	3	34	42	Assessment Knowledge Module
NICA244	M/508/6554	Understand health and safety in social care settings	5	3	46	54	Assessment Knowledge Module
NICA245	T/508/6555	Understand how to handle information in social care settings	1	3	9	12	Assessment Knowledge Module

Optional Unit Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	TQT	Assessment Method
NICA503	H/508/6521	Understand how to safeguard the welfare of children and young people	3	2	22	27	Assessment Knowledge Module
NICA139	K/508/6486	Understand employment responsibilities and rights in health, social care or children and young people's settings	3	2	22	28	Assessment Knowledge Module

7. Age Restriction

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

- 16-18
- 19+.

8. Entry Requirements and Progression

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

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

http://www.niscc.info/index.php/education-for-our-training-providers/induction-standards-education

The qualification is designed to equip learners with the knowledge to work effectively within Adult Social Care at this level. The recommended progression route is to the BIIAB Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).

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

Achievement of the qualification offers opportunities for progression, including:

- 601/6878/X   BIIAB Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF)

9. Assessment

Overview of assessment strategy

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

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

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

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

- Meet the assessment criteria

- Achieve the learning outcomes

Assessment Process

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

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

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

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

An External Quality Assurer (EQA), who is appointed by BIIAB, will 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.

Assessors and Centres in Northern Ireland

Assessors and centres in Northern Ireland must adhere to the Design Principles determined by the Northern Ireland Social Care Council. These are incorporated within the Skills for Care Assessment Principles which follow.

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

Assessment Principles

The Assessment Principles have been designed by Skills for Care and Development. While BIIAB has not itself designed the Principles it agrees with their suitability as an Assessment Strategy for this qualification, it has agreed that these principles 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 and Development designed 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, verifiers delivering, quality assuring and certificating the qualification.

Skills for Care and Development 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 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 organisations (See Appendix A)

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 conduct2 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 (See Appendix B)

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 qualified, competent and knowledgeable assessor. (See Appendix C)

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.

2.10   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 C.

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

Appendix B: Codes and Standards of Conduct

- http://www.ccwales.org.uk/code-of-professional-practice/
- http://www.niscc.info/files/Standards%20of%20Conduct%20and%20Practice/WEB_OPT IMISED_91739_NISCC_Social_Care_Workers_Book_NAVY__PINK.pdf
- http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/Code-of-Conduct.aspx
- http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice

Appendix C: Guidance on Occupational Competence Qualifications

Wales

Qualification Framework for the Social Care Sector in Wales
- http://www.ccwales.org.uk/qualification-framework/

List of the Required Qualifications for the Early Years and Childcare Sector in Wales
- http://www.ccwales.org.uk/early-years-and-childcare-worker/

N Ireland
- http://www.niscc.info/files/Publications/WorkforceDevelopmentDocumentFinal_27_04_2015.pdf

England
- http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-social-care-qualifications/Adult-social-care-vocational-qualifications.aspx

Scotland
- http://www.sssc.uk.com/workforce-development

Appendix C: 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
- QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF 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 (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

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. Resources

BIIAB provides the following additional resources for this qualification:

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

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

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

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes all the mandatory and optional units within this handbook.

Learner Summative Reflection

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

12. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that 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 assessing learners' achievements and invigilated assessments. 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.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this 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 / 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 by Ofqual 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. Total Qualification Time 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.

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.

14. Initial Registration

Registration and Certification

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

Equal Opportunities and Diversity Policy

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

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

15. 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 reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

16. Units

The mandatory and optional units follow in the next section.

Unit Title	**Principles of communication in adult social care settings**
BIIAB Reference	**NICA239**
Level	**3**
Credit Value	**2**
GLH	**16**
TQT	**19**
Unit Reference No.	**Y/508/6547**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand why effective communication is important in adult social care settings	1.1	Identify the different reasons people communicate
	1.2	Explain how communication affects relationships in an adult social care setting

2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1	Compare ways to establish the communication and language
		    a) needs,
		    b) wishes and
		    c) preferences
		of an individual

	2.2	Describe the factors to consider when promoting effective communication

	2.3	Describe a range of communication
		    a) methods and
		    b) styles
		to meet individual needs

	2.4	Explain why it is important to respond to an individual's reactions when communicating
3 Understand how to overcome barriers to communication	3.1	Explain how individuals from different backgrounds may use communication methods in different ways
	3.2	Identify barriers to effective communication
	3.3	Explain how to overcome barriers to communication
	3.4	Describe strategies that can be used to clarify misunderstandings

	3.5	Explain how to access
		    a) extra support and
		    b) services
		to enable individuals to communicate effectively

4 Understand principles and practices relating to confidentiality	4.1	Explain the meaning of the term "confidentiality"
	4.2	Describe ways to maintain confidentiality in day to day communication
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others
	4.4	Explain how and when to seek advice about confidentiality

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

Unit Title	Principles of personal development in adult social care settings
BIIAB Reference	NICA240
Level	3
Credit Value	2
GLH	17
TQT	22
Unit Reference No.	H/508/6549

Learning Outcome - The learner will:	Assessment Criterion - The learner can:

1 Understand how to reflect on practice in adult social care	1.1 Explain what reflective practice is
	1.2 Explain the importance of reflective practice in continuously improving the quality of service provided
	1.3 Explain how standards inform reflective practice in adult social care
	1.4 Describe how own
	    a) values,
	    b) belief systems and
	    c) experiences
	may affect working practice

2 Understand the importance of feedback in improving own practice	2.1 Explain how people may
	    a) react and
	    b) respond
	to receiving constructive feedback
	2.2 Explain the importance of seeking feedback to improve practice and inform development
	2.3 Explain the importance of using feedback in improving own practice

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

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

Unit Title	**Principles of diversity, equality and inclusion in adult social care settings**
BIIAB Reference	**NICA241**
Level	**3**
Credit Value	**2**
GLH	**17**
TQT	**22**
Unit Reference No.	**Y/508/6550**
Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**

1 Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by
	    a) Diversity
	    b) Equality
	    c) Inclusion
	    d) Discrimination
	1.2 Describe the potential effects of discrimination
	1.3 Explain the importance of inclusive practice in promoting equality and supporting diversity

2 Understand how to work in an inclusive way	2.1 Describe key legislation relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.2 Describe codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.3 Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	2.4 Describe how own
	    a) beliefs,
	    b) culture,
	    c) values and
	    d) preferences
	may affect working practice
	2.5 Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences
	2.6 Compare inclusive practice with practice which excludes an individual

3 Understand how to raise awareness of diversity, equality and inclusion	3.1 Describe how to challenge discrimination in a way that promotes change 3.2 Explain how to raise awareness of diversity, equality and inclusion 3.3 Explain how to support others to promote diversity, equality and inclusion

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

Unit Title	**Principles of safeguarding and protection in health and social care**
BIIAB Reference	**NICA30**
Level	**2**
Credit Value	**3**
GLH	**25**
TQT	**31**
Unit Reference No.	**M/508/6540**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	

1 Know how to recognise signs of abuse	1.1	Define the following types of abuse:
		    a) Physical abuse
		    b) Sexual abuse
		    c) Emotional/psychological abuse
		    d) Financial abuse
		    e) Institutional abuse
		    f) Self-neglect
		    g) Neglect by others

	1.2	Identify
		    a) the signs and
		    b) symptoms
		associated with each type of abuse

	1.3	Describe factors that may contribute to an individual being more vulnerable to abuse
2 Know how to respond to suspected or alleged abuse	2.1	Explain the actions to take if there are suspicions that an individual is being abused
	2.2	Explain the actions to take if an individual alleges that they are being abused
	2.3	Identify ways to ensure that evidence of abuse is preserved

3 Understand the national and local context of safeguarding and protection from abuse	3.1	Identify
		    a) national policies and
		    b) local systems
		that relate to safeguarding and protection from abuse

	3.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	3.3	Identify reports into serious failures to protect individuals from abuse
	3.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

4 Understand ways to reduce the likelihood of abuse	4.1	Explain how the likelihood of abuse may be reduced by:
		    a) working with person-centred values
		    b) encouraging active participation
		    c) promoting choice and rights

	4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

Unit Title	Principles of safeguarding and protection in health and social care
BIIAB Reference	NICA30
Level	2
Credit Value	3
GLH	25
TQT	31
Unit Reference No.	M/508/6540
Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**
5 Know how to recognise and report unsafe practices	5.1 Describe unsafe practices that may affect the well-being of individuals 5.2 Explain the actions to take if unsafe practices have been identified 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

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

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

Additional information	
Assessment Criterion 4.1	**Person-centred values** include: • individuality • rights • choice • privacy • independence • dignity • respect • partnership
Assessment Criterion 4.1	**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
Assessment Criterion 5.1	**Unsafe practices** may include: • poor working practices • resource difficulties • operational difficulties

Unit Title	Principles for implementing duty of care in health, social care or children's and young people's settings
BIIAB Reference	NICA140
Level	3
Credit Value	1
GLH	7
TQT	9
Unit Reference No.	H/508/6552

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how duty of care contributes to safe practice	1.1	Explain what it means to have a duty of care in own work role
	1.2	Explain how duty of care contributes to the safeguarding or protection of individuals
2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1	Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
	2.3	Explain where to get additional support and advice about conflicts and dilemmas
3 Know how to respond to complaints	3.1	Describe how to respond to complaints
	3.2	Explain the main points of agreed procedures for handling complaints

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

Unit Title	**Understand the role of the social care worker**
BIIAB Reference	NICA234
Level	2
Credit Value	1
GLH	9
TQT	12
Unit Reference No.	A/508/6542

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand working relationships in social care settings	1.1	Explain how a working relationship is different from a personal relationship
	1.2	Describe different working relationships in social care settings
2 Understand the importance of working in ways that are agreed with the employer	2.1	Describe why it is important to adhere to the agreed scope of the job role
	2.2	Outline what is meant by agreed ways of working
	2.3	Explain the importance of having all up-to-date details of agreed ways of working
3 Understand the importance of working in partnership with others	3.1	Explain why it is important to work in partnership with others
	3.2	Identify ways of working that can help improve partnership working
	3.3	Identify skills and approaches needed for resolving conflicts

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

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

Unit Title	Understand person-centred approaches in adult social care settings
BIIAB Reference	NICA243
Level	3
Credit Value	4
GLH	34
TQT	42
Unit Reference No.	K/508/6553

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand person-centred approaches in adult social care	1.1	Describe person-centred approaches
	1.2	Explain why person-centred values must influence all aspects of social care work
	1.3	Explain how person-centred values should influence all aspects of social care work
2 Understand how to implement a person-centred approach in an adult social care setting	2.1	Explain how finding out the a) history, b) preferences, c) wishes and d) needs of an individual contributes to their care plan
	2.2	Describe ways to put person-centred values into practice in a complex or sensitive situation
	2.3	Evaluate the use of care plans in applying person-centred values
	2.4	Explain the importance of monitoring an individual's changing needs or preferences
3 Understand the importance of establishing consent when providing care or support	3.1	Describe factors that influence the capacity of an individual to express consent
	3.2	Explain how to establish consent for an activity or action
	3.3	Explain what steps to take if consent cannot be readily established
4 Understand how to implement and promote active participation	4.1	Explain the principles of active participation
	4.2	Explain how the holistic needs of an individual can be addressed by active participation
	4.3	Explain how to work with an individual and others to agree how active participation will be implemented
	4.4	Explain how to promote the understanding and use of active participation
5 Understand how to support an individual's right to make choices	5.1	Describe different approaches to support an individual to make informed choices
	5.2	Describe how to support an individual to question or challenge decisions concerning them that are made by others
	5.3	Explain the consequences of allowing the personal views of others to influence an individual's choices

Unit Title	Understand person-centred approaches in adult social care settings
BIIAB Reference	NICA243
Level	3
Credit Value	4
GLH	34
TQT	42
Unit Reference No.	K/508/6553
Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**
6 Understand how to an promote individual's well-being	6.1 Explain the links between identity, self image and self esteem 6.2 Explain factors that contribute to the well-being of an individual 6.3 Explain the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem 6.4 Describe ways to contribute to an environment that promotes well-being
7 Understand the role of risk assessment in enabling a person-centred approach	7.1 Compare different uses of risk assessment in adult social care settings 7.2 Explain how risk assessment relates to rights and responsibilities 7.3 Explain how risk-taking relates to rights and responsibilities 7.4 Explain why risk assessments need to be regularly revised 7.5 Explain the importance of using agreed risk assessment processes to support choice

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

Unit Title	Understand health and safety in social care settings
BIIAB Reference	NICA244
Level	3
Credit Value	5
GLH	46
TQT	54
Unit Reference No.	M/508/6554

Learning Outcome - The learner will:	Assessment Criterion - The learner can:

1 Understand the different responsibilities relating to health and safety in social care settings	1.1 Identify legislation relating to health and safety in a social care setting
	1.2 Explain how health and safety policies and procedures protect those in social care settings
	1.3 Compare the differences in the main health and safety responsibilities of:
	    a) the social care worker
	    b) the employer or manager
	    c) others in the social care setting
	1.4 Identify situations in which the responsibility for health and safety lies with the individual
	1.5 Explain why specific tasks should only be carried out with special training
	1.6 Explain how to access additional support and information relating to health and safety

2 Understand risk assessments and their importance in relation to health and safety	2.1 Explain why it is important to assess health and safety risks 2.2 Explain the steps to carrying out a risk assessment 2.3 Explain how to address potential health and safety risks identified 2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns 2.5 Explain how to promote health and safety within the social care setting

3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of
	    a) accidents and
	    b) sudden illness
	that may occur in a social care setting
	3.2 Explain procedures to be followed if
	    a) an accident or
	    b) sudden illness
	should occur
	3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders
	3.4 Explain the consequences of failing to follow emergency first aid procedures

Unit Title	Understand health and safety in social care settings
BIIAB Reference	NICA244
Level	3
Credit Value	5
GLH	46
TQT	54
Unit Reference No.	M/508/6554

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Understand how to reduce the spread of infection	4.1	Describe the routes by which an infection can get into the body

	4.2	Explain the following prevention methods:
		    a) hand washing
		    b) own personal hygiene
		    c) encouraging the individual's personal hygiene

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

	7.2	Explain safe practices for:
		    a) storing hazardous substances
		    b) using hazardous substances
		    c) disposing of hazardous substances

	7.3	Explain the dangers associated with not following these safe practices

Unit Title	Understand health and safety in social care settings
BIIAB Reference	NICA244
Level	3
Credit Value	5
GLH	46
TQT	54
Unit Reference No.	M/508/6554

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
8 Understand how to promote environmental safety procedures in the social care setting	8.1 Explain procedures to be followed in the social care setting to prevent: a) fire b) gas leak c) floods d) intruding e) security breach 8.2 Explain procedures to be followed in the social care setting in the event of: a) fire b) gas leak c) floods d) intruding e) security breach 8.3 Explain how you would encourage others to adhere to environmental safety procedures 8.4 Explain the importance of having an emergency plan in place to deal with unforeseen incidents
9 Understand how to manage stress	9.1 Describe common signs and indicators of stress 9.2 Describe factors that tend to trigger own stress 9.3 Evaluate strategies for managing stress
10 Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about handling medication 10.2 Explain why medication must only be handled following specialist training 10.3 Explain the consequences of handling medication without specialist training
11 Understand how to handle and store food safely	11.1 Describe the main points of food safety standards in a social care setting 11.2 Explain how to: a) store food b) maximise hygiene when handling food c) dispose of food 11.3 Explain the potential consequences of not following food safety standards

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

Unit Title	**Understand how to handle information in social care settings**
BIIAB Reference	**NICA245**
Level	**3**
Credit Value	**1**
GLH	**9**
TQT	**12**
Unit Reference No.	**T/508/6555**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	

1 Understand requirements for handling information in social care settings	1.1	Identify
		    a) legislation and
		    b) codes of practice
		that relate to handling information in social care settings

	1.2	Explain how legal requirements and codes of practice inform practice in handling information
2 Understand good practice in handling information in social care settings	2.1	Explain how to maintain records that are up to date, complete, accurate and legible
	2.2	Describe practices that ensure security when storing and accessing information

	2.3	Describe features of
		    a) manual and
		    b) electronic
		information storage systems that help ensure security

3 Understand how to support others to handle information	3.1	Explain how to support others to understand the need for secure handling of information
	3.2	Explain how to support others to understand and contribute to records

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

Unit Title	Understand how to safeguard the welfare of children and young people
BIIAB Reference	NICA503
Level	2
Credit Value	3
GLH	22
TQT	27
Unit Reference No.	H/508/6521

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people	1.1	Identify a) current legislation b) guidelines c) policies and procedures for safeguarding the welfare of children and young people including e-safety
	1.2	Describe the roles of different agencies involved in safeguarding the welfare of children and young people in the workplace
2 Understand how to safeguard children, young people and practitioners in the workplace	2.1	Describe how practitioners can protect themselves from allegations and complaints within their everyday practice
	2.2	Identify ways in which concerns about poor practice can be reported whilst protecting whistleblowers
	2.3	Identify ways in which concerns about poor practice can be reported whilst protecting those whose practice or behaviour is being questioned
	2.4	Identify where to access sources of support where concerns have not been addressed
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1	Identify the characteristics of different types of abuse
	3.2	Describe actions to take in response to evidence, allegations or concerns that a child or young person has been abused, harmed or bullied, or may be at risk of harm, abuse or bullying
	3.3	Describe actions to take in response to evidence, allegations or concerns that a child or young person has self-harmed or may be at risk of self-harm
	3.4	Describe the principles of confidentiality and when information must be shared
	3.5	Describe the boundaries of confidentiality and when information must be shared

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

Unit Title	Understand employment responsibilities and rights in health, social care or children and young people's settings
BIIAB Reference	NICA139
Level	2
Credit Value	3
GLH	22
TQT	28
Unit Reference No.	K/508/6486

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know the statutory responsibilities and rights of employees and employers within own area of work	1.1	List the aspects of employment covered by law
	1.2	List the main features of current employment legislation
	1.3	Outline why legislation relating to employment exists

	1.4	Identify
		    a) sources and
		    b) types of information and
		    c) advice
		available in relation to employment responsibilities and rights

2 Understand agreed ways of working that protect own relationship with employer	2.1	Describe the terms and conditions of own contract of employment
	2.2	Describe the information shown on own pay statement
	2.3	Describe the procedures to follow in event of a grievance
	2.4	Identify the personal information that must be kept up to date with own employer
	2.5	Explain agreed ways of working with employer
3 Understand how own role fits within the wider context of the sector	3.1	Explain how own role fits within the delivery of the service provided
	3.2	Explain the effect of own role on service provision
	3.3	Describe how own role links to the wider sector

	3.4	Describe the main
		    a) roles and
		    b) responsibilities
		of representative bodies that influence the wider sector

4 Understand career pathways available within own and related sectors	4.1	Describe different types of occupational opportunities
	4.2	Identify sources of information related to a chosen career pathway
	4.3	Identify next steps in own career pathway
5 Understand how issues of public concern may affect the image and delivery of services in the sector	5.1	Identify occasions where the public have raised concerns regarding issues within the sector
	5.2	Outline different viewpoints around an issue of public concern relevant to the sector
	5.3	Describe how issues of public concern have altered public views of the sector
	5.4	Describe recent changes in service delivery which have affected own area of work

Assessment Requirements and Evidence Requirements

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

17. BIIAB Level 3 Certificate in Induction into Adult Social Care in Northern Ireland Sign-Off Sheet

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

- **Minimum total** credit: **24**

- Mandatory Group A **minimum** credit: **21**

- Optional Unit Group B **minimum** credit: **3**

- A **minimum of 17** credits **must** be achieved through the completion of units at **Level 3** and above

- Minimum GLH: **202**

- Maximum GLH: **202**

- Total Qualification Time (TQT): **250** hours

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

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

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
NICA239	Y/508/6547	Principles of communication in adult social care settings						
NICA240	H/508/6549	Principles of personal development in adult social care settings						
NICA241	Y/508/6550	Principles of Diversity, equality and inclusion in adult social care settings						
NICA30	M/508/6540	Principles of safeguarding and protection in health and social care						
NICA140	H/508/6552	Principles for implementing duty of care in health, social care or children's and young people's settings						
NICA234	A/508/6542	Understand the role of the social care worker						
NICA243	K/508/6553	Understand person-centred approaches in adult social care settings						
NICA244	M/508/6554	Understand health and safety in social care settings						
NICA245	T/508/6555	Understand how to handle information in social care settings						

Optional Unit Group B

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
NICA503	H/508/6521	Understand how to safeguard the welfare of children and young people						
NICA139	K/508/6486	Understand employment responsibilities and rights in health, social care or children and young people's settings						

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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