

Qualification Handbook

BIIAB Level 2 Certificate in Preparing to Work in Adult Social Care (QCF)

601/6495/5

Version 1

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1. About the BIIAB Level 2 Certificate in Preparing to Work in Adult Social Care (QCF)

BIIAB is regulated to deliver this qualification by Ofqual in England, Wales and Northern Ireland. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a Regulatory Unit Reference Number (URN).

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

| Qualification Title | Qualification Number (QN) |
|---|----------------------------------|
| BIIAB Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) | 601/6495/5 |

2. Objective and Purpose of this Qualification

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

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

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

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

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

3. About this Pack

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

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place. If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

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

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification.
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

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

6. BIIAB Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) learners **must** gain a **total of 20** credits. This **must** consist of:

- **Minimum total** credit: **20**
- Mandatory Group A **minimum** credit: **20**
- **Minimum** GLH: **179**
- **Maximum** GLH: **179**

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

Listed overleaf are the qualification units.

Mandatory Group A

| Unit No | URN | Unit Title | Credit | Level | GLH | Assessment Method |
|----------------|------------|---|---------------|--------------|------------|-----------------------------|
| CA501 | L/602/3035 | Principles of personal development in adult social care settings | 2 | 2 | 17 | Assessment Knowledge Module |
| CA502 | H/602/3039 | Principles of diversity, equality and inclusion in adult social care settings | 2 | 2 | 18 | Assessment Knowledge Module |
| CA30 | A/601/8574 | Principles of safeguarding and protection in health and social care | 3 | 2 | 26 | Assessment Knowledge Module |
| CA24 | H/601/5474 | Introduction to duty of care in health, social care or children's and young people's settings | 1 | 2 | 9 | Assessment Knowledge Module |
| CA234 | A/602/3113 | Understand the role of the social care worker | 1 | 2 | 9 | Assessment Knowledge Module |
| CA235 | J/602/3180 | Understand person-centred approaches in adult social care settings | 4 | 2 | 34 | Assessment Knowledge Module |
| CA236 | R/602/3179 | Understand health and safety in social care settings | 4 | 2 | 40 | Assessment Knowledge Module |
| CA237 | Y/602/3118 | Understand how to handle information in social care settings | 1 | 2 | 9 | Assessment Knowledge Module |
| CA238 | L/602/2905 | Principles of communication in adult social care settings | 2 | 2 | 17 | Assessment Knowledge Module |

7. Age Restriction

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

- Pre-16
- 16-18
- 19+.

8. Entry Requirements and Progression

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

The qualification is designed to equip learners with the knowledge to work effectively within Adult Social Care at this level. The recommended progression route is to the BIIAB Level 2 Diploma in Health and Social Care (Adults) for England (QCF). Learners who cannot obtain employment or who wish to focus on knowledge may, upon achievement wish to proceed onto the BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care (QCF). It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/6887/0 BIIAB Level 2 Diploma in Health and Social Care (Adults) for England (QCF)
- 601/6499/2 BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres **must** obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

Assessment process

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

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

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

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

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

Assessment Strategy

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

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the qualification.

Skills for Care Assessment Principles

1 Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

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

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

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

4 Definitions

4.1 Occupationally competent

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

4.2 Occupationally knowledgeable

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

4.3 Qualified to make assessment decisions

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

4.4 Qualified to make quality assurance decisions

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

4.5 Expert witness:

An expert witness must:

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

Assessment of the Knowledge Units

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

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

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

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

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

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

Appeals

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

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

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

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

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Delivery

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

12. Resources

BIIAB provides the following additional resources for this qualification:

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

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

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

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.biiab.org

Summative Reflective Account

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

13. Design and delivery

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

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

14. Format of Units

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

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unique Reference Number (URN)

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

Level

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

Credit

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

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

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

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

15. Initial Registration

Registration and certification

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

Equal Opportunities and Diversity Policy

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

16. Mandatory Units

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

| | | |
|---|---|--|
| Unit Title | Principles of personal development in adult social care settings | |
| BIIAB Reference | CA501 | |
| Level | 2 | |
| Credit Value | 2 | |
| GLH | 17 | |
| Unit Reference No. | L/602/3035 | |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: | |
| 1 Understand what is required for good practice in adult social care roles | 1.1 | Identify standards that influence the way adult social care job roles are carried out |
| | 1.2 | Explain why reflecting on work activities is an important way to develop own knowledge and skills |
| | 1.3 | Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work |
| 2 Understand how learning activities can develop knowledge, skills and understanding | 2.1 | Describe how a learning activity has improved own knowledge, skills and understanding |
| | 2.2 | Describe how reflecting on a situation has improved own knowledge, skills and understanding |
| | 2.3 | Describe how feedback from others has developed own knowledge, skills and understanding |
| 3 Know how a personal development plan can contribute to own learning and development | 3.1 | Define the term "personal development plan" |
| | 3.2 | Identify who could be involved in the personal development plan process |
| | 3.3 | Identify sources of support for own learning and development |
| | 3.4 | List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding |

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

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| Unit Title | Principles of diversity, equality and inclusion in adult social care settings | |
| BIIAB Reference | CA502 | |
| Level | 2 | |
| Credit Value | 2 | |
| GLH | 18 | |
| Unit Reference No. | H/602/3039 | |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: | |
| 1 Understand the importance of diversity, equality and inclusion | 1.1 | Define what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination |
| | 1.2 | Describe how direct or indirect discrimination may occur in the work setting |
| | 1.3 | Explain how practices that support diversity, equality and inclusion reduce the likelihood of discrimination |
| 2 Know how to work in an inclusive way | 2.1 | List key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings |
| | 2.2 | Describe how to interact with individuals in an inclusive way |
| | 2.3 | Describe ways in which discrimination may be challenged in adult social care settings |
| 3 Know how to access information, advice and support about diversity, equality, inclusion and discrimination | 3.1 | Identify sources of information, advice and support about diversity, equality, inclusion and discrimination |
| | 3.2 | Describe how and when to access information, advice and support about diversity, equality, inclusion and discrimination |

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

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|---|--|---|
| Unit Title | Principles of safeguarding and protection in health and social care | |
| BIIAB Reference | CA30 | |
| Level | 2 | |
| Credit Value | 3 | |
| GLH | 26 | |
| Unit Reference No. | A/601/8574 | |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: | |
| 1 Know how to recognise signs of abuse | 1.1 | Define the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others |
| | 1.2 | Identify the signs and/or symptoms associated with each type of abuse |
| | 1.3 | Describe factors that may contribute to an individual being more vulnerable to abuse |
| 2 Know how to respond to suspected or alleged abuse | 2.1 | Explain the actions to take if there are suspicions that an individual is being abused |
| | 2.2 | Explain the actions to take if an individual alleges that they are being abused |
| | 2.3 | Identify ways to ensure that evidence of abuse is preserved |
| 3 Understand the national and local context of safeguarding and protection from abuse | 3.1 | Identify national policies and local systems that relate to safeguarding and protection from abuse |
| | 3.2 | Explain the roles of different agencies in safeguarding and protecting individuals from abuse |
| | 3.3 | Identify reports into serious failures to protect individuals from abuse |
| | 3.4 | Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse |
| 4 Understand ways to reduce the likelihood of abuse | 4.1 | Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person centred values • encouraging active participation • promoting choice and rights |
| | 4.2 | Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse |
| 5 Know how to recognise and report unsafe practices | 5.1 | Describe unsafe practices that may affect the well-being of individuals |
| | 5.2 | Explain the actions to take if unsafe practices have been identified |
| | 5.3 | Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response |

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

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

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|--|--|---|
| Unit Title | Understand the role of the social care worker | |
| BIIAB Reference | CA234 | |
| Level | 2 | |
| Credit Value | 1 | |
| GLH | 9 | |
| Unit Reference No. | A/602/3113 | |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: | |
| 1 Understand working relationships in social care settings | 1.1 | Explain how a working relationship is different from a personal relationship |
| | 1.2 | Describe different working relationships in social care settings |
| 2 Understand the importance of working in ways that are agreed with the employer | 2.1 | Describe why it is important to adhere to the agreed scope of the job role |
| | 2.2 | Outline what is meant by agreed ways of working |
| | 2.3 | Explain the importance of full and up-to-date details of agreed ways of working |
| 3 Understand the importance of working in partnership with others | 3.1 | Explain why it is important to work in partnership with others |
| | 3.2 | Identify ways of working that can help improve partnership working |
| | 3.3 | Identify skills and approaches needed for resolving conflicts |
| | 3.4 | Explain how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts |

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

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|---|---|--|
| Unit Title | Understand person-centred approaches in adult social care settings | |
| BIIAB Reference | CA235 | |
| Level | 2 | |
| Credit Value | 4 | |
| GLH | 34 | |
| Unit Reference No. | J/602/3180 | |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: | |
| 1 Understand person-centred approaches for care and support | 1.1 1.2 | Define person-centred values Explain why it is important to work in a way that embeds person-centred values |
| 2 Understand how to implement a person-centred approach in an adult social care setting | 2.1 2.2 2.3 | Describe how to find out the history, preferences, wishes and needs of an individual Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support Explain how using an individual's care plan contributes to working in a person-centred way |
| 3 Understand the importance of establishing consent when providing care or support | 3.1 3.2 3.3 3.4 | Define the term "consent" Explain the importance of gaining consent when providing care or support Describe how to establish consent for an activity or action Explain what steps to take if consent cannot be readily established |
| 4 Understand how to encourage active participation | 4.1 4.2 4.3 4.4 | Define what is meant by active participation Describe how active participation benefits an individual Describe ways of reducing barriers to active participation Describe ways of encouraging active participation |
| 5 Understand how to support an individual's right to make choices | 5.1 5.2 5.3 5.4 5.5 | Identify ways of supporting an individual to make informed choices Explain why risk-taking can be part of an individual's choices Explain how agreed risk assessment processes are used to support the right to make choices Explain why a worker's personal views should not influence an individual's choices Describe how to support an individual to question or challenge decisions concerning them that are made by others |
| 6 Understand how to promote an individual's well-being | 6.1 6.2 6.3 | Explain how individual identity and self-esteem are linked with well-being Describe attitudes and approaches that are likely to promote an individual's well-being Identify ways to contribute to an environment that promotes well-being |

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| Assessment Requirements and Evidence Requirements |
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| This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles. |
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| Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No. | Understand health and safety in social care settings CA236 2 4 40 R/602/3179 |
| 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 List legislation relating to general health and safety in a social care setting 1.2 Describe the main points of health and safety policies and procedures 1.3 Outline the main health and safety responsibilities of: a) the social care worker b) the employer or manager c) individuals 1.4 Identify tasks relating to health and safety that should only be carried out with special training 1.5 Describe how to access additional support and information relating to health and safety |
| 2 Understand the use of risk assessments in relation to health and safety | 2.1 Define what is meant by “hazard” and “risk” 2.2 Describe how to use a health and safety risk assessment 2.3 Explain how and when to report potential health and safety risks that have been identified 2.4 Describe how risk assessment can help address dilemmas between an individual’s rights and health and safety concerns |
| 3 Understand procedures for responding to accidents and sudden illness | 3.1 Describe different types of accidents and sudden illness that may occur in a social care setting 3.2 Outline the procedures to be followed if an accident or sudden illness should occur 3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders |
| 4 Know how to reduce the spread of infection | 4.1 List routes by which an infection can get into the body 4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work 4.3 Explain the most thorough method for hand washing 4.4 Describe when to use different types of personal protective equipment |
| 5 Know how to move and handle equipment and other objects safely | 5.1 Identify legislation that relates to moving and handling 5.2 List principles for safe moving and handling 5.3 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 importance of following an individual’s care plan and fully engaging with them when assisting and moving |

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| Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No. | Understand health and safety in social care settings CA236 2 4 40 R/602/3179 |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
| 7 Know how to handle hazardous substances | 7.1 Identify hazardous substances that may be found in the social care setting 7.2 Describe safe practices for: <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances |
| 8 Know environmental safety procedures in the social care setting | 8.1 Outline procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach 8.2 Outline procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach |
| 9 Know how to manage stress | 9.1 Identify common signs and indicators of stress 9.2 Identify circumstances that tend to trigger own stress 9.3 Describe ways to manage stress |
| 10 Understand procedures regarding handling medication | 10.1 Describe the main points of agreed procedures about handling medication 10.2 Identify who is responsible for medication in a social care setting 10.3 Explain why medication must only be handled following specialist training |
| 11 Understand how to handle and store food safely | 11.1 Identify food safety standards relevant to a social care setting 11.2 Explain how to: <ul style="list-style-type: none"> • store food • maximise hygiene when handling food • dispose of food 11.3 Identify common hazards when handling and storing food |

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| Assessment Requirements and Evidence Requirements |
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| This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles. |
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| Unit Title | Understand how to handle information in social care settings | |
| BIIAB Reference | CA237 | |
| Level | 2 | |
| Credit Value | 1 | |
| GLH | 9 | |
| Unit Reference No. | Y/602/3118 | |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: | |
| 1 Understand the need for secure handling of information in social care settings | 1.1 | Identify the legislation that relates to the recording, storage and sharing of information in social care |
| | 1.2 | Explain why it is important to have secure systems for recording and storing information in a social care setting |
| 2 Know how to access support for handling information in social care settings | 2.1 | Describe how to access guidance, information and advice about handling information |
| | 2.2 | Outline what actions to take when there are concerns over the recording, storing or sharing of information |

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

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| Unit Title | Principles of communication in adult social care settings | |
| BIIAB Reference | CA238 | |
| Level | 2 | |
| Credit Value | 2 | |
| GLH | 17 | |
| Unit Reference No. | L/602/2905 | |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: | |
| 1 Understand why communication is important in adult social care settings | 1.1 | Identify different reasons why people communicate |
| | 1.2 | Explain how effective communication affects all aspects of working in adult social care settings |
| | 1.3 | Explain why it is important to observe an individual's reactions when communicating with them |
| 2 Understand how to meet the communication and language needs, wishes and preferences of an individual | 2.1 | Explain why it is important to find out an individual's communication and language needs, wishes and preferences |
| | 2.2 | Describe a range of communication methods |
| 3 Understand how to reduce barriers to communication | 3.1 | Identify barriers to communication |
| | 3.2 | Describe ways to reduce barriers to communication |
| | 3.3 | Describe ways to check that communication has been understood |
| | 3.4 | Identify sources of information and support or services to enable more effective communication |
| 4 Understand confidentiality in adult social care settings | 4.1 | Define the term "confidentiality" |
| | 4.2 | Describe ways to maintain confidentiality in day to day communication |
| | 4.3 | Describe situations where information normally considered to be confidential might need to be shared with agreed others |
| | 4.4 | Explain how and when to seek advice about confidentiality |

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| Assessment Requirements and Evidence Requirements |
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17. BIIAB Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) learners **must** gain a **total of 20** credits. This **must** consist of:

- **Minimum total credit: 20**
- Mandatory Group A **minimum** credit: **20**
- **Minimum** GLH: **179**
- **Maximum** GLH: **179**

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

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Mandatory Group A

| Unit no | URN | Unit Title | Learner Signature | Date | Assessor Signature | Date | Internal Quality Assurer signature (if sampled) | Date |
|---------|------------|---|-------------------|------|--------------------|------|---|------|
| CA501 | L/602/3035 | Principles of personal development in adult social care settings | | | | | | |
| CA502 | H/602/3039 | Principles of diversity, equality and inclusion in adult social care settings | | | | | | |
| CA30 | A/601/8574 | Principles of safeguarding and protection in health and social care | | | | | | |
| CA24 | H/601/5474 | Introduction to duty of care in health, social care or children's and young people's settings | | | | | | |
| CA234 | A/602/3113 | Understand the role of the social care worker | | | | | | |
| CA235 | J/602/3180 | Understand person-centred approaches in adult social care settings | | | | | | |
| CA236 | R/602/3179 | Understand health and safety in social care settings | | | | | | |
| CA237 | Y/602/3118 | Understand how to handle information in social care settings | | | | | | |
| CA238 | L/602/2905 | Principles of communication in adult social care settings | | | | | | |

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Notices

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

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