Pearson Edexcel Level 3 Diploma in Allied Health Profession Support

Specification

NVQ/Competence-based qualification

For first registration January 2011

Issue 5

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 5. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 3 Diploma in Allied Health Profession Support (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

Summary of Pearson Edexcel Level 3 Diploma in Allied Health Profession Support specification Issue 5 changes

Summary of changes made between previous Issue 4 and this current Issue 5	Page number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	3
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	3
QCF references removed from unit titles and unit levels in all units	18-465
Guided learning definition updated	15
Units removed: Unit D/501/3826 Influencing others at work Unit R/501/3774 Planning and monitoring work	

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma in Allied Health Profession Support

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Diploma in Allied Health Profession Support	501/1763/4	01/01/11

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 Diploma in Allied Health Profession Support

This qualification:

- is nationally recognised
- is based on the Health National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Skills for Health.

The Pearson Edexcel Level 3 NVQ Diploma in Allied Health Profession Support has been approved as a components of the Advanced Apprenticeship framework.

What is the purpose of this qualification?

The purpose of this qualification is to guide and assess the development of knowledge and skills relating to the health workforce. This qualification confirms competence in a range of allied health profession support skills.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

What are the benefits of these qualifications to the learner and employer?

This qualification will enable learners to develop knowledge, understanding and skills relevant to working in the health sector.

What are the potential job roles for those working towards this qualification?

- Healthcare assistant

What progression opportunities are available to learners who achieve this qualification?

It is anticipated that learners will progress to specialist qualifications reflecting the context in which they work.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 3 Diploma in Allied Health Professional Support?

The Total Qualification Time (TQT) for this qualification is 650.

The Guided Learning Hours (LH) for this qualification is 373.

Learners must achieve a minimum of 65 credits to gain the Level 3 Diploma in Allied Health Professional Support. To do this they must achieve:

- 35 credits from the mandatory units
- a minimum of 30 credits from the optional units
- a minimum 39 credits at, or above, Level 3.

All units must be assessed in accordance with Skills for Health's QCF Assessment Principles and/or Skills for Care and Development's QCF Assessment Principles.

Mandatory units

Unit reference number	Unit number	Title	Level	Credit	GLH
A/601/1429	1	Engage in personal development in health, social care or children's and young people's settings	3	3	10
J/601/1434	2	Promote communication in health, social care or children's and young people's settings	3	3	10
Y/601/1437	3	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8
F/601/8138	4	Promote and implement health and safety in health and social care	3	6	43
A/601/8574	5	Principles of safeguarding and protection in health and social care	2	3	26
Y/601/8145	6	Promote person-centred approaches in health and social care	3	6	41
J/601/8576	7	The role of the health and social care worker	2	2	14
J/601/9470	8	Promote good practice in handling information in health and social care settings	3	2	16
L/501/6737	9	The principles of infection prevention and control	2	3	30
H/501/7103	10	Causes and spread of infection	2	2	20
R/501/6738	11	Cleaning, decontamination and waste management	2	2	20
R/601/1436	12	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5
Total credit for mandatory units = 35					

Optional units

Unit reference number	Unit number	Title	Level	Credit	GLH
F/502/3412	13	Maintaining quality standards in the health sector	3	2	13
J/502/3413	14	Service improvement in the health sector (Barred combination with F/502/3412)	3	3	20
F/602/0097	15	Understand mental wellbeing and mental health promotion	3	3	14
J/602/0103	16	Understand mental health problems	3	3	14
J/601/3538	17	Understand the process and experience of dementia	3	3	22
Y/602/3197	18	Assist in implementing treatment programmes for individuals with severely reduced movement/mobility	3	5	29
D/602/3198	19	Assist in the implementation of programmes to increase mobility, movement and functional independence	3	4	28
F/602/3517	20	Implement hydrotherapy programmes for individuals and groups	3	5	35
J/602/3521	21	Adapt and fit healthcare equipment, medical devices, assistive technology, or products to meet individuals' needs	3	6	37
L/602/3519	22	Assist in testing individuals' abilities prior to planning physical activities	3	5	38
F/602/3520	23	Deliver exercise sessions to improve individuals' health and wellbeing	3	5	32
A/602/4519	24	Collaborate in the assessment of environmental and social support in the community	3	4	23
L/601/8028	25	Provide support to maintain and develop skills for everyday life	3	4	28
L/601/8644	26	Facilitate learning and development activities to meet individual needs and preferences	3	5	35
D/601/7904	27	Support individuals to manage their finances	3	3	20
K/601/7906	28	Support individuals to access housing and accommodation services	3	4	24
A/602/4410	29	Facilitate and monitor housing and accommodation services to support	3	5	32

		individuals with mental health needs			
Y/602/3121	30	Monitor Individuals' Progress in Relation to Managing their Body Weight and Nutrition	3	3	26
J/602/4006	31	Administer oral nutritional products to individuals	3	5	35
D/602/3122	32	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	5	38
H/602/3123	33	Monitor and review individuals' progress in relation to maintaining optimum nutritional status	3	3	26
A/601/8980	34	Prepare for and carry out extended feeding techniques	3	4	27
K/602/3124	35	Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use	3	4	25
M/602/3125	36	Assist and support individuals to use alternative and augmentative communication systems (AAC)	3	5	35

Unit reference number	Unit number	Title	Level	Credit	GLH
T/602/3126	37	Develop activities and materials to enable individuals to reach specific communication goals	3	5	38
A/602/3127	38	Support individuals with speech and language disorders to develop their communication skills	2	4	28
F/602/3128	39	Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	3	5	35
J/602/3129	40	Assist in planning and evaluating learning activities	2	3	22
Y/602/3099	41	Provide support for individuals with communication and interaction difficulties	3	5	39
L/602/3097	42	Support individuals with cognition and learning difficulties	3	5	34
D/504/6101	43	First aid essentials	2	1	10
D/601/2542	44	Plan and organise meetings	3	5	25
F/601/2467	45	Manage own performance in a business environment	2	2	9
A/602/0972	46	Insert and secure nasogastric tubes	3	4	30
K/602/3995	47	Care for individuals with nasogastric tubes	2	3	20
R/601/8662	48	Undertake physiological measurements	3	3	23
L/602/4007	49	Support individuals to manage dysphagia	3	5	35
R/602/4008	50	Assist others to monitor individuals' progress in managing dysphagia	3	5	38
T/602/4325	51	Obtain a client history	3	3	22
K/602/1034	52	Select and wear appropriate personal protective equipment for work in healthcare settings	2	2	15
J/602/3096	53	Prepare individuals for healthcare activities	2	3	17
L/602/8725	54	Support individuals undergoing healthcare activities	2	3	22
K/602/3883	55	Monitor and maintain the environment and resources during and after clinical / therapeutic activities	2	3	20
J/602/3924	56	Assist the practitioner to carry out healthcare activities	2	2	13
R/602/3943	57	Advise and inform individuals on managing their condition	3	5	31

H/602/3980	58	Support individuals in undertaking their chosen activities	3	4	24
J/602/4071	59	Inform an individual of discharge arrangements	2	2	13
D/602/4092	60	Contribute to the discharge of individuals to carers	2	2	14
H/602/3168	61	Give presentations to groups	3	4	26
H/602/4188	62	Assist others to plan presentations	2	2	16
R/602/4011	63	Support carers to meet the care needs of individuals	3	5	30
Y/601/8825	64	Interact with and support individuals using telecommunications	3	5	36
H/602/0965	65	Monitor own work practices in health, social care or children's and young people's settings	3	3	20

Unit reference number	Unit number	Title	Level	Credit	GLH
T/602/0968	66	Contribute to effective multidisciplinary team working (Barred combination with L/601/3430)	3	3	20
D/602/1029	67	Liaise between primary, secondary and community teams	3	2	20
D/602/1032	68	Collate and communicate health information to individuals	3	3	20
T/602/4521	69	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33
D/602/4013	70	Make recommendations for the use of physical resources in a health setting	3	5	33
H/602/4014	71	Control the use of physical resources in a health setting	3	3	25
H/602/1033	72	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20
M/602/2685	73	Conduct routine maintenance on clinical equipment	3	4	30
A/602/2687	74	Coordinate the progress of individuals through care pathways	3	4	30
K/602/2684	75	Identify information requirements in a health context	3	4	30
T/602/2686	76	Analyse and present health related data and information	3	4	30
T/601/8637	77	Support independence in the tasks of daily living	2	5	33
Y/602/0963	78	Manufacture equipment or medical devices for individuals within healthcare	3	4	30
H/601/9024	79	Provide support for mobility	2	2	14
F/601/7927	80	Support individuals to access and use services and facilities	3	4	25
Y/601/7903	81	Support individuals to live at home	3	4	25
A/601/9028	82	Provide support to continue recommended therapies	3	3	20
M/601/7907	83	Support individuals during a period of change	3	4	29
H/601/8147	84	Work in partnership with families to support individuals	3	4	27
D/601/9491	85	Implement therapeutic group activities	3	4	25
H/601/9492	86	Support individuals to develop and run support groups	3	3	24

R/601/3526	87	Develop and sustain effective working relationships with staff in other agencies	3	4	24
L/601/3430	88	Contribute to the effectiveness of teams (Barred combination with T/602/0968)	2	3	5
M/602/4520	89	Deliver training through demonstration and instruction	3	3	21
J/502/1631	92	Contribute to the prevention of aggressive and abusive behaviour of people	3	4	26
L/502/1212	93	Introduction to the role and responsibilities of a Health Trainer	3	4	20

Unit reference number	Unit number	Title	Level	Credit	GLH
R/502/1213	94	Establishing and developing relationships with communities while working as a Health Trainer	3	3	10
F/502/1224	95	Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer	3	3	15
L/502/1226	96	Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer	3	5	25
Minimum credit for optional units = 30					

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment requirements/strategy

Assessment principles developed by Skills for Health and Skills for Care and Development have been included in *Annexe C*. These sets of principles have been developed in partnership with employers, training providers, awarding organisations and the regulatory authorities. assessment requirements for competence and knowledge based units. The assessment principles include details on:

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

- quality control of assessment

- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe C*)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the health sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment principles*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit content

As this is a competency based qualification unit content is not a requirement. However where unit content has been previously developed for other specifications it has been included in this specification.

Unit format

Each unit in this specification contains the following sections.

Unit title:

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number:

This is the unit owner's reference number for the specified unit.

Level:

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value:

All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary:

This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:

The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

The learner should give the date when the evidence has been provided.

Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Engage in personal development in health, social care or children's and young people's settings

Unit reference number:	A/601/1429
Level:	3
Credit value:	3
Guided learning hours:	10

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand what is required for competence in own work role

Duties and responsibilities of own work role: contractual responsibilities eg hours, lines of reporting; specific roles and responsibilities eg behaviour support, supporting children and young people with special educational needs, supporting bilingual children and young people; compliance with policies and procedures of setting eg behaviour, children and young people protection, health and safety; keeping up to date with changes to   procedures; keeping up to date with changes to practice

Expectations about own work role as expressed in relevant standards: standards relevant to own role eg National Occupational Standards for Children's Care, Learning and Development (NOS CCLD), national occupational standards for Learning, Development and Support Services (NOS LDSS) in relation to own duties and responsibilities eg role to support child or young person with special educational needs, expectations to meet standards eg CCLD 202 Help to keep children safe, CCLD 303 Promote children's development, LDSS 320 Support the needs of children and young people with additional requirements, GCU 6 Reflect on, develop and maintain own practice

2 Be able to reflect on practice

The importance of reflective practice in continuously improving the quality of service provided: aim to continually review progress to improve or change approaches, strategies, actions; benefits to children, young people, setting and individual of improved performance eg enables learning to take place and practice to improve, enables all relevant factors to be taken into account, provides clarity; identification of learning needs of individual undertaking reflection; Experiential Learning Cycle (Kolb)

How to reflect on practice: regular reflection; focused; use a structured approach; appropriate way of recording eg a reflective journal/diary, learning log, diary, critical incident journal; reflective questions eg description (what happened, what was the context); analysis (what went well , why, what did not go well, why, how do I feel about it, why did I do what I did); theory (what needs to be done differently, why); action (what needs to be done next, how); seek alternatives; keep an open mind; view from different perspectives; think about consequences; test ideas through comparing and contrasting; ask 'what if?'; synthesise ideas; seek, identify and resolve questions

How own values, belief systems and experiences may affect working practice: self-awareness of values, beliefs, experiences affecting approach to working practices eg motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning; ways own values affect practice positively and negatively eg conflict between own values, beliefs and standards

3 **Be able to evaluate own performance**

Evaluate own knowledge, performance and understanding against relevant standards: self-evaluation; consider extent to which own practice meets required National Occupational Standards for role in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards

Use of feedback to evaluate own performance and inform development: use feedback to raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; actively seek feedback; sources of feedback eg mentors, teachers, supervisor, colleagues; effective feedback develops confidence, competence, motivation

4 **Be able to agree a personal development plan**

Sources of support for planning and reviewing own development: sources of support eg mentor, supervisor, teacher, manager, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Teachers Development Agency (TDA), Children's Workforce Development Council (CWDC)

Work with others to review and prioritise own learning needs, professional interests and development opportunities: others eg mentor, teacher, manager; performance review; appraisal; reflective journal; learning needs in relation to job role, progression, children and young people's workforce needs; development opportunities eg training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less experienced colleagues

Work with others to agree own personal development plan: others eg mentor, teacher, manager, multi-agency professionals; personal development plan to manage development using reflection and structured planning on how to meet own goals; personal development plan templates

5 **Be able to use learning opportunities and reflective practice to contribute to personal development**

How learning activities affect practice: examples of learning activities eg formal lessons, training programmes/sessions, research activities, observing practice, practical activities; practice affected eg by applying newly learnt theories, using different approaches

How reflective practice leads to improved ways of working: examples of ways continually challenging current behaviour has developed and enhanced own practice and skills; how monitoring own practice has enabled change to take place.

Record progress in relation to personal development: regular review of personal development plan; use reflective journal to consider progress made; evidence of achievements eg certificates; review goals and actions in light of progress

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role			
	1.2 Explain expectations about own work role as expressed in relevant standards			
2 Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided			
	2.2 Demonstrate the ability to reflect on practice			
	2.3 Describe how own values, belief systems and Experiences may affect working practice			
3 Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards			
	3.2 Demonstrate use of feedback to evaluate own performance and inform development			
4 Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development			
	4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities			
	4.3 Demonstrate how to work with others to agree own personal development plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice 5.2 Demonstrate how reflective practice has led to improved ways of working 5.3 Show how to record progress in relation to personal development			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 2: Promote communication in health, social care or children's and young people's settings

Unit reference number: J/601/1434

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Equivalency

This unit has equivalency with *Communication skills for working in the health sector* (L/502/3381).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand why effective communication is important in the work setting

Reasons for communication: express needs; share ideas and information; to reassure; express feelings and/or concerns; build relationships; socialise; ask questions, share experiences

How communication affects relationships at work: communication in the work environment eg with colleagues, people using services, children and their families; helps to build trust; aids understanding of individuals' needs; ways communication is used to negotiate; communication used to prevent or resolve conflict and prevent misunderstanding; relevant theories eg Tuckman's stages of group interaction (forming, storming, norming, performing)

2 Be able to meet the communication and language needs, wishes and preferences of individuals

Needs, wishes and preferences of individuals: importance of recognising individual needs; age and stage of development of child or young person; home language; preferred method; additional learning needs; physical disabilities; alternative methods of communication eg language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication

Factors to consider: Argyle's stages of the communication cycle (ideas occur, message coded, message sent, message received, message decoded, message understood); type of communication eg complex, sensitive, formal, non-formal; context of communication eg one-to-one; group, with people using services, children or young people, with professionals / colleagues; purpose of communication; cultural factors, need to adapt communication; environment; time and resources available

Communication methods and styles: eg non-verbal communication (eye contact, touch, gestures, body language, behaviour) verbal communication (vocabulary, linguistic tone, pitch, pace), signing, symbols, touch, music and drama, objects of reference; technological aids to communication

Responding to reactions: verbal responses eg tone, pitch, silence; non-verbal responses eg body language, facial expressions, eye contact, gestures, touch; emotional state; signs that information has been understood; when and how to adjust communication method

3 **Be able to overcome barriers to communication**

Differences in use and interpretation of communication methods: ways that an individual's background can influence communication eg age, gender, culture, socio-economic status; differences in verbal communication eg language, vocabulary, dialect, intonations; non-verbal eg facial expressions, use of body language, eye contact, gestures

Barriers to effective communication: language eg dialect, use of jargon, sector-specific vocabulary; environmental eg noise, poor lighting; emotional and behavioural eg attitudes, anxiety, lack of confidence, aggression; sensory impairment; health problems or medical conditions; learning disabilities; effects of alcohol or drugs

Overcoming barriers: use of technological aids eg hearing aids, induction loop, telephone relay services; human aids eg interpreters, signers, translators, advocates; use of age-appropriate vocabulary; staff training; improving environment; reducing distractions

Clarifying misunderstandings: checking understanding; avoiding misinterpretation of body language; use of active listening; repeating; rephrasing; use of visual cues

Accessing support: interpreting service; translation service; speech and language services; advocacy services; third sector organisations eg Stroke Association, Royal National Institute for Deaf People (RNID)

4 **Be able to apply principles and practices relating to confidentiality**

Confidentiality: where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation eg the Data Protection Act 1998

Maintaining confidentiality in day-to-day communication: confidentiality in different inter-personal situations eg adult receives personal or sensitive information about child or young person, adult receives personal or sensitive information about another adult or colleague, child or young person receives personal or sensitive information about other child or young person, child or young person receives personal or sensitive information about an adult; following policies and procedures in own workplace setting eg policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information eg paper based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information

Tensions caused by confidentiality: the need for consent to share information; understanding when information may be shared without consent; concept of 'need to know'; need for transparent policy and protocols for information sharing

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate			
	1.2 Explain how communication affects relationships in the work setting			
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals			
	2.2 Describe the factors to consider when promoting effective communication			
	2.3 Demonstrate a range of communication methods and styles to meet individual needs			
	2.4 Demonstrate how to respond to an individual's reactions when communicating			
3 Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways			
	3.2 Identify barriers to effective communication			
	3.3 Demonstrate ways to overcome barriers to communication			
	3.4 Demonstrate strategies that can be used to clarify misunderstandings			
	3.5 Explain how to access extra support or services to enable individuals to communicate effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to apply principles and practices relating to confidentiality	4.1 Explain the meaning of the term confidentiality 4.2 Demonstrate ways to maintain confidentiality in day-to-day communication 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 3: Promote equality and inclusion in health, social care or children's and young people's settings

Unit reference number: Y/601/1437

Level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

Equivalency

This unit has equivalency with Equality and diversity in the health sector (L/502/3400).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand the importance of diversity, equality and inclusion**

Diversity: differences between individuals and groups eg culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class

Equality: promotion of individual rights; giving choice and opportunity; respect and fairness; services in response to individual need

Inclusion: individuals at the centre of planning and support; valuing diversity

Effects of discrimination: direct discrimination; indirect discrimination; institutional discrimination; individuals being treated less favourably than others; lack of opportunity; prejudice and injustice; harassment; stereotyping; labelling; delay in development; loss of self-esteem

Promoting equality: policies and procedures in work place setting; inclusive practices and procedures; challenging discrimination; promoting rights; empowering; removing barriers eg to physical access, to effective communication; improving participation; promoting dignity and respect; individuals at the centre of planning and delivery of services

Supporting diversity: valuing differences between individuals; using positive images of individuals from diverse groups; celebrate differences

2 **Be able to work in an inclusive way**

Legislation and codes of practice: Codes of practice of sector; policies of work place setting; Human Rights Act 1998; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; the Equality Act 2010 (due to become law in October 2010); European Convention on Human Rights

Interactions: eg colleagues, adults using services, children and young people in childcare settings; active listening; knowledge of individuals eg beliefs, cultures, values, preferences; maintaining confidentiality as appropriate; using preferred method of communication

3 **Be able to promote diversity, equality and inclusion**

Inclusive practice: observe the social model of disability; engage in reflective practice; encourage choice; empower individuals; encourage independence; remove barriers to access; promote equality and rights; provide opportunity and access to services according to needs; use appropriate language

Support others to promote equality and rights: understand and share information about the needs of individuals; demonstrate ways to value differences and recognise similarities between individuals; highlight the benefits of diversity eg cultural enrichment, the arts, food, social cohesion; model the use of appropriate language; take part in staff-training activities; follow procedures of the setting; demonstrate fair practice in interactions; acknowledge rights of others; provide information on disciplinary and complaints procedures

Challenging discrimination: identifying and challenging discriminatory behaviour; recognising stereotypes in attitudes or written materials; understanding and adapting own beliefs and attitudes; know how to report concerns; review and develop policy and procedures

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by: – diversity – equality – inclusion 1.2 Describe the potential effects of discrimination 1.3 Explain how inclusive practice promotes equality and supports diversity			
2 Be able to work in an inclusive way	2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences			
3 Be able to promote diversity, equality and inclusion	3.1 Demonstrate actions that model inclusive practice 3.2 Demonstrate how to support others to promote equality and rights 3.3 describe how to challenge discrimination in a way that promotes change			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 4: Promote and implement health and safety in health and social care

Unit reference number: F/601/8138

Level: 3

Credit value: 6

Guided learning hours: 43

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health and safety in their work setting.

Assessment methodology

Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand own responsibilities and the responsibilities of others, relating to health and safety**

Legislation relating to general health and safety: relevant, up-to-date legislation from the Health and Safety Commission and Executive (HSC/E), including local, national and European requirements for health and safety in a health and social care work setting eg Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), Control of Substances Hazardous to Health Regulations 2002 (COSHH)

Health and safety policies and procedures: details of agreed ways of working and approved codes of practice in health and social care settings relating to health and safety; how to deal with accidents, injuries and emergency situations eg specific action to take, reporting procedures and completing relevant documentation; how to deal with first aid situations eg understanding specific hygiene procedures, dealing with blood and other body fluids, administering basic first aid if trained to do so, reporting procedures and completing relevant documentation; policies relating to specific working conditions and the working environment eg understanding moving and handling procedures; policies relating to the use of equipment eg understanding how to use mechanical or electrical equipment, such as mechanical hoists; understanding healthcare procedures eg key aspects of administering personal care, procedures for individuals with specialised needs; policies relating to food handling and preparation eg understanding food hygiene regulations; policies relating to infection control and dealing with hazardous substances eg situations requiring strict infection control, the use of protective clothing like gowns, masks and gloves, understanding procedures for disposing of clinical waste; policies relating to security and personal safety eg procedures for personal security and policies relating to the safeguarding of vulnerable individuals

Own responsibilities for health and safety: analyse the responsibility to take care of own health and safety; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; the importance of cooperating with others on health and safety; importance of the correct use of anything provided for individual health, safety or welfare eg protective clothing, specialised equipment; understand the advantages and disadvantages of undertaking own responsibility in health and safety issues

Responsibilities of employers and others for health and safety: analyse the responsibility of employers to provide information eg about risks to health and safety from working practices, changes that may harm or affect health and safety, how to do the job safely, what is done to protect health and safety, how to get first-aid treatment, what to do in an emergency; the responsibility of employers to provide training to do the job safely; protection eg special clothing, gloves or masks; health checks eg vision testing; the responsibility of others including team members, other colleagues, families and carers to be mindful of health and safety issues in relation to observation, practice, reporting and recording procedures; understand the advantages and disadvantages of others taking responsibility for health and safety issues

Specific tasks: understanding that certain tasks should not be carried out without special training eg use of equipment, first aid, administering medication, healthcare procedures, food handling and preparation

2 **Be able to carry out own responsibilities for health and safety**

Use health and safety policies and procedures: understanding how specific policies and procedures or agreed ways of working apply to own practice; understanding own responsibilities in relation to eg how to deal with accidents, injuries and emergency situations, specific working conditions and the working environment, the use of equipment, procedures relating to personal care, procedures relating to security and personal safety; understanding own responsibilities in relation to observation, risk assessment, reporting and recording procedures; support others to understand and follow safe practices; importance of good communication, sharing information, attending training, keeping up to date, maintaining records of staff training and development

Monitor and report potential health and safety risks: importance of continuous assessment of risks and regular checking (eg equipment, machinery); importance of regular review and updating (eg policies, procedures and agreed ways of working); reporting identified risks immediately; importance of reporting any changes (eg to working conditions or environment); lines of communication and verbal reporting procedures; importance of written records being clear and accurate, detailing dates, times, simple description of risks identified and action taken; electronic reporting systems

Risk assessment: understanding and using health and safety risk assessment for the work environment or particular activities; the importance of risk assessment for protecting self and individuals from danger or harm; the need to comply with the law; identifying what could cause harm; taking precautions to prevent harm; the importance of minimising accidents, injuries and ill health; reducing the risk of individuals being injured at work; following the HSC/E five-step recommendations for risk assessment and minimising risks and hazards:

1 Identify the hazards (differentiate between a hazard ie anything that may cause harm, such as chemicals or working at a height, and a risk ie the chance that somebody could be harmed by the identified hazard)

2   Decide who might be harmed and how (eg staff may be injured by using improper lifting procedures, family members or visitors may be harmed by faulty equipment)

3   Evaluate the risks and decide on precautions in order to minimise the risk (eg deciding what is reasonably practical, eliminating the hazard, minimising or controlling the risk by using a less risky option, using protective clothing or equipment, organising work to reduce exposure to the hazard, providing facilities such as first aid or hand washing facilities)

4   Record your findings and implement them (eg using agreed procedures and documentation)

5   Review your assessment and update if necessary on a regular basis

Additional support or information: understanding how to access information from organisations such as the HSC/E (eg information "*Health and safety law: What you should know")*, with contact details of people who can help or provide further information

3   **Understand procedures for responding to accidents and sudden illness**

Types of accidents and sudden illness: accidents eg slips and trips, falls, needle stick injuries, burns and scalds, injuries from operating machinery or specialised equipment, electrocution, accidental poisoning; sudden illness eg heart attack, diabetic coma, epileptic convulsion

Procedures to be followed: understanding the importance of procedures to be followed if an accident or sudden illness should occur; knowing how to ensure and maintain safety for individuals concerned and others eg clearing the area, safely moving equipment if possible; remaining calm; knowing how to send for help; knowing how to assess individuals for injuries; understanding when to administer basic first aid if necessary and if trained to do so; understanding the importance of staying with the injured/sick individual until help arrives; knowing how to observe and note any changes in an individual's condition; understanding how to provide a full verbal report to relevant medical staff or others; understanding how to complete a full written report and relevant documentation eg accident report, incident report; understanding the policies, procedures and agreed ways of working for the work setting

4   **Be able to reduce the spread of infection**

Support others to follow practices that reduce the spread of infection: understand how infection can be spread eg airborne, direct contact, indirect contact; understand measures which can minimise the spread of infection eg hand washing, food hygiene procedures, disposal of waste; the importance of communicating these procedures to others; use of communication aids like posters and notices; importance of regular staff training and updating; encouraging and ensuring that others are familiar with policies, procedures and agreed ways of working in order to reduce the spread of infection

Recommended method for hand washing: follow the Department of Health eight-step recommended procedure of:

1 Wet hands and apply soap. Rub palms together until soap is bubbly

2 Rub each palm over the back of the other hand

3 Rub between your fingers on each hand

4 Rub backs of fingers (interlocked)

5 Rub around each of your thumbs

6 Rub both palms with finger tips

7 Rinse hands under clean running water

8 Dry hands with a clean towel

using liquid soap dispensers; using detergents intended for hands and not unsuitable detergents, eg those intended to wash dishes which may dissolve the natural oils in the skin; using air dryers ensuring hands are completely dry; washing hands after covering mouth when sneezing or coughing before carrying out procedures or food preparation

Own health and hygiene: importance of basic personal hygiene measures in reducing the spread of infection eg hand washing after using the toilet or before preparing food, covering the mouth when sneezing or coughing, using disposable tissues; covering any cuts or abrasions with appropriately coloured elastoplasts or suitable dressings eg blue in a food preparation environment; importance of staying away from work when affected by illness or infection; getting prompt treatment for illness or infections

5 **Be able to move and handle equipment and other objects safely**

Explain legislation relating to moving and handling: understand the main points of key legislation eg The Health and Safety at Work Act 1974; The Manual Handling Operations Regulations 1992 (as amended in 2002); regulations from the HSC/E covering manual handling risk factors and how injuries can occur

Safe moving and handling: the key principles of avoid eg the need for hazardous manual handling assess eg the risk of injury from any hazardous manual handling, reduce eg the risk of injury from hazardous manual handling; the importance of assessment, eg the task, load, working environment and individual capability; reducing the risk of injury eg musculoskeletal disorders: avoiding hazardous manual handling; the importance of correct posture and technique; working in teams: the importance of a coordinated approach and good communication; using mechanical aids where necessary eg a hoist; changing the task or approach where necessary; the importance of following appropriate systems and agreed ways of working; making proper use of equipment provided for safe practice; taking care to ensure that activities do not put others at risk; reporting any potentially hazardous handling activities;

6 **Be able to handle hazardous substances and materials**

Describe hazardous substances and materials: COSHH regulations (2002) include substances that are corrosive eg acid, irritant eg cleaning fluids, toxic eg medicines, highly flammable eg solvents, dangerous to the environment eg chemicals, clinical waste, germs that cause diseases eg legionnaires' disease; materials that are harmful eg used needles, potentially infectious eg used dressings, body fluids eg blood, faeces, vomit

Safe practices with hazardous substances and materials: understand the importance of training; understanding of COSHH regulations; understand and be able to follow instructions for agreed ways of working; safe storage of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures eg safe storage of drugs and medicines; stored out of reach; store materials in containers recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately; safe usage of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances eg inhaling, contact with the skin or eyes, swallowing or skin puncture, understand and be able to use control measures eg universal precautions for dealing with blood and other body fluids; know how and when to use protective clothing where necessary eg latex gloves, masks, aprons; understand the importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures eg use of clinical waste bags; understand the importance of protecting others eg using a sharps box for used needles, understand the importance of protecting the environment eg disposal of dangerous chemicals; be able to minimise the spread of infection eg disposal of used dressings

7 **Be able to promote fire safety in the work setting**

Practices that prevent fires from starting and spreading: identifying potential fire hazards in the health and social care workplace; understanding how fires start and spread, (the fire triangle of ignition, fuel and oxygen); preventing fires from starting eg the danger from lit cigarettes, naked flames, hot surfaces, faulty electrical equipment; the importance of regular checks on electrical equipment eg PAT testing; the importance of staff training and vigilance in the workplace; risk assessment procedures; preventing fires from spreading through safe practices for eg storage of flammable materials (waste materials, paper, wood, furnishings, flammable liquids), keeping fire doors shut; the importance of checking smoke detectors regularly

Measures that prevent fires from starting: importance of taking care with electrical appliances and equipment eg not overloading power sockets, checking for worn or faulty wiring, unplug appliances when not in use, keep electrical equipment away from water, never put anything metal in microwaves; importance of taking care with heating devices eg using approved covers on heaters and radiators, ensuring heaters are switched off or fully guarded at night; importance of taking care with naked flames eg not using candles, storing matches safely, enforcing strict procedures for designated smoking areas and ensuring that cigarettes are always fully extinguished

Emergency procedures to be followed: understanding how to raise the alarm if a fire is discovered, eg operating a fire alarm system; agreed procedures for alerting all personnel in the work setting; knowledge of basic fire fighting procedures eg use of different fire extinguishers, fire blankets or other fire safety equipment; understanding procedures for evacuation eg using designated routes, not using lifts, closing all doors; special evacuation procedures for very young children and individuals with mobility or other difficulties eg use of an evac-chair; knowledge of evacuation routes and assembly points; agreed procedures for checking on the presence of all personnel in the work setting; the importance of staff training and regular evacuation drills; the importance of ensuring that clear evacuation routes are maintained at all times eg keeping fire exits and doorways clear, not storing furniture or other equipment in the way of evacuation routes, keeping stairwells or designated special evacuation areas clear at all times

8 **Be able to implement security measures in the work setting**

Procedures for checking identity: understanding and implementing agreed ways of working for checking the identity of anyone requesting access to work setting premises eg checking official ID, signing in procedures, allocating visitor badges, the use of biometric security systems like fingerprint scanners; understanding and implementing agreed ways of working for checking the identity of anyone requesting access to information in the work setting eg checking official ID, secure password systems for electronic information; understanding the importance of confidentiality relating to information; procedures for dealing with electronic requests for information

Protecting security: understanding and implementing agreed ways of working for protecting own security and the security of others in the work setting eg knowledge of security systems, alarms, CCTV, gaining access to buildings; understanding special procedures for shift or night-time working; importance of procedures for lone working and ensuring that others are aware of own whereabouts eg signing in and out, agreed procedures for communicating whereabouts, use of special codes or mobile phones; importance of staff training on security and vigilance in the workplace

9 **Know how to manage stress**

Common signs and symptoms of stress: physical signs and symptoms eg aches and pains, nausea, dizziness chest pain, rapid heartbeat; emotional signs and symptoms eg moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness; cognitive signs and symptoms eg memory problems, inability to concentrate, poor judgment, constant worrying; behavioural signs and symptoms eg eating more or less, sleeping too much or too little, neglecting responsibilities, using alcohol, cigarettes, or drugs to relax, nervous habits like nail biting

Signs that indicate own stress: work factors eg changes in routine, dealing with difficult situations, pressure to meet targets, interpersonal relationships with individuals and others, expectations from managers, demands of working unsocial hours, taking on special projects; personal factors eg financial problems, relationship or family problems, major life changes, bereavement, injury or illness; understanding how these factors can trigger own stress, singly or in combination; analyse factors in own lifestyle and identify key stressors

Strategies for managing stress: understanding theories on coping strategies eg internally or externally focused, emotional or solution focused; relaxation techniques eg massage, yoga, aromatherapy, listening to music; physical activity and exercise eg going for a run, joining a gym; social strategies eg meeting up with friends and family, volunteering or helping with community work; logical strategies eg making lists, prioritizing; creative strategies eg music, painting or other artistic pursuits; faith strategies eg religion or other beliefs; the importance of emotional well being and resilience; understanding and recognizing individual stressors and taking time out; compare and contrast different strategies and their effectiveness

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a health or social care work setting			
	1.2 Explain the main points of health and safety policies and procedures agreed with the employer			
	1.3 Analyse the main health and safety responsibilities of: – self – the employer or manager – others in the work setting			
	1.4 Identify specific tasks in the work setting that should not be carried out without special training			
2 Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety			
	2.2 Support others to understand and follow safe practices			
	2.3 Monitor and report potential health and safety risks			
	2.4 Use risk assessment in relation to health and safety			
	2.5 Demonstrate ways to minimise potential risks and hazards			
	2.6 Access additional support or information relating to health and safety			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in own work setting			
	3.2	Explain procedures to be followed if an accident or sudden illness should occur			
4 Be able to reduce the spread of infection	4.1	Explain own role in supporting others to follow practices that reduce the spread of infection			
	4.2	Demonstrate the recommended method for hand washing			
	4.3	Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work			
5 Be able to move and handle equipment and other objects safely	5.1	Explain the main points of legislation that relates to moving and handling			
	5.2	Explain principles for safe moving and handling			
	5.3	Move and handle equipment and other objects safely			
6 Be able to handle hazardous substances and materials	6.1	Describe types of hazardous substances that may be found in the work setting			
	6.2	Demonstrate safe practices for:			
		– storing hazardous substances			
		– using hazardous substances			
		– disposing of hazardous substances and materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: – starting – spreading			
		7.2	Demonstrate measures that prevent fires from starting			
		7.3	Explain emergency procedures to be followed in the event of a fire in the work setting			
		7.4	Ensure that clear evacuation routes are maintained at all time			
8	Be able to implement security measures in the work setting	8.1	Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: – premises – information			
		8.2	Demonstrate use of measures to protect own security and the security of others in the work setting			
		8.3	Explain the importance of ensuring that others are aware of own whereabouts			
9	Know how to manage stress	9.1	Describe common signs and indicators of stress			
		9.2	Describe signs that indicate own stress			
		9.3	Analyse factors that tend to trigger own stress			
		9.4	Compare strategies for managing stress			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 5: Principles of safeguarding and protection in health and social care

Unit reference number:	A/601/8574
Level:	2
Credit value:	3
Guided learning hours:	26

Unit summary

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Know how to recognise signs of abuse**

Types of abuse: physical abuse eg hitting, shaking, biting, throwing, burning or scalding, suffocating, force feeding or otherwise causing physical harm to an individual; sexual abuse eg forcing an individual to take part in sexual activities or behave in sexually inappropriate ways, penetrative acts including rape or buggery and non-penetrative acts, watching sexual activities, including viewing inappropriate sexual activity on the Internet; emotional abuse eg bullying, invoking threats or fear, devaluing individual self-esteem, verbal abuse and swearing, imposing inappropriate expectations, conveying feelings of worthlessness, exploitation; financial abuse eg theft of money or property, misappropriation or mismanagement of individuals' finances, denying individuals access to their own finances, particularly with the elderly or individuals with learning difficulties; institutional abuse eg misuse of authority, information or power over vulnerable individuals by staff in health and social care settings, failure to maintain professional boundaries, inappropriate use of medication, physical restraint, humiliation or bullying, denying privacy; self-neglect eg individuals engaging in neglectful or self-harming behaviours including refusing to eat or drink, neglecting personal hygiene or toilet needs, causing actual bodily harm to self including cutting; neglect by others eg not caring for the basic needs of individuals including neglectful practice in washing, toileting, feeding or personal care

Signs and symptoms of abuse: physical abuse eg bruising, bite marks, burn marks, changes in behaviour, can lead to death in extreme cases; sexual abuse eg disturbed behaviour including self-harm, inappropriate sexualised behaviour, repeated urinary infections, depression, loss of self-esteem, impaired ability to form relationships; emotional abuse eg loss of self-esteem and self-confidence, withdrawn; financial abuse eg loss of trust, insecurity, fearful, withdrawn, conforming or submissive behaviour, disappearance of possessions, Power of Attorney obtained when individual is unable to comprehend; institutional abuse eg loss of self-esteem and confidence, submissive behaviour, loss of control; self-neglect or neglect by others eg unkempt appearance, weight loss, dehydration, signs of actual self-harm including cuts, withdrawn or submissive behaviour

Factors contributing to vulnerability: age eg elderly, young children; physical ability eg frail, immature development, physical disability or sensory impairment; cognitive ability eg maturity, level of education and intellectual understanding, learning difficulties; emotional resilience eg mental health difficulties, depression; stress eg impact of stressful life events including bereavement, divorce, illness or injury; culture or religion eg as a result of prejudice or discrimination, refugees and asylum seekers; socio-economic factors eg financial situation

2 Know how to respond to suspected or alleged abuse

Actions to take regarding suspicions or allegations of abuse: including actions to take if the allegation or suspicion implicates any individual, a colleague, self or others; understanding roles and responsibilities; importance of following legislation, policies, procedures and agreed ways of working; basic information includes who the alleged victim is, who the alleged abuser is, categories of abuse which could be happening, when abuse has happened, where abuse has happened; importance of treating all allegations or suspicions seriously; lines of communication and reporting; reporting suspicions or allegations to appropriate/named person; importance of clear verbal and accurate written reports; importance of not asking leading questions with individuals concerned; importance of respectful listening; confidentiality and agreed procedures for sharing information on disclosure; importance of actual evidence and avoiding hearsay

Ensure evidence is preserved: use of written reports including details of alleged/suspected abuse, signed, dated and witnessed; use of witness statements (signed and dated); photographic evidence eg of physical injuries; agreed procedures for using electronic records eg password-protected systems; confidential systems for manual records eg security systems, access to evidence records; importance of timescales to ensure reliability and validity of evidence; secure storage of any actual evidence eg financial records

3 Understand the national and local context of safeguarding and protection from abuse

National policies and local systems: national policies including the scope of responsibility of the Independent Safeguarding Authority (ISA); the national Vetting and Barring Scheme (VBS); Criminal Records Bureau (CRB) checks; 'No Secrets' national framework and codes of practice for health and social care (2000); 'Safeguarding Adults' national policy review (2009); work of the Care Quality Commission; 'Working Together to Safeguard Children' (2006); 'Every Child Matters' (2003); Common Assessment Framework (CAF); local systems including the scope of responsibility of Local Safeguarding Children Boards (LSCBs), Local Safeguarding Adults Boards (LSABs) and protection committees; Local Area Agreements (LAAs)

Role of different agencies: importance of multi-agency and interagency working; social services eg social workers, care assistants, residential children's home workers; health services eg GPs, nurses, occupational therapists, health visitors; voluntary services eg MIND, NSPCC, Age UK; the police; responsibilities for allocating a named person (usually from statutory agencies in health or social care; responsibilities for overseeing the Safeguarding Assessment and its outcome; consulting the police regarding all safeguarding incidents; convening or chairing strategy meetings, including the agreement of responsibilities, (Lead Professional); actions and timescales; coordinating and monitoring investigations; overseeing the convening of Safeguarding Case Conferences; providing information about activities and outcomes to the Safeguarding Coordinator

Reports on serious failures: serious case reviews on the abuse of children, young people and vulnerable adults, including eg the Laming report into the death of Victoria Climbi (2000); Haringey council report on the death of Baby Peter (2007); Bedfordshire council report into the torture and death of Michael Gilbert (Blue Lagoon murder, 2009); Birmingham social services review into the starvation and death of Khyra Ishaq (2010)

Sources of information and advice about own role: current and relevant sources of information from websites, leaflets, organisations, local and voluntary groups including government sources eg DfE, DoH; voluntary organisations eg NSPCC, Barnardos, The Ann Craft Trust; publications eg 'Working Together to Safeguard Children' (2006), 'What to do if you suspect a child is being abused' (2003); National Council for Voluntary Youth Services 'Keeping it Safe: a young person-centred approach to safety and child protection'; information from the Independent Safeguarding Authority (ISA); Social Care Institute for Excellence; policies, procedures and agreed ways of working within the workplace setting

4 **Understand ways to reduce the likelihood of abuse**

Working with person-centred values: decreasing the likelihood of abuse by working in a person-centred way; the key values of privacy, dignity, independence, choice, rights and fulfilment; decreasing vulnerability by increasing confidence; importance of empowerment, independence and autonomy; involving individuals in making their own decisions and choices; respectful communication; active listening; main principles that all adults have the right to live their lives free from violence, fear and abuse, the right to be protected from harm and exploitation, the right to independence and the right to justice

Encouraging active participation: decreasing the likelihood of abuse by encouraging active participation eg in activities and personal care; decreasing vulnerability by improving self-confidence and self-esteem; encouraging involvement and self awareness;

Promoting choices and rights: decreasing the likelihood of abuse through promoting individual choices and decision making; decreasing vulnerability by promoting empowerment and independence; importance of informed consent

Accessible complaints procedure: importance of an accessible complaints procedure for reducing the likelihood of abuse; transparent policies, procedures and agreed ways of working; importance of accountability; clear systems for reporting and recording complaints; robust procedures for following up on any complaints; legal requirement to have a complaints procedure in place; ways of ensuring the procedure is accessible eg published policy, high visibility, widespread distribution

5 **Know how to recognise and report unsafe practices**

Unsafe practices: neglect in duty of personal care eg in relation to inappropriate feeding, washing, bathing, dressing, toileting; inappropriate physical contact eg in relation to moving and handling; unsafe administration of medication eg failure to check dosage; unreliable systems for dealing with individuals' money or personal property eg failure to witness or record accurately; misuse of authority eg using physical restraint; failure to maintain professional boundaries eg in relationships; failure to ensure supervision eg for lone working situations; inappropriate communication or sharing of information eg breaching confidentiality; failure to update knowledge on safeguarding issues eg through ongoing training; unsafe recruitment practices eg failure to CRB check workers;

Actions to take: importance of reporting unsafe practices that have been identified; reporting concerns to a manager or supervisor immediately, verbally and in writing; policies on 'whistle-blowing'; if suspected abuse or unsafe practices have been reported, but no action has been taken, workers have the right to report concerns directly to social services or the police; anyone can report a suspicion or allegation of abuse; workers can be disciplined, suspended or dismissed for not reporting abuse and following the correct procedures; importance of raising genuine concerns and questioning these; reassurance of protection from possible reprisals or victimisation following reporting

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to recognise signs of abuse	1.1 Define the following types of abuse: – 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: – 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 wellbeing 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			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 6: Promote person-centred approaches in health and social care

Unit reference number: Y/601/8145

Level: 3

Credit value: 6

Guided learning hours: 41

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.

Assessment methodology

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand the application of person-centred approaches in health and social care**

Person-centred values: individuality; rights; choice; privacy; independence; dignity; respect; partnership

Application of person-centred approaches: applying person-centred planning (PCP) in all aspects of health and social care work, particularly in relation to vulnerable individuals eg individuals with learning difficulties, physical disabilities, mental health issues, including person-centred thinking skills, total communication, essential lifestyle planning and person-centred reviews; Carl Rogers theoretical background to person-centred counselling; the four key principles of rights, independence, choice and inclusion; reflecting the unique circumstances of individuals; understanding the influence of person-centred values; the importance of individuality; appreciation of individual rights; enabling individuals to make decisions and choices; the importance of privacy; empowering individuals to maintain independence and dignity; treating individuals with respect; respect individuals diversity, culture and values; awareness of individual vulnerability eg illness, disability, diminished capability; importance of person-centred values for all aspects of health and social care work

Care plans: individual plans documenting preferences and requirements for care and support eg care plan, support plan, individual plan; importance of applying a person-centred approach when using care plans; negotiation and consultation in empowering individuals to make decisions and choices in relation to care and support; importance of using plans to document an individual's needs; evaluating plans to assess effectiveness of meeting individual needs; holistic approach to meeting the needs and preferences of individuals; attention to the detail of treatment and individual provision; working with others eg team members and colleagues, other professionals, the individual requiring care and support, families, friends, other people who are important to the individual

2 **Be able to work in a person-centred way**

Work in a person-centred way: working towards person-centred outcomes, eg satisfaction with care, involvement with care, feeling of wellbeing, creating a therapeutic culture; providing the level of support required rather than what services can manage to achieve; working with the individual's beliefs and values; providing for physical needs; having sympathetic presence; sharing decision making implementing person-centred planning; the application of person-centred values; communicate with individuals to find out their history, preferences and wishes; communicate with others eg team members, advocates, relatives; work in ways that recognise individual beliefs and preferences; importance of working in a non-judgemental way, not discriminating against any individual; ensure equality and inclusive practice; promote the independence and autonomy of individuals; empower individuals to use their strengths and potential; adapt actions and approaches in response to an individual's changing needs or preferences eg changes in physical condition, changes in treatment needs or in response to individual choices

Complex or sensitive situations: situations which are distressing or traumatic eg bereavement; threatening or frightening eg potentially violent; likely to have serious implications or consequences of a personal nature eg involving confidential information; involving complex communication or cognitive needs eg individuals with communication or learning difficulties

3 **Be able to establish consent when providing care or support**

Capacity to express consent: awareness of the factors which can influence an individual's capacity to express their consent eg mental impairment, physical illness, learning difficulties or language barriers; understanding how to work sensitively with individuals who may have an impaired capacity to express consent eg adapting working approaches, using physical or communication aids, seeking help where necessary

Establish consent: the process of establishing informed agreement to an action or decision with individuals; ensure individuals have access to the appropriate information; communication skills – verbal, non-verbal and written; active listening; importance of consultation and inclusive communication; respect individuals' choices; listen and respond to individuals' questions and concerns; respond appropriately to any questions and concerns; work to resolve conflicts if consent cannot be established; seek extra support and advice where necessary

4 **Be able to implement and promote active participation**

Implement and promote: different ways of applying active participation to meet individual needs; working with individuals and others eg team members, other professionals; how active participation can address the holistic needs of an individual eg physical, emotional, spiritual; theories of motivation and changing behaviour; using incentives eg highlighting advantages and benefits of active participation

Active participation: empowering individuals to participate in the activities and relationships of everyday life as independently as possible; the importance of the individual as an active partner in their own care or support, rather than a passive recipient; empowering individuals to participate in their own care; the benefits for individuals of active participation eg physical benefits, increased independence, autonomy and wellbeing; possible barriers to active participation eg learning difficulties, physical disability or language barriers; ways to reduce barriers to active participation eg use of physical, communication or visual aids

5 **Be able to support the individual's right to make choices**

Right to make choices: importance of individual empowerment; universal declaration of human rights; independence and autonomy of individuals; importance of impartiality, being aware of own attitudes, values and beliefs, not allowing personal views to influence an individual's decision making; awareness of relevant legislation and agreed ways of working that influence individual rights eg equality and human rights, disability discrimination

Support the individual: developing respectful relationships; the importance of non-judgemental communication and inclusive information; respect individuals' choices; the use of agreed risk assessment processes to support individuals in making choices, eg health and lifestyle choices, decisions about treatment or care; awareness of actual or likely danger or harm arising from choices made eg increased vulnerability, impact on treatment or recovery; empowering and supporting individuals to question or challenge decisions concerning them that are made by others; using own role and authority to support the individual's right to make choices eg being confident and assertive, knowledge of relevant legislation and agreed ways of working, being an advocate in supporting an individual's right to choose; importance of inclusive practice and awareness of discrimination issues

6 **Be able to promote individuals' wellbeing**

Wellbeing: spiritual; emotional; cultural; religious; social; political factors

Promoting wellbeing: the importance of individual identity and self esteem; the links between identity, self-image and self-esteem; understanding emotional literacy; awareness of individual's feelings; the importance of privacy, maintaining dignity; providing support and encouragement for individuals; respecting the spiritual, religious and cultural beliefs of individuals

Supporting individuals: working in partnership to set realistic and achievable goals; empowering individuals to develop confidence and feel good about themselves; creating and maintaining a positive environment to promote the wellbeing of individuals eg attitudes, activities, surroundings; fostering positive relationships; encouraging open communication; supporting agreed ways of working that contribute to the wellbeing of individuals

7 **Understand the role of risk assessment in enabling a person-centred approach**

Risk assessment: person-centred approach in communicating risk information; empowering individuals to make informed decisions in relation to perceived risks and consequences; individuals as active participants in decision making; evaluating and appraising advantages and disadvantages eg relating to healthy lifestyle decisions like smoking, drinking and obesity; assessing and considering the benefits and drawbacks eg relating to specific investigations or treatment decisions; calculating risks involved eg in relation to surgical procedures, invasive tests or life-threatening situations; judging decisions eg relating to care and support, end-of-life decisions; reviewing and monitoring progress eg effectiveness of individual care plans; the impact of rights and responsibilities in risk taking; the importance of accountability; the changing nature of risk assessment, the importance of regular review in conjunction with changing individual needs

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the application of person-centred approaches in health and social care	1.1	Explain how and why person-centred values must influence all aspects of health and social care work			
		1.2	Evaluate the use of care plans in applying person-centred values			
2	Be able to work in a person-centred way	2.1	Work with an individual and others to find out the individual's history, preferences, wishes and needs			
		2.2	Demonstrate ways to put person-centred values into practice in a complex or sensitive situation			
		2.3	Adapt actions and approaches in response to an individual's changing needs or preferences			
3	Be able to establish consent when providing care or support	3.1	Analyse factors that influence the capacity of an individual to express consent			
		3.2	Establish consent for an activity or action			
		3.3	Explain what steps to take if consent cannot be readily established			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to implement and promote active participation	4.1	Describe different ways of applying active participation to meet individual needs			
		4.2	Work with an individual and others to agree how active participation will be implemented			
		4.3	Demonstrate how active participation can address the holistic needs of an individual			
		4.4	Demonstrate ways to promote understanding and use of active participation			
5	Be able to support the individual's right to make choices	5.1	Support an individual to make informed choices			
		5.2	Use own role and authority to support the individual's right to make choices			
		5.3	Manage risk in a way that maintains the individual's right to make choices			
		5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others			
6	Be able to promote individuals wellbeing	6.1	Explain the links between identity, self-image and self-esteem			
		6.2	Analyse factors that contribute to the wellbeing of individuals			
		6.3	Support an individual in a way that promotes their sense of identity, self-image and self-esteem			
		6.4	Demonstrate ways to contribute to an environment that promotes wellbeing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the role of risk assessment in enabling a person-centred approach	7.1 Compare different uses of risk assessment in health and social care			
	7.2 Explain how risk taking and risk assessment relate to rights and responsibilities			
	7.3 Explain why risk assessments need to be regularly revised			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 7: The role of the health and social care worker

Unit reference number: J/601/8576

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Assessment methodology

Learning outcomes 2 and 3 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand working relationships in health and social care

Working relationship: a relationship with a work colleague; the nature of a professional relationship; concept of team working; working within agreed guidelines; working towards common goals with a shared purpose; a business relationship

Personal relationship: a relationship with a friend, family member or within a social group; interpersonal relationship; romantic relationship; based on love, liking, family bond or social commitment

Different working relationships in health and social care settings: relationships between co-workers eg colleagues; between worker and manager eg supervisory; relationships within teams eg care planning team; between different health and social care workers eg nurse and care assistant; relationships between different professionals eg health and social care worker and legal advocate; professional relationships with others eg families of individuals

2 Be able to work in ways that are agreed with the employer

Adhere to the scope of the job role: job description as part of a contract of employment; legal responsibility; defined roles and responsibilities; professional commitment; understanding expectations of the job; understanding professional boundaries and working within professional limitations; accountability; used as a means of assessing performance within the job eg for appraisal purposes

Agreed ways of working: access full and up-to-date policies and procedures that relate to the responsibilities of the specific job role, eg health and safety, safeguarding, equal opportunities and inclusive working, security; implement agreed ways of working, eg in relation to infection control, anti-discriminatory practice, safety and security, dealing with emergency situations, moving and handling

3 **Be able to work in partnership with others**

Partnership working: importance of professional relationships with team members, colleagues, other professionals, individuals and their families; importance of communication; agreed ways of sharing information; concept of power sharing and empowerment; nature of professional respect; understanding different roles and responsibilities; different professional expectations; multi-agency and integrated working; improving partnership working through effective communication and information sharing; collaboration and team working; multi-agency team meetings and conferences; main principles of 'No Secrets' (2000) for multi-agency working in health and social care

Resolving conflicts: skills and approaches needed for resolving conflicts, eg managing stress, remaining calm, being aware of both verbal and non-verbal communication, controlling emotions and behaviour, avoid threatening others, paying attention to the feelings being expressed as well as the spoken words of others, being aware of and respectful of differences, developing a readiness to forgive and forget, having the ability to seek compromise, seeking resolution, being specific with communication, trying not to exaggerate or over-generalise, avoiding accusations, importance of active listening,

Access support and advice: knowing how and when to access support and advice about partnership working, eg in relation to sharing information, issues about confidentiality, confusion about roles and responsibilities, professional limitations or expectations, understanding professional boundaries; understanding agreed ways of working for seeking out support; knowing how to access support, eg through manager or supervisor, professional organisation, independent advisory organisations; knowing how and when to access support and advice about resolving conflicts, eg in relation to professional disagreements, issues with individuals or their families, conflict with colleagues or managers; knowing how to access support, eg through mentoring support, employment counselling, independent advisory organisations, trade unions

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand working relationships in health and social care	1.1 Explain how a working relationship is different from a personal relationship			
	1.2 Describe different working relationships in health and social care settings			
2 Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role			
	2.2 Access full and up-to-date details of agreed ways of working			
	2.3 Implement agreed ways of working			
3 Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others			
	3.2 Demonstrate ways of working that can help improve partnership working			
	3.3 Identify skills and approaches needed for resolving conflicts			
	3.4 Demonstrate how and when to access support and advice about: – partnership working – resolving conflicts			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 8: Promote good practice in handling information in health and social care settings

Unit reference number:	J/601/9470
Level:	3
Credit value:	2
Guided learning hours:	16

Unit summary

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Assessment methodology

Learning outcomes 2 and 3 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand requirements for handling information in health and social care settings**

Requirements for handling information: relevant legislation relating to the handling of information in health and social care eg Data Protection Act, Freedom of Information Act, Disability Discrimination Act, and other relevant legislation relating to the duty of confidentiality, human rights and safeguarding children and vulnerable adults; relevant codes of practice relating to the handling of information eg relating to the accuracy, retention, availability and disposal of information; the importance of having secure information systems, ensuring necessary safeguards and appropriate uses of personal information

Legal requirements and codes of practice: issues relating to the legal requirements for secure recording of information eg the common law duty of confidence, the legal requirements for accuracy of information and for information to kept up to date, obtaining personal data only for specific, lawful purposes and for personal data to be relevant and not excessive for its purpose; issues relating to the legal requirements for the secure storage of information eg the legal requirements that personal data should not be kept for longer than is necessary for its purpose, security measures to protect against the accidental loss, destruction or damage to personal data, legal requirements for the storage of electronic and manual data and access to secure information; issues relating to the legal requirements for sharing information eg freedom of information, principles of confidentiality, agreed ways of inter-agency and multi-agency/integrated working

2 **Be able to implement good practice in handling information**

Good practice in handling information: understanding the features of both manual and electronic information storage systems to ensure security eg encryption, secure passwords, electronic audit trails, secured IT networks, identity checks, security passes; understand how to ensure security when storing and accessing information, eg following Information Governance procedures, ensuring confidential information is not disclosed without consent, preventing accidental disclosure of information, practising strict security measures, like shredding paper-based information, logging out of electronic data systems and operating effective incident reporting processes; ensure the security of access to records and reports according to legal and organisational procedures, ethical codes or professional standards; the importance of keeping legible, accurate, complete and up-to-date records eg signed and dated, specifying individual needs and preferences, indicating any changes in condition or care needs

3 **Be able to support others to handle information**

Support others to handle information: ensure that others understand the need for secure handling of information; ensure that others access relevant, compulsory training eg in Information Governance; support others to put in to practice the guidance and procedures from Information Governance; ensure that others understand the importance of secure record keeping; support and enable others to contribute to manual and electronic records eg reporting accurate and sufficient information to the appropriate people, sharing relevant information relating to any changes in an individual's personal details, condition or care needs; ensure that others are familiar with procedures for reporting incidents relating to any breach of information security such as missing, lost, damaged or stolen information or records; the importance of thorough and reliable communication systems

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand requirements for handling information in health and social care settings	1.1	Identify legislation and codes of practice that relate to handling information in health and social care			
		1.2	Summarise the main points of legal requirements and codes of practice for handling information in health and social care			
2	Be able to implement good practice in handling information	2.1	Describe features of manual and electronic information storage systems that help ensure security			
		2.2	Demonstrate practices that ensure security when storing and accessing information			
		2.3	Maintain records that are up to date, complete, accurate and legible			
3	Be able to support others to handle information	3.1	Support others to understand the need for secure handling of information			
		3.2	Support others to understand and contribute to records			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 9: The principles of infection prevention and control

Unit reference number: L/501/6737

Level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

This unit aims to introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use Personal Protective Equipment (PPE) correctly and the importance of good personal hygiene.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand roles and responsibilities in the prevention and control of infections	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection 1.2 Explain employers' responsibilities in relation to the prevention and control infection			
2 Understand legislation and policies relating to prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection 2.2 Describe local and organisational policies relevant to the prevention and control of infection			
3 Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection 3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation			
4 Understand the importance of risk assessment in relation to the prevention and control of infections	4.1 Define the term risk 4.2 Outline potential risks of infection within the workplace 4.3 Describe the process of carrying out a risk assessment 4.4 Explain the importance of carrying out a risk assessment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1	Demonstrate correct use of PPE			
		5.2	Describe different types of PPE			
		5.3	Explain the reasons for use of PPE			
		5.4	State current relevant regulations and legislation relating to PPE			
		5.5	Describe employees' responsibilities regarding the use of PPE			
		5.6	Describe employers' responsibilities regarding the use of PPE			
		5.7	Describe the correct practice in the application and removal of PPE			
		5.8	Describe the correct procedure for disposal of used PPE			
6	Understand the importance of good personal hygiene in the prevention and control of infections	6.1	Describe the key principles of good personal hygiene			
		6.2	Demonstrate good hand washing technique			
		6.3	Describe the correct sequence for hand washing			
		6.4	Explain when and why hand washing should be carried out			
		6.5	Describe the types of products that should be used for hand washing			
		6.6	Describe correct procedures that relate to skincare			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 10: Causes and spread of infection

Unit reference number: H/501/7103

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body and key factors that may lead to infection occurring.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites			
	1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites			
	1.3 Describe what is meant by 'infection' and 'colonisation'			
	1.4 Explain what is meant by 'systemic infection' and 'localised infection'			
	1.5 Identify poor practices that may lead to the spread of infection			
2 Understand the transmission of infection	2.1 Explain the conditions needed for the growth of micro-organisms			
	2.2 Explain the ways an infective agent might enter the body			
	2.3 Identify common sources of infection			
	2.4 Explain how infective agents can be transmitted to a person			
	2.5 Identify the key factors that will make it more likely that infection will occur			

Learner name: _____ Date:_____

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Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 11: Cleaning, decontamination and waste management

Unit reference number: R/501/6738

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit aims to explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to maintain a clean environment to prevent the spread of infection	1.1 State the general principles for environmental cleaning			
	1.2 Explain the purpose of cleaning schedules			
	1.3 Describe how the correct management of the environment minimises the spread of infection			
	1.4 Explain the reason for the national policy for colour coding of cleaning equipment			
2 Understand the principles and steps of the decontamination process	2.1 Describe the three steps of the decontamination process			
	2.2 Describe how and when cleaning agents are used			
	2.3 Describe how and when disinfecting agents are used			
	2.4 Explain the role of Personal Protective Equipment (PPE) during the decontamination process			
	2.5 Explain the concept of risk in dealing with specific types of contamination			
	2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate			
	2.7 Describe how equipment should be cleaned and stored			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the importance of good waste management practice in the prevention of the spread of infection	3.1 Identify the different categories of waste and the associated risks 3.2 Explain how to dispose of the different types of waste safely and without risk to others 3.3 Explain how waste should be stored prior to collection 3.4 Identify the legal responsibilities in relation to waste management 3.5 State how to reduce the risk of sharps injury			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 12: Principles for implementing duty of care in health, social care or children's and young people's settings

Unit reference number:	R/601/1436
Level:	3
Credit value:	1
Guided learning hours:	5

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand how duty of care contributes to safe practice**

Duty of care in own work role: accountability for eg exercising authority, managing risk, working safely, safeguarding children and young people, monitoring own behaviour and conduct, maintaining confidentiality, storing personal information appropriately, reporting concerns and allegations, making professional judgements, maintaining professional boundaries, avoiding favouritism, maintaining high standards of conduct outside the professional role

Contribution of duty of care to safeguarding and protection of individuals: safeguarding children and young people eg protection from sexual, physical or emotional harm, preserving respect and dignity, engendering trust; protecting children and young people eg safety in the environment, safe use of resources and equipment, prevention from intimidation or humiliation; protecting self eg ensuring against risk of allegation of misconduct or abuse, avoiding risk of accusations of malpractice

2 **Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care**

Potential conflicts or dilemmas and individual's rights: conflicts/dilemmas eg attitudes, unsafe behaviour such as drug/alcohol abuse, truanting, staying out without permission, aggression and violence, bullying and intimidation, vandalism; individual's rights eg respect for views and actions, safety and security, love and belonging, education, equality

Managing risks: eg implement policies and codes of practice, act in individual's best interests, foster culture of openness and support, be consistent, maintain professional boundaries, follow systems for raising concerns

Support and advice about conflicts and dilemmas: eg line management, training and professional development, health professionals, school/college services, counselling services, mediation and advocacy services

3 **Know how to respond to complaints**

Responding to complaints: eg listen to complainant, refer complainant to policy, suggest that complaint is made in writing, report complaint to line manager

Main points of agreed procedures for handling complaints: eg acknowledgement of complaint, stages within procedure, report and recommendations, review and appeals

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 13: Maintaining quality standards in the health sector

Unit reference number:	F/502/3412
Level:	3
Credit value:	2
Guided learning hours:	13

Unit summary

This unit aims to develop an understanding of the importance of maintaining the quality of own work and that of others through monitoring competences to meet quality standards. Learners will learn the importance of prioritising workload, using and maintaining resources and the benefits of working with others. The unit will help the learner understand how legislation, policies and procedures determine quality standards.

Forbidden combination

This unit must not be taken with Unit 14: *Service improvement in the health sector* (J/502/3413)*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to provide a quality service within legislation, policies and procedures	1.1 Explain the importance of meeting quality standards as determined by legislation, policies and procedures			
	1.2 Explain how others could be encouraged to meet quality standards			
	1.3 Explain the benefits of maintaining quality standards			
2 Understand the importance of working with others to provide a quality service	2.1 Explain personal responsibilities for working with others			
	2.2 Explain accountability when working with others			
	2.3 Explain the importance of working effectively with others to provide a quality service			
3 Know how to monitor quality standards	3.1 Describe methods of monitoring quality standards			
	3.2 State how to inform other staff of quality issues			
	3.3 Describe how resources can be monitored and maintained			
	3.4 Outline the benefits of monitoring quality to maintain and improve standards			
4 Understand the importance of prioritising own workload to reduce risks to quality	4.1 Review factors that can affect own workload			
	4.2 Evaluate how prioritising work will ensure the maintenance and improvement of a quality service			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 14: Service improvement in the health sector

Unit reference number:	J/502/3413
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit aims to develop the ability to contribute to service improvement in the health sector. The unit looks at how to identify, discuss and implement service improvements. Learners will consider how to implement change and how to support others in making changes.

Forbidden combination

This unit must not be taken with Unit 13: *Maintaining quality standards in the health sector* (F/502/3412)*.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to evaluate own work and that of others to identify potential improvements	1.1 Illustrate how to benchmark own work and that of others			
	1.2 Explain how feedback can be obtained and used to identify potential service improvements			
	1.3 Review the policies and strategies for service improvements			
2 Understand how to make constructive suggestions about how services can be improved	2.1 Explain key issues related to potential improvements			
	2.2 Explain why service improvements are required			
	2.3 Discuss how service improvements could be implemented			
3 Understand how to discuss and agree improvements with others	3.1 Explain the importance of agreeing changes with others			
	3.2 Illustrate how working with others can support service improvements			
4 Understand how to make agreed improvements to own work and how to support others to make changes	4.1 Evaluate strategies for making changes effective within own work role			
	4.2 Explain how to support others in implementing changes			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 15: Understand mental wellbeing and mental health promotion

Unit reference number: F/602/0097

Level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Assessment requirements

Learning outcome 1, assessment criterion 1.1 requires learners to 'explain the range of factors that may influence mental wellbeing and mental health problems across the life span'. The qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their wellbeing as adults and the potential impact of levels of wellbeing in adulthood on their wellbeing in later life. This is in order to promote a holistic and whole-person approach to understanding wellbeing and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date

1 Understand the different views on the nature of mental wellbeing and mental health and the factors that may influence both across the life span	1.1 Evaluate two different views on the nature of mental wellbeing and mental health
	
	1.2 Explain the range of factors that may influence mental wellbeing and mental health problems across the life span, including:
	
	  – biological factors
	
	  – social factors
	
	  – psychological factors
	
	1.3 Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health:
	
	  – risk factors including inequalities, poor-quality social relationships
	
	  – protective factors including socially valued roles, social support and contact			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to implement an effective strategy for promoting mental wellbeing and mental health with individuals and groups	2.1 Explain the steps that an individual may take to promote their mental wellbeing and mental health			
	2.2 Explain how to support an individual in promoting their mental wellbeing and mental health			
	2.3 Evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health			
	2.4 Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community			
	2.5 Evaluate a local, national or international strategy to promote mental wellbeing and mental health within a group or community			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 16: Understand mental health problems

Unit reference number: J/602/0103

Level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and wellbeing.

Assessment requirements

In learning outcome 1, assessment criterion 1.1, learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the main forms of mental ill health	1.1 Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders			
	1.2 Explain the key strengths and limitations of the psychiatric classification system			
	1.3 Explain two alternative frameworks for understanding mental distress			
	1.4 Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know the impact of mental ill health on individuals and others in their social network	2.1 Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health			
	2.2 Explain how mental ill health may have an impact on the individual including: – psychological and emotional – practical and financial – the impact of using services – social exclusion – positive impacts			
	2.3 Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: – psychological and emotional – practical and financial – the impact of using services – social exclusion – positive impacts			
	2.4 Explain the benefits of early intervention in promoting an individual's mental health and wellbeing			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 17: Understand the process and experience of dementia

Unit reference number:	J/601/3538
Level:	3
Credit value:	3
Guided learning hours:	22

Unit summary

This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand the neurology of dementia

Causes of dementia syndrome: Alzheimer's disease; vascular dementia; Pick's disease; dementia with Lewy bodies (Fronto-Temporal); Creutzfeldt-Jakob Disease (CJD); Huntington's disease

Types of memory impairment commonly experienced by individuals with dementia: decline in memory, reasoning and communication; changes in behaviour; loss of skills; abilities which fluctuate; movement difficulties

The way that individuals process information with reference to the abilities and limitations of individuals with dementia: information processing – sensory input of sight, sound, attention; short-term memory; long-term memory; effects of different types of dementia on this process

How other factors can cause changes in an individual's condition that may not be attributable to dementia: the difference between dementia, depression and confusional states; sensory changes due to age-related degeneration eg macular degeneration and cataracts affecting vision, loss of hearing and increase of tinnitus affecting balance; reduced metabolism causing poor appetite; osteoporosis and fear of falling

Why the abilities and needs of an individual with dementia may fluctuate: changes to the physical environment eg moving home, starting at a day centre; changes to the social environment eg changes in carers, loss of family or friends and social isolation, bereavement; changes to the emotional environment eg carers become stressed, experience of abuse; personal changes – changes in treatment, changes in medication, and changes in physical condition eg bacteria or viral infections, vascular changes, rapidity of onset of dementia

2 Understand the impact of recognition and diagnosis of dementia

The impact of early diagnosis and follow up to diagnosis: quality of life, eg fear, feeling of lack of control, loss of dignity, loss of identity, lack of involvement, invasion of privacy, fear of losing own home, inability to communicate needs and preferences; social eg loss of friends, loss of community involvement, difficulty in dealing with own finances, attitudes of others; impact on health, eg increased risk of falls, nutrition, personal hygiene, reduced exercise; increased likelihood of abuse, eg emotional, neglect, physical, sexual, financial, increased likelihood of injury or harm

The importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working: agreed ways of recording in own organisation; written or electronic recording is factual, legible, dated, signed or authenticated and confidential; importance of recording to highlight risk and establish if there is a pattern, an improvement or a worsening of symptoms

The process of reporting possible signs of dementia within agreed ways of working: agreed ways of reporting in own organisation such as verbal, written, electronic; accurate, timely, and confidential reporting

The possible impact of receiving a diagnosis of dementia on the individual: impact on individual includes fear, denial, need for information, need for sources of support eg emotional or financial support

The possible impact of receiving a diagnosis of dementia on the individual's family and friends: impact on family and friends such as fear, denial, need for information, need for sources of support eg emotional or financial support

3 **Understand how dementia care must be underpinned by a person centred approach**

Person-centred approach: principles of care including dignity, respect, choice, independence, privacy, rights, culture; seeing the person first and the dementia second; focus on strengths and ability; preferred or appropriate communication; acting in the best interests of the individual; person-to-person relationships; involve individual in care planning; take account of history, eg personal, family, medical

Non-person centred approaches: institutional perspective, bio-medical perspective

Techniques to meet the fluctuating abilities and needs of the individual with dementia: reality orientation approach; validation approach

Techniques using the physical environment to meet the fluctuating abilities and needs of the individual with dementia: use of assistive technologies, eg pressure mats, door alarms linked to staff pagers, personal pendant alarms; an enabling and safe environment, eg hand rails, safe flooring, use of colour/textures, practical aids

Techniques using the social environment to meet the fluctuating abilities and needs of the individual with dementia: use of social environment to enable positive interactions with individuals with dementia; use of reminiscence techniques to facilitate a positive interaction with the individual with dementia; holistic approach, responsive and flexible approach; involving family and friends, individual's personal beliefs, focus on strengths and abilities, effective communication; appropriate exercise, activities specific to the needs of the individual, eg music sensory; alternative therapies, eg aromatherapy, massage, sensory

Maintaining health and wellbeing: methods, eg conventional medicines, safe handling of medicines, complementary medicines, diet and nutrition, fluid intake, personal care, measures to reduce risk of infection

Myths and stereotypes related to dementia that may affect the individual and their carers: stigma and its impact on relationships eg social isolation of individual and carer, assumption of automatic loss of independence eg unable to drive, unable to make decisions about own care; dissatisfying interactions with the medical community eg difficulty in obtaining early diagnosis; uncertainty about availability of support services and treatments; importance of person-centred values eg individuality, rights, choice, privacy, independence, dignity, respect, autonomy

Ways in which individuals and carers can be supported to overcome their fears: person-centred planning and reviews information about accessible and appropriate support services; emotional support such as individuals in early stage dementia involved in decision making; involvement with support organisation eg Alzheimer's Society; training; safeguarding work; balance between protection and maintaining rights; service provision to include integrated working across private, statutory and third sector, eg hospitals, hospices, residential care, nursing homes, independent living, sheltered housing, day care, domiciliary care, GP, social services, pharmacists, end-of-life support, urgent care response, early intervention, psychiatric services, memory services, physiotherapists, occupational therapists, dieticians, other health and social care workers, counsellors, dementia advisers, advocates

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the neurology of dementia	1.1	Describe a range of causes of dementia syndrome			
	1.2	Describe the types of memory impairment commonly experienced by individuals with dementia			
	1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia			
	1.4	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia			
	1.5	Explain why the abilities and needs of an individual with dementia may fluctuate			
2 Understand the impact of recognition and diagnosis of dementia	2.1	Describe the impact of early diagnosis and follow up to diagnosis			
	2.2	Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working			
	2.3	Explain the process of reporting possible signs of dementia within agreed ways of working			
	2.4	Describe the possible impact of receiving a diagnosis of dementia on: – the individual – their family and friends			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how dementia care must be underpinned by a person-centred approach	3.1 Compare a person-centred and a non-person-centred approach to dementia care			
	3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia			
	3.3 Describe how myths and stereotypes related to dementia may affect the individual and their carers			
	3.4 Describe ways in which individuals and carers can be supported to overcome their fears			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 18: Assist in implementing treatment programmes for individuals with severely reduced movement/mobility

Unit reference number: Y/602/3197

Level: 3

Credit value: 5

Guided learning hours: 29

Unit summary

This unit develops the learner's ability in providing assistance to the practitioner to implement treatment programmes. Knowledge of the rationale for the programmes and associated anatomy and physiology is required.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice which inform own role in assisting in treatment programmes for individuals with severely reduced movement/mobility	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role			
2 Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility	2.1 Describe the aspects of the anatomy and physiology of the skin and lungs which inform treatment programmes for individuals with severely reduced movement/mobility			
	2.2 Explain the principles of 24-hour posture management and pressure area care			
	2.3 Describe the physiological benefits of movement			
	2.4 Describe the basic reaction to pain within the body			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand treatment programmes for individuals with severely reduced movement/mobility	3.1 Describe the types and purpose of treatment programmes used for different conditions			
	3.2 Identify potential adverse reactions to different treatment programmes			
	3.3 Explain the actions to be taken when adverse reactions occur and the potential consequences of not taking action			
	3.4 Explain the rationale for and importance of monitoring an individual's condition			
	3.5 Identify the functions of equipment and materials used in different treatment programmes			
	3.6 Identify the potential dangers associated with:			
	– treatment programmes for individuals with severely			
	– reduced movement/mobility			
	– the equipment and the materials used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to implement treatment programmes for individuals with severely reduced movement/mobility	4.1 Position the individual appropriately for the treatment programme			
	4.2 Obtain valid consent			
	4.3 Carry out activities specified in the individual's treatment plan			
	4.4 Monitor the individual's condition during and after treatment			
	4.5 Provide verbal and physical support and encouragement during and after treatment			
	4.6 Give feedback to the practitioner on the progress of the treatment programme in line with local policy or protocol			
	4.7 Explain the importance of seeking advice and assistance on problems beyond own scope of competence			
	4.8 Make records of the treatment in line with national/local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 19: Assist in the implementation of programmes to increase mobility, movement and functional independence

Unit reference number: D/602/3198

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit aims to develop the learner's ability to apply knowledge and understanding of health topics and treatment programmes to implementing programmes to restore mobility, movement and functional independence. The learner supports the practitioner.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role and accountability when assisting in programmes to restore mobility, movement and functional independence			
2 Understand health topics related to restoring movement and functional independence	2.1 Describe the physical and psychological benefits of functional exercise			
	2.2 Identify and describe the functions of the main muscle groups and joints in the body			
	2.3 Describe a range of psychological effects of physical disability on individuals			
	2.4 Describe the conditions which can cause difficulties in movements and mobility, in relation to those encountered in own role			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand treatment programmes related to restoring movement and functional independence	3.1	Describe the treatment programmes for individuals with restricted movements and mobility encountered in own role			
		3.2	Explain the functions of equipment and materials used in own role and the hazards associated with them			
		3.3	Describe potential signs of adverse reactions to mobility and movement programmes			
4	Be able to assist in implementing programmes to restore mobility, movement and functional independence	4.1	Obtain valid consent from the individual			
		4.2	Position the individual			
		4.3	Carry out therapeutic activities which fulfil the individual's needs and goals as outlined in the treatment plan			
		4.4	Support and encourage the individual to practise existing and newly developed skills during the treatment programme			
		4.5	Encourage the individual to practise skills developed during treatment in their daily life			
		4.6	Monitor the individual during and after treatment in line with the treatment plan			
		4.7	Describe monitoring processes used and their importance in treatment programmes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to make records and provide information to the practitioner	5.1 Feed back information to the practitioner to inform future treatment in line with local policy and protocol			
	5.2 Make records of treatment activities and the individual's condition in line with national/local policy and protocol			
	5.3 Explain the importance of seeking advice and guidance when the treatment activity is beyond own competence			
	5.4 Explain the importance of reporting adverse reactions and the potential consequences of poor practice			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 20: Implement hydrotherapy programmes for individuals and groups

Unit reference number: F/602/3517

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit aims to develop the learner's ability to implement hydrotherapy programmes under the overall direction of the therapist. Knowledge and understanding of the musculoskeletal anatomy of the human body and the principles and practices of hydrotherapy underpin work practice.

Additional information

Valid consent must be in line with agreed UK country definition.

Vulnerability may be due to not being fully dressed, having cultural issues around modesty or use of professional touch.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to implementing hydrotherapy programmes	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role when implementing hydrotherapy programmes 1.2 Explain the importance of only working within own scope of practice			
2 Know musculoskeletal aspects of the body	2.1 Identify the main bones, muscle groups and joints of the body 2.2 Describe the functions of muscle, ligaments and tendons 2.3 Describe the normal ranges of movement of the main joints in the body			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the principles of hydrotherapy practice	3.1 Describe the principles and main benefits of hydrotherapy			
	3.2 Identify the potential dangers and adverse reactions related to hydrotherapy and the actions to be taken			
	3.3 Describe response procedures to follow in emergency situations in hydrotherapy			
	3.4 Explain the reasons for respecting the **vulnerability** of individuals in the hydrotherapy environment			
	3.5 Explain the importance of taking refreshment and rest during hydrotherapy programmes			
	3.6 Describe the applications of hydrotherapy equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to implement hydrotherapy programmes	4.1 Check the environment is suitable for hydrotherapy programmes			
	4.2 Obtain **valid consent** from the individual			
	4.3 Assist the individual to enter/exit the pool			
	4.4 Carry out specified activities under direction of the practitioner as outlined in the treatment goals			
	4.5 Monitor the safety and wellbeing of the individual during and after treatment in line with national/local policy and protocol			
	4.6 Explain the importance of monitoring an individual's condition during hydrotherapy programmes			
	4.7 Ensure self and individual take rest and refreshment as appropriate			
5 Be able to report to the practitioner on the outcomes of the hydrotherapy programme	5.1 Make records of the programme activities and the individual's condition in line with national/local policy and protocol			
	5.2 Feed back information to the practitioner to inform future planning			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 21: Adapt and fit healthcare equipment, medical devices, assistive technology, or products to meet individuals' needs

Unit reference number:	J/602/3521
Level:	3
Credit value:	6
Guided learning hours:	37

Unit summary

This unit aims to develop the learner's ability to adapt and fit prescribed items. Knowledge and understanding of technical specifications and requirements informs work practice.

Additional information

Prescribed items are defined as healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs.

Those involved could include key stakeholders, families, interdisciplinary team or agencies.

Standards may include quality, manufacturer's guidelines, prescription, effective operation standards.

Valid consent must be in line with agreed UK country definition.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products			
	1.2 Outline own roles, responsibilities and accountability when adapting and fitting **prescribed items**			
	1.3 Outline the procedures and systems used within own work place for authorising prescribed items			
	1.4 Explain the importance of handover procedures for the prescribed item			
2 Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs	2.1 Outline the aspects of anatomy and physiology which impact on adapting and fitting prescribed items within own role			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products	3.1 Identify the measurements and limits of use for the prescribed items encountered in own work practice to ensure any adaptation maintains its – integrity – safety – fitness for purpose 3.2 Identify the range of measurements used in adaptations of prescribed items encountered in own work practice, to ensure specification of the original prescription is met 3.3 Explain the importance of checking the impact of a prescribed item on other devices and systems used by the individual 3.4 Identify the parameters used when assessing the fit of prescribed items encountered in own role 3.5 Describe the process of making minor adjustments to ensure best fit and comfort for prescribed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to adapt prescribed items to meet individuals' needs	4.1 Liaise with **those involved** in the adaptation and check authorisation for the work			
	4.2 Check that the prescribed item conforms to required **standards**			
	4.3 Make adaptations in line with prescribed recommendations, in accordance with national/local policy and protocol			
	4.4 Confirm the prescribed item is in safe working order within expected performance parameters			
	4.5 Inform those involved and the individual that the prescribed item is ready for fitting			
	4.6 Record details of the adjustments in line with national/local policy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to fit prescribed items to meet the needs of individuals	5.1 Confirm the individual's identity and gain **valid consent**			
	5.2 Explain to the individual the purpose and instruct in the use of the prescribed item			
	5.3 Maintain compliance with health and safety guidance at all times			
	5.4 Apply standard precautions for infection control			
	5.5 Fit the prescribed item and activate, if necessary			
	5.6 Check the safety and performance measurements of the prescribed item			
	5.7 Ensure the item is comfortable, acceptable and meets the individual's needs and clinical requirements			
	5.8 Hand over the prescribed item with documentation, instructions on maintenance and how to report malfunction			
	5.9 Record details of the fitting and instruction process in line with national/local policy			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 22: Assist in testing individuals' abilities prior to planning physical activities

Unit reference number: L/602/3519

Level: 3

Credit value: 5

Guided learning hours: 38

Unit summary

This unit aims to develop the learner's ability to assist in assessment prior to exercise and physical activities. Knowledge of health-related topics is required as well as an understanding of the tests used in assessment.

Additional information

Valid consent must be in line with agreed UK country definition.

Rating of perceived exertion is a method of monitoring exercise intensity that allows exercisers to rate how they feel while exercising using a numerical scale. In most RPE scales, the higher the number, the higher the exertion.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to assisting in testing individuals prior to planning physical activities	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role			
2 Understand health-related topics in relation to physical activities	2.1 Outline cardiovascular: – anatomy – physiology – biochemistry 2.2 Describe the bio-physical-social model of health as it relates to own role 2.3 Identify factors which cause limitations to physical activity 2.4 Define **rating of perceived exertion** and the methods used to calculate this			
3 Understand motivation factors for physical activities	3.1 Explain how to motivate individuals to become involved in exercise regimes 3.2 Explain factors which could motivate individuals to change behaviour and/or lifestyle			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to carry out preparations to assess individuals' ability to exercise	4.1	Obtain the individual's **valid consent** to the assessment process			
		4.2	Prepare environmental conditions for carrying out assessment in line with national/local policy and protocol			
		4.3	Consult previous assessments and check individual's medication history			
		4.4	Explain the importance of accessing previous assessments and medication history			
5	Be able to assist the practitioner to administer tests to assess individuals' ability to exercise	5.1	Outline the tests used in own work practice to assess individuals' physical abilities			
		5.2	Assist the practitioner to administer tests to assess the individual's ability to exercise			
		5.3	Identify the individual's present and former levels of physical activity			
		5.4	Establish the individual's goals in relation to physical activity			
		5.5	Report any medical limitations on the individual's physical activity			
		5.6	Identify the individual's rating of perceived exertion			
		5.7	Record the individual's exercise capacity in line with national/local policy and protocol			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 23: Deliver exercise sessions to improve individuals' health and wellbeing

Unit reference number:	F/602/3520
Level:	3
Credit value:	5
Guided learning hours:	32

Unit summary

This unit aims to develop the learner's ability to deliver exercise sessions for individuals or groups. Knowledge of the roles of exercise in promoting health and well being is required as well as an understanding of exercise programme rationales.

Additional information

FITT principles are rules that relate to the frequency, intensity, type and time of exercise.

These four principles of fitness training are applicable to individuals exercising at low to moderate training levels and may be used to establish guidelines for both cardiorespiratory and resistance training.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to delivering exercise sessions	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in delivering exercise sessions			
2 Understand the role of exercise and its physical effects	2.1 Describe the physical effects of exercise 2.2 Outline main aspects of cardiovascular anatomy and physiology which are relevant to exercise 2.3 Explain the role of exercise in improving self esteem, confidence and motivation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the principles and rationales for exercise programmes	3.1	Explain what is meant by **FITT principles** and their application to exercise sessions			
		3.2	Describe the principles used in designing and developing exercise sessions			
		3.3	Explain the importance of using warm-up and cool-down exercises as part of a session			
		3.4	Describe potential adverse reactions to exercise and the procedures for dealing with them			
		3.5	Explain factors in risk assessment for exercise sessions for individuals and groups			
		3.6	Describe ways to measure and evaluate individuals' responses to exercise			
4	Understand the use of exercise equipment	4.1	Describe the functions and limitations of exercise equipment encountered in own work practice			
5	Be able to deliver exercise sessions	5.1	Instruct individuals to carry out exercise activities			
		5.2	Adapt exercise sessions in response to changes in the individuals' condition, needs, abilities and goals			
		5.3	Dive encouragement and feedback to promote individuals' confidence and motivation			
		5.4	Collaborate with individuals to agree on intended outcomes of exercise sessions			
		5.5	Plan future goals with individuals to meet their needs and abilities			
		5.6	Make records of all aspects of exercise sessions in line with national/local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 24: Collaborate in the assessment of environmental and social support in the community

Unit reference number: A/602/4519

Level: 3

Credit value: 4

Guided learning hours: 23

Unit summary

This unit is aimed at those who work together with others in the assessment of the need for, and provision of, environmental and social support in the community.

Additional information

Valid consent must be in line with agreed UK country definition.

Individuals may be children, young people, adults or older people.

Community could be the individual's own home, a community home, a day centre or the individual's place of work.

Relevant others may include:

- colleagues
- family
- carers
- anyone else involved in the care and wellbeing of the individual.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the **community**	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work with the provision of environmental and social support in the community 1.2 Identify when good practice suggests it may be necessary to seek assistance			
2 Understand how to assess the need for, and provision of, environmental and social support in the community	2.1 Describe situations when **individuals** may need to be provided with environmental or social support 2.2 Describe the types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community 2.3 Describe the purpose of the assessment tools used in the workplace 2.4 Explain the procedures relating to carrying out an assessment of environmental and social support in the community 2.5 Explain the roles of individuals involved in assessing environmental and social support in the community			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to carry out assessments in collaboration with others to establish the need for, and provision, of environmental and social support in the community	3.1	Communicate with the individual and relevant others in a way that encourages personal choice			
		3.2	Undertake the assessment in line with local policy and protocol			
		3.3	Identify and prioritise the individual's needs, in conjunction with relevant others if necessary			
		3.4	Record the outcomes of the assessment in line with local policy and protocol			
		3.5	Pass on the outcomes of the assessment in line with local policy and protocol			
4	Be able to plan changes to be made to the environment and social support with individuals and relevant others	4.1	Confirm the availability of the resources required			
		4.2	Communicate the options for support and equipment to the individual and **relevant others**			
		4.3	Identify any difficulties with providing the support or equipment, discussing possible solutions			
		4.4	Agree any proposed changes to the environment and social support and gain **valid consent** to carry these out			
		4.5	Record the agreed actions in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 25: Provide support to maintain and develop skills for everyday life

Unit reference number: L/601/8028

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Additional information

An **individual** is someone requiring care or support.

Others may include:

- family
- advocates
- team members
- line manager
- specialists
- others who are important to the individual's wellbeing.

The plan may include:

- goals (short, medium and long term)
- the type and level of support needed to achieve goals
- roles and responsibilities
- ways to address any associated risks
- ways to monitor the plan.

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.

Agreed ways of working will include policies and procedures where these exist.

Assessment methodology

Learning outcomes 2,3 and 4 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of supporting skills for everyday life	1.1 Compare methods for developing and maintaining skills for everyday life			
	1.2 Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life			
	1.3 Explain how maintaining, regaining or developing skills can benefit individuals			
2 Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1 Work with an **individual** and **others** to identify skills for everyday life that need to be supported			
	2.2 Agree with the individual a plan for developing or maintaining the skills identified			
	2.3 Analyse possible sources of conflict that may arise when planning and ways to resolve them			
	2.4 Support the individual to understand **the plan** and any processes, procedures or equipment needed to implement or monitor it			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support individuals to retain, regain or develop skills for everyday life	3.1 Provide agreed support to develop or maintain skills, in a way that promotes **active participation**			
	3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills			
	3.3 Describe actions to take if an individual becomes distressed or unable to continue			
4 Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support			
	4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used			
	4.3 Agree revisions to the plan			
	4.4 Record and report in line with **agreed ways of working**			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 26: Facilitate learning and development activities to meet individual needs and preferences

Unit reference number: L/601/8644

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to plan, take part in and evaluate learning or development activities.

Additional information

Learning and development activities may include:

- intellectual pursuits
- activities to promote fitness or mobility
- activities relating to skills development
- activities to promote participation and interaction.

An **individual** is someone requiring care or support.

Others may include:

- family members
- advocates
- line manager
- specialists
- others who are important to the individual's wellbeing.

A **plan for a learning or development activity** may include:

- the purpose of the activity
- how the activity will be implemented
- timescales for implementation
- the roles and responsibilities of those involved
- the level and type of support required
- resources or equipment needed
- ways to minimise risks.

Agreed ways of working will include polices and procedures where these exist.

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 methodology

Learning outcomes 2, 3, 4, 5 and 6 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the role of learning and development activities in meeting **i**ndividual needs	1.1	Describe the benefits to individuals of engaging in learning or development activities			
	1.2	Analyse the purpose of a range of learning or development activities in which individuals may participate			
	1.3	Explain how individual needs and preferences may influence how **learning and development activities** are accessed or delivered			
2 Be able to identify learning and development activities to meet individual needs and preferences	2.1	Support the individual to communicate their goals, needs and preferences about learning or development activities			
	2.2	Provide the individual and others with information on possible learning or development activities			
	2.3	Assess whether a tailor-made activity may be more beneficial to an individual than other learning or development opportunities			
	2.4	Work with the individual and others to agree learning or development activities that will suit the individual			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to **plan learning and development activities** with individuals	3.1	Describe factors that may affect the way a programme of learning or development activities is implemented and supported			
	3.2	Establish with the individual and others a plan for implementing the programme of activities			
	3.3	Assess risks in line with **agreed ways of working**			
4 Be able to prepare for learning and development activities	4.1	Obtain or prepare resources or equipment needed for the activity			
	4.2	Describe how resources or equipment might be adapted to meet the needs of an individual			
	4.3	Support the individual to prepare for an activity so as to minimise risks and maximise their participation			
	4.4	Prepare the environment so that the activity can be carried out safely and effectively			
5 Be able to facilitate learning and development activities with individuals	5.1	Carry out agreed role in facilitating the activity			
	5.2	Support the individual to engage with the activity in a way that promotes **active participation**			
	5.3	Encourage the individual to give feedback about how the activity is implemented and the support provided			
	5.4	Make adjustments in response to feedback			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to evaluate and review learning and development activities	6.1 Agree with the **individual** and **others** the process and criteria for evaluation of the activity and the support provided			
	6.2 Collate and present information for evaluation as agreed			
	6.3 Use agreed criteria to evaluate the activity with the individual and others			
	6.4 Make recommendations for any changes in the activity, its implementation or the support provided			
	6.5 Explain the importance of recognising progress achieved through a learning or development activity			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 27: Support individuals to manage their finances

Unit reference number: D/601/7904

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage and review their financial affairs, in accordance with their needs and preferences.

Additional information

Methods and services for managing personal finances may include those for:

- budgeting
- tracking income and expenditure
- making payments
- keeping money safely
- managing debts
- keeping financial records.

Agreed ways of working will include policies and procedures where these exist and will indicate where others need to be involved.

An **individual** is someone requiring care or support.

Others may include:

- family
- friends
- advocates
- professionals
- others who are important to the individual's wellbeing.

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 methodology

Learning outcomes 2, 3 and 4 must be assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to access information and advice about financial affairs	1.1 Identify sources of information and advice about **methods and services for managing personal finances**			
	1.2 Identify sources of information and advice about benefits and allowances			
	1.3 Describe the role of **others** who may be involved in supporting individuals to manage their own finances			
	1.4 Describe how and when to access specialist expertise about managing financial affairs			
	1.5 Explain how to access advice on safeguarding against financial abuse			
2 Be able to provide support for individuals to manage their finances	2.1 Identify legislation, codes of practice and agreed ways of working that apply when providing support to manage financial affairs			
	2.2 Work with the **individual** to identify the skills they have for managing their own finances			
	2.3 Identify an individual's preferred methods and services for managing their finances			
	2.4 Provide support for managing finances in a way that promotes **active participation** and safeguards the **individual**			
	2.5 Contribute to records and reports about finances in line with **agreed ways of working**			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to contribute to applying for financial assistance	3.1 Provide support for an individual to check the benefits and allowances to which they are entitled			
	3.2 Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation			
4 Be able to contribute to reviewing support for managing finances	4.1 Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances			
	4.2 Work with the individual to evaluate methods, services and support for managing finances			
	4.3 Agree with the individual any changes to methods, services and support for managing finances			
	4.4 Provide feedback to an organisation or agency about the effectiveness of financial information or support			
	4.5 Explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 28: Support individuals to access housing and accommodation services

Unit reference number: K/601/7906

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

Additional information

An **individual** is someone requiring care or support.

A **plan** may include:

- realistic and achievable goals
- actions the individual will take
- the level and type of support required
- roles and responsibilities
- timescales
- how and when progress towards goals will be reviewed.

Others may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing.

Agreed ways of working will include policies and procedures where these exist.

Assessment methodology

Learning outcomes 2, 3, 4, 5 and 6 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand support available to access housing and accommodation services	1.1 Identify sources of funding and benefits that are available for housing and accommodation services			
	1.2 Analyse the range of housing and accommodation services available			
	1.3 Explain how and where to access specialist information and advice about housing and accommodation services			
2 Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1 Work with an individual to identify their accommodation requirements			
	2.2 Work with the individual to understand the range of accommodation services that could meet their needs			
	2.3 Support the individual to understand requirements that may be made by housing and accommodation services			
3 Be able to work with individuals to **plan** to access housing and accommodation services	3.1 Work with the individual and **others** to agree a plan for accessing housing and accommodation services			
	3.2 Establish with an individual which housing and accommodation services will be approached			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work with individuals to access housing and accommodation services	4.1 Support the individual to prepare to attend meetings with housing and accommodation services			
	4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences			
	4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service			
	4.4 Describe ways to challenge discrimination in accessing housing and accommodation services			
5 Be able to work with housing and accommodation services to meet the needs of individuals	5.1 Provide housing and accommodation services with information about own role and responsibilities			
	5.2 Demonstrate continued contact with housing and accommodation staff to ensure **individual** needs are being met			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to contribute to the review of housing and accommodation services for individuals	6.1 Work with the individual and others to: – monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences – identify any additional support needed 6.2 Consult with others about any problems and proposed solutions 6.3 Record and report on the review in line with **agreed ways of working**			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 29: Facilitate and monitor housing and accommodation services to support individuals with mental health needs

Unit reference number:	A/602/4410
Level:	3
Credit value:	5
Guided learning hours:	32

Unit summary

This unit is intended for those who work directly with housing and accommodation services to enable them to support individuals with mental health needs.

Additional information

Housing and accommodation covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand legislation, national guidelines, policies, protocols and good practice guidelines related to working with **housing and accommodation** agencies supporting individuals with mental health needs	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for working with an individual with mental health needs 1.2 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of housing and accommodation for an individual with mental health needs			
2 Understand the nature and operation of the housing sector as related to people with mental health needs	2.1 Explain the role of the principal agencies within the housing sector who develop housing and accommodation for individuals with mental health needs 2.2 Explain the impact of homelessness on mental health needs 2.3 Describe the different types of accommodation that are available with reference to an individual's mental health needs 2.4 Compare different types of accommodation in terms of the support they offer to an individual with mental health needs 2.5 Explain the influence of age and type of mental health needs on decisions made relating to housing 2.6 Describe the practical and emotional skills required to live independently			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to facilitate the arrangement of **housing and accommodation** services for individuals with mental health needs	3.1 Support the individual in making preparations to attend **housing and accommodation** services			
	3.2 Discuss with **housing and accommodation** services the			
	– individual's **housing and accommodation** needs			
	3.3 Explain the factors that need to be considered in arranging **housing and accommodation** to meet the individual's needs			
	3.4 Confirm that steps have been taken to maintain an individual's privacy and dignity at all times			
	3.5 Confirm that steps have been taken to treat individuals with equality and that they are not discriminated against due to mental health needs			
	3.6 Provide information to the **housing and accommodation** services in line with local policy and protocol			
	3.7 Explain own role in assisting **housing and accommodation** services			
	3.8 Explain the procedures for raising concerns relating to an individual with mental health needs in line with local policy and protocol			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to monitor the provision of **housing and accommodation** services for individuals with mental health needs	4.1 Maintain contact with **housing and accommodation** workers to review arrangements in line with local policy and protocol			
	4.2 Monitor an individual's progress in maintaining housing responsibilities			
	4.3 Respond to any issues that interfere with the **housing and accommodation** arrangements			
	4.4 Support partnership arrangements in maintaining **housing and accommodation** for an individual with mental health needs			
5 Be able to keep records **relating to individuals' housing and accommodation**	5.1 Update records on the individual's progress with their **housing and accommodation** in line with local policy and protocol			
	5.2 Collate records in order to contribute to data collection on work carried out with **housing and accommodation** services			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 30: Monitor individuals' progress in relation to managing their body weight and nutrition

Unit reference number: Y/602/3121

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is aimed at those who support and monitor adults and/or young people's progress in managing their body weight and nutrition. There will be opportunities to develop knowledge, understanding and skills related to assessing an individual's current body weight and nutritional status and working with them to re-establish goals for further progress.

Additional information

The use of **individuals** in this unit refers only to adults and young people (not infants or children).

Body measurements should include waist circumference, skinfold thickness, weight and height but may also include Body Mass Index (BMI), percentage weight loss, bioelectrical impedance, waist-hip ratio and calculation of nutritional requirements.

Valid consent must be in line with agreed UK country definition.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to monitor **individuals'** progress in relation to managing their weight and nutrition in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Explain how to develop weight and nutritional management plans in line with current legislation, national guidelines, policies, protocols and good practice guidelines			
	1.2 Outline the types of information to gather from an individual in order to assess their progress			
	1.3 Explain how to provide constructive feedback and encouragement to an individual regarding their progress in line with policy and protocol			
	1.4 Explain how to interpret body measurements to inform the type of support provided in line with policy and protocol			
	1.5 Explain when to refer the individual to other practitioners for modifications of plans			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to monitor **individuals'** progress in managing their body weight	2.1	Prepare an environment which is suitable for open and confidential discussions and for taking **body measurements**			
		2.2	Confirm the individual's identity and gain **valid consent** prior to taking body measurements			
		2.3	Take the individuals' body measurements in line with local policy and protocol			
		2.4	Interpret body measurements to inform the type of advice to give			
		2.5	Discuss, with the individual/carer, the progress they have made and any difficulties they have experienced			
		2.6	Support the individual to identify factors which have adversely affected their plan			
		2.7	Evaluate the effectiveness of current interventions in achieving agreed goals			
3	Be able to support **individuals** in re-establishing goals for further progress	3.1	Agree new goals with the individual/carer			
		3.2	Agree review dates with the individual/carer			
		3.3	Provide encouragement to the individual by reinforcing the benefits of adhering to a weight management plan			
		3.4	Update records in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 31: Administer oral nutritional products to individuals

Unit reference number: J/602/4006

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is aimed at those working in a range of care settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals who are otherwise incapable of doing so. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare nutritional products and to administer them to individuals, including ensuring stock levels are maintained.

Additional information

Valid consent must be in line with agreed UK country definition.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products			
	1.2 Explain how to take information from medication administration charts to inform the administration of oral nutritional products			
	1.3 Explain how to prepare oral nutritional products			
	1.4 Explain how to ensure the dignity, safety and privacy of an individual during the procedure			
	1.5 Explain how to check if the individual has taken the oral nutritional product			
2 Understand common nutritional products and their uses	2.1 Describe common nutritional products and their uses			
	2.2 Explain how common nutritional products should be stored			
	2.3 Describe the effects of common nutritional products, relevant to the individuals' condition			
	2.4 Explain the importance of information labelling of nutritional products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to manage possible reactions to the use of nutritional products	3.1	Describe common adverse reactions to nutritional products and how to recognise them			
		3.2	Explain how to deal with common adverse reactions			
		3.3	Explain how to deal with non-compliance when attempting to administer nutritional products			
		3.4	Identify support staff to help manage reactions to the use of nutritional products			
		3.5	Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to prepare for oral administration of nutritional products	4.1	Apply standard precautions for infection control			
	4.2	Apply health and safety measures relevant to the procedure and environment			
	4.3	Confirm the individual's identity and gain **valid consent** prior to administering nutritional products			
	4.4	Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action			
	4.5	Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences			
	4.6	Prepare an individual to receive oral administration of nutritional products			
	4.7	Select and prepare nutritional products according to the administration record and standard hygiene precautions			
	4.8	Select materials, equipment and aids which can be used for the oral administration of nutritional products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to administer oral nutritional products to individuals	5.1 Administer oral nutritional products to an individual according to the administration record and in a way which minimises pain, discomfort and trauma for the individual			
	5.2 Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately			
	5.3 Dispose of waste products in line with local policy and protocol			
	5.4 Update records in line with local policy and protocol			
6 Be able to maintain stock of nutritional products	6.1 Monitor and rotate stock levels, reporting any discrepancies to the appropriate person			
	6.2 Maintain the correct storage conditions for oral nutritional products			
	6.4 Dispose of out-of-date and part-used nutritional products in line with local policy and protocol			
	6.5 Maintain stock records			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 32: Provide information and advice to individuals on eating to maintain optimum nutritional status

Unit reference number:	D/602/3122
Level:	3
Credit value:	5
Guided learning hours:	38

Unit summary

This unit is aimed at those who provide advice and information to individuals on how to maintain optimum nutritional status.

Additional information

Body measurements should include waist circumference, skinfold thickness, weight and height but may also include Body Mass Index (BMI), percentage weight loss, bioelectrical impedance, waist-hip ratio and calculation of nutritional requirements.

Valid consent must be in line with agreed UK country definition.

Background information may include: any medical, cultural, financial, or social information pertinent to managing the individual's body weight; blood health, eating habits, diet history.

Nutritional composition may include: fibre, salt content, sugar content, calories/energy values, proteins, saturated and unsaturated fat content, carbohydrate vitamins and minerals, additives and preservatives, fluid.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know factors which can affect the nutritional status of individuals	1.1 Identify factors which can affect an individual's nutritional intake			
	1.2 Describe the relationship between exercise and weight management			
	1.3 Describe the link between different foods and nutritional composition			
	1.4 Outline basic anatomy and physiology in relation to maintaining optimum nutritional status			
2 Know how to advise individuals on maintaining optimal nutritional status	2.1 Identify local and national services for an individual who needs information and support about changing their health behaviour			
	2.2 Identify contact details of registered dieticians			
	2.3 Identify when to seek advice from a qualified practitioner			
	2.4 Outline the components of an ideal nutritional plan for the specific needs of an individual			
	2.5 Outline the importance of gaining specific body measurements from an individual in order to inform the type of support needed to obtain optimum nutritional status			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to obtain specific **body measurements** from individuals	3.1	Prepare an environment which is suitable for confidential discussions and for taking **body measurements**			
		3.2	Gain **valid consent** from the individual prior to taking **body measurements**			
		3.3	Obtain **background information** from the individual			
		3.4	Take an individual's **body measurements** in line with local policy and protocol			
		3.5	Interpret results against standard measures			
4	Be able to provide individuals with information and advice on eating to maintain optimum nutritional status	4.1	Explain the **nutritional composition** of different foods to the individual/carer			
		4.2	Support an individual to assess their eating habits and set nutritional objectives			
		4.3	Provide information to the individual/carer on how to maintain optimum nutritional status			
		4.4	Update records in line with local policy and protocol			
		4.5	Record any actions to be taken by the individual/carer			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 33: Monitor and review individuals' progress in relation to maintaining optimum nutritional status

Unit reference number:	H/602/3123
Level:	3
Credit value:	3
Guided learning hours:	26

Unit summary

This unit is aimed at those who support individuals to maintain nutritional status by monitoring and reviewing their progress.

Additional information

Body measurements should include waist circumference, skinfold thickness, weight and height but may also include Body Mass Index (BMI), percentage weight loss, bioelectrical impedance, waist-hip ratio and calculation of nutritional requirements.

Valid consent must be in line with agreed UK country definition.

Further actions may include future review dates.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to monitor and review individuals' progress in relation to maintaining optimum nutritional status	1.1 Explain how to create a suitable environment for open and confidential discussions and for taking **body measurements**			
	1.2 Outline the types of information to gather from an individual in order to assess their progress			
	1.3 Identify the body measurements which must be taken in order to assess an individual's progress			
	1.4 Explain how to review an individual's food diary			
	1.5 Explain how to provide constructive feedback and encouragement to an individual regarding their progress			
2 Be able to monitor individuals' progress in maintaining optimum nutritional status	2.1 Prepare an environment which is suitable for open and confidential discussions and for taking body measurements			
	2.2 Confirm the individual's identity and gain **valid consent** prior to taking body measurements			
	2.3 Obtain information from the individual regarding their experience in following a nutritional plan			
	2.4 Take an individual's body measurements in line with local policy and protocol			
	2.5 Interpret body measurements against standard measures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support individuals to review their own progress in relation to maintaining optimum nutritional status	3.1 Support an individual to review their own progress against agreed objectives			
	3.2 Provide constructive feedback and affirm the individual's progress			
	3.3 Suggest potential modifications to the nutritional plan which are consistent with nutritional objectives			
	3.4 Reaffirm the benefits of adhering to the nutritional plan and lifestyle changes in relation to their effect on health			
	3.5 Update records in line with local policy and protocol			
	3.6 Record any **further actions** to be taken by the individual			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 34: Prepare for and carry out extended feeding techniques

Unit reference number: A/601/8980

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake.

Additional information

Conditions may be:

- temporary
- permanent.

Agreed ways of working will include policies and procedures and guidelines where these exist.

Valid consent must be in line with agreed UK country definition.

Safely and according to the individual's plan of care will include:

- at an appropriate time
- using agreed techniques
- using equipment in line with safety instructions
- optimising the individual's comfort and dignity and minimising pain and trauma.

Required records are those indicated in an individual's care plan and may include:

- fluid balance
- weight
- skin condition
- observations during extended feeding
- adverse reactions
- monitoring over time.

Others may include:

- the individual
- family members
- advocate
- line manager
- other professionals.

Assessment methodology

Learning outcomes 4, 5, 6 and 7 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand anatomy and physiology in relation to extended feeding	1.1 Explain the anatomy and physiology of the gastrointestinal tract in relation to extended feeding			
	1.2 Explain the importance of fluid and nutritional balance to the health of individuals			
	1.3 Describe **conditions** where feeding may be undertaken by extended methods			
2 Understand extended feeding techniques	2.1 Explain techniques for extended feeding			
	2.2 Describe equipment and materials that may be used for extended feeding			
	2.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences			
	2.4 Describe how to recognise and deal with adverse reactions which may occur: – during procedures – following procedures			
3 Understand legislation and **agreed ways of working** when using extended feeding techniques	3.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding			
	3.2 Explain the importance of following procedures exactly as specified			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to manage risks relating to extended feeding	4.1 Identify potential risks associated with extended feeding			
	4.2 Describe the potential sources and consequences of contamination			
	4.3 Explain why it is important to:			
	– maintain the correct level of cleanliness			
	– pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area			
	4.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure			
	4.5 Dispose of:			
	– used equipment, materials and feeds			
	– body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to prepare for extended feeding	5.1	Ensure that adequate and relevant fluids, feeds and equipment are available			
		5.2	Confirm the identity of the individual prior to carrying out the activity			
		5.3	Obtain **valid consent** from the individual prior to carrying out the planned activity			
		5.4	Confirm equipment and materials are: – appropriate to the procedure – fit for purpose			
		5.5	Position an individual to ensure safety and comfort and facilitate the method of extended feeding			
6	Be able to carry out and complete extended feeding techniques	6.1	Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual			
		6.2	Carry out extended feeding **safely and according to the individual's plan of care**			
		6.3	Observe an individual throughout the activity and respond to any adverse reactions			
		6.4	Ensure the comfort of the individual following extended feeding			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to maintain records and report on extended feeding	7.1 Complete **required records** 7.2 Identify **others** who may be involved in reviewing the nutritional and fluid intake of an individual 7.3 Report any findings about the process and the individual which may have an impact on the care plan			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 35: Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use

Unit reference number: K/602/3124

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is aimed at those who support individuals who use alternative and augmentative communication systems (AAC).

Learners will have the opportunity to develop knowledge, understanding and skills required to determine the resource needs of individuals and to produce appropriate resources to support speech and language therapies.

Additional information

Resources include those commercially available, prepared by the worker or required for speech and language therapy (including equipment, materials, environment and activities).

Individuals may be adults, babies, children, young people or older people.

Alternative and Augmentative Communications (AAC) systems are augmentative communication systems and include the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols, and voice output communication aids.

Factors to consider in determining appropriate resources may include: mode and system of communication, age, level of functioning, physical, visual and perceptual abilities and needs, culture and ethnic background, personal beliefs, interests and experiences.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how resources are used to support individuals who use **Alternative and Augmentative Communication (AAC) systems**	1.1 Outline the **factors** to take into account when determining the type of resources required by **individuals**			
	1.2 Explain why different therapies may require different resources			
	1.3 Explain why resources must match the specified communication goals of an individual			
	1.4 Explain the importance of working with professionals in the development of **resources**			
	1.5 Explain how copyright impacts on use of resources			
2 Be able to determine the resource needs of individuals who use **AAC systems**	2.1 Discuss with the individual his/her communication needs			
	2.2 Discuss with the Speech and Language Therapist the types of resources required by the individual in relation to: – the **AAC system** used – the type of therapy required – specified communication goals – ability and interests			
	2.3 Identify relevant materials, equipment and resources that are suitable for the individual			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cost and order materials, equipment and resources for individuals who use **AAC systems**	3.1	Cost materials, equipment and resources that are suitable for the individual			
		3.2	Order materials, equipment and resources that are suitable for the individual in line with policy and protocol			
4	Be able to develop resources for individuals who use **AAC systems**	4.1	Develop and/or adapt resources for an individual who uses **AAC systems**			
		4.2	Check that the resources are not hazardous to the individual or self			
		4.3	Implement health and safety measures relevant to developing resources for individuals who use **AAC systems**			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 36: Assist and support individuals to use alternative and augmentative communication systems (AAC)

Unit reference number: M/602/3125

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is aimed at those who assist and support individuals who use alternative and augmentative communication (AAC) systems. It will provide learners with the opportunity to develop knowledge, understanding and skills required to prepare resources and equipment for individuals and to assist and support an individual's active participation in using AAC systems to communicate.

Additional information

Individuals may be adults, children, young people or older people.

Alternative and Augmentative Communications (AAC) systems are augmentative communication systems and include the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols, and voice output communication aids.

Resources and equipment include those:

a   commercially available

b   prepared by the worker

c   required for speech and language therapy, including equipment, materials, environment and activities.

Valid consent must be specific to the individual, in line with agreed country definition.

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 methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to assisting and supporting individuals to use **Alternative and Augmentative Communication (AAC) systems**	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for assisting and supporting individuals to use **AAC systems** 1.2 Explain own responsibilities and accountability in relation to local policy and protocol for **AAC systems**			
2 Understand how to assist and support the use of **AAC systems**	2.1 Explain how **AAC systems** work 2.2 Explain how to deal with defects and problems to ensure functionality of equipment 2.3 Describe how to manage mobility issues in individuals using communication systems 2.4 Identify issues which may affect the physical comfort of individuals using communication systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how **AAC systems** support the needs of **individuals**	3.1	Describe how the use of **AAC systems** can support an individual with particular medical and physical conditions			
		3.2	Describe how the use of **AAC systems** affect interaction patterns			
		3.3	Compare the use of objects, signs, symbols, written and spoken language in communication systems			
		3.4	Compare the cognitive and symbolic development and speech and language development of a group of individuals			
4	Be able to prepare AAC equipment for individuals to use	4.1	Establish the type of **AAC system** used by the individual prior to making contact with them			
		4.2	Prepare **resources and equipment** safely, referring to the Speech and Language Therapist where necessary			
		4.3	Set out equipment and furniture according to health and safety procedures and guidelines			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to assist and support individuals to use **AAC systems**	5.1 Gain **valid consent** from the individual, or a third party where the individual is not in a position to provide this consent independently			
	5.2 Position the individual and self comfortably so that the individual can access the **AAC system**			
	5.3 Support the individual's **active participation** in the communication process			
	5.4 Use appropriate signs and symbols to communicate with the individual			
	5.5 Use the **AAC system** in line with local policy and protocol to communicate with the individual			
	5.6 Support others to communicate with individuals using **AAC systems**			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 37: Develop activities and materials to enable individuals to reach specific communication goals

Unit reference number:	T/602/3126
Level:	3
Credit value:	5
Guided learning hours:	38

Unit summary

This unit is aimed at those who work with individuals who require speech and language therapy.

Learners will have the opportunity to obtain the knowledge, understanding and skills required to develop and adapt therapy programmes for individuals to achieve identified communication goals.

Additional information

Individuals may be adults, children and young people or older people.

Therapy programmes include both individual and group therapy such as:

a   language: aim to develop pre-language and language skills (including comprehension and expression)

b   phonological/articulatory: aim to develop or recover patterns and systems of speech sounds

c   social communication: aim to develop or recover social communication skills (including parent/child interaction).

Factors to planning and designing activities and materials may include age, level of functioning and behaviour, level and method of communication, needs and abilities (physical, medical, sensory, emotional, perceptual and cognitive), culture and ethnic background, personal beliefs, interests and experiences.

Others can be members of the care team.

Therapeutic techniques may include:

a   modelling: the therapy goal is demonstrated to the individual

b   facilitating and eliciting: the individual is assisted to achieve the demonstrated goal

c   prompting and cueing: the individual is given a clue to assist them to achieve a previously elicited goal (eg by signing, gesture, lip and tongue movements, paired words)

d   reinforcing: additional ways are identified to assist the individual to strengthen the elicited goal

e   generalising: the therapy goal is practised during wider interaction than in previous techniques, in order to set it in position during communication

f   enabling: individual/parent/carer

g   advice to parent/carers to implement programme.

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 his/her own care or support, rather than a passive recipient.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the normal patterns of learning and communication development of **individuals**	1.1 Describe normal developmental patterns of visual and auditory perception			
	1.2 Describe normal patterns of processing with regard to stimuli, at different stages of development and functioning			
2 Understand how speech and language disorders can affect an individual's learning, communication development and lifestyle	2.1 Describe the **factors** which can affect developmental patterns			
	2.2 Describe common causes of speech and language disorders			
	2.3 Explain how the potential future patterns of disorders can affect the lifestyle of individuals			
	2.4 Explain how various factors can affect an individual's ability to learn, sustain concentration, access and use materials and equipment and process information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how **therapy programmes** can enable individuals to achieve communication goals	3.1	Explain the purpose of different types of speech and language therapy			
		3.2	Explain how **therapy programmes** can be adapted, within set boundaries, to increase their effectiveness			
		3.3	Explain how to break the therapy programme down into manageable goals for the individual			
		3.4	Identify the factors which must be considered when designing activities and materials for different individuals			
4	Be able to develop activities and materials for therapy programmes based on the identified communication goals of individuals	4.1	Work with **others** to identify and agree the communication goals of an individual, seeking advice from the Speech and Language Therapist when necessary			
		4.2	Establish a hierarchy of necessary tasks and skills needed by the individual in order to meet communication goals			
		4.3	Use information sources to identify the individual's needs, abilities and interests			
		4.4	Select **therapeutic techniques** which can be applied to the needs of the individual			
		4.5	Develop activities and materials for therapy programmes for the individual based on their needs, abilities, interests and communication goals			
		4.6	Develop activities and materials that enable **active participation** in group therapy			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 38: Support individuals with speech and language disorders to develop their communication skills

Unit reference number: A/602/3127

Level: 2

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is aimed at those who work under the direction of a Speech and Language Therapist to support individuals with speech and language disorders to develop their communication skills.

Learners will have the opportunity to develop knowledge, understanding and skills to implement and adapt therapeutic activities for individual communication needs.

Additional information

Individuals can be adults, children, young people or older people.

Therapeutic programmes and activities are those devised by the Speech and Language Therapist and agreed with the individual to address developmental needs such as:

a   language (development or recovery of words and concepts to convey meaning)

b   phonological/articulatory (development or recovery of patterns and systems of speech sound)

c   social communication (development or recovery of social communication skills including parent/child interactions)

d   comprehension and expression.

Valid consent must be in line with agreed UK country definition.

Relevant others are those with whom the individual is in routine contact and whom they elect to involve in their care programme.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know current legislation, national guidelines, policies, protocols and good practice related to supporting **individuals** with speech and language disorders to develop their communication skills	1.1 Identify key legislation, national guidelines, policies, protocols and good practice related to supporting individuals with speech and language disorders to develop their communication skills 1.2 Outline own responsibilities and accountability in relation to providing support to individuals with speech and language disorders to develop their communication skills			
2 Know the factors affecting individuals' ability to communicate	2.1 Outline how speech sounds are produced 2.2 Describe the factors which influence the stages of language development 2.3 Outline how common speech and language disorders can affect an individual's ability to communicate and learn 2.4 Outline the effect that developmental delay and acquired disorders can have upon an individual's communication 2.5 Describe the effects of unusual patterns of interaction, psychological changes, stress and distress on communication and social interaction			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how **therapeutic programmes and activities** are used to support and enhance communication	3.1	Identify factors which affect attention span, memory and the ability to learn for different client groups needing speech and language therapy			
		3.2	Explain the nature and purpose of different therapeutic activities			
		3.3	Explain how therapeutic activities can be adapted for use within the boundaries of a specified therapy programme			
		3.4	Explain the meaning and uses of augmentative sign and symbol systems for communication disorders and social interaction			
4	Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities	4.1	Provide a model for the individual in terms of verbal and non-verbal communication			
		4.2	Gain **valid consent** from the individual, or a third party where the individual is not in a position to provide this consent independently			
		4.3	Explain and agree the therapeutic activities with the individual, taking appropriate action if this is not possible			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support the implementation of agreed therapeutic programmes and activities to help individuals with speech and language disorders to develop their communication skills	5.1 Carry out therapeutic activities using methods as directed and detailed within the individual's care plan, seeking advice when an activity is beyond own scope of practice			
	5.2 Use motivators and provide levels of stimulation that are appropriate to the age and communication ability of the individual			
	5.3 Provide the individual with sufficient time, opportunity and encouragement to practise existing and newly developed skills			
	5.4 Provide encouragement to the individual to promote their own communication skills by taking advantage of opportunities to integrate skills and implement the programme into their normal daily activities			
	5.5 Provide support to **relevant others** to enable them to develop skills which they can use with the individual in a functional setting			
	5.6 Provide feedback to the individual's care team to support future planning of the individual's care			
	5.7 Record outcomes of the programme activities, taking any necessary action in response to factors which indicate adverse reaction to the programme			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 39: Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services

Unit reference number: F/602/3128

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is aimed at those who assist the work of professionals who support the speech and language therapy needs of individuals whose first language is not English. A competent use of an individual home language is essential.

Additional information

Individuals can be adults, children and young people or older people.

Speech and language therapy-related care and support may include:

a   working within a range of settings eg school, clinic, home according to the needs of bilingual/non-English speaking individuals

b   providing training programmes and workshops, under supervision by a therapist, to parents and carers of individuals with communication difficulties

c   screening appropriate individuals for signs of communication and swallowing disorders and bringing those with difficulties to the attention of the Speech and Language Therapist

d   comprehension and expression.

Significant others are those who play a supportive role in the individual's life and may include: family, friends, carers, partners or spouses.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for supporting individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services 1.2 Explain own responsibilities and accountability in relation to providing assistance as an interpreter			
2 Understand the communication needs and abilities of **individuals** from diverse linguistic and cultural backgrounds	2.1 Explain the difference in developmental norms between English and another specialist language 2.2 Describe the factors which affect the patterns of development and breakdown of language, phonology and articulatory accuracy of a group of individuals from a particular linguistic and cultural background 2.3 Describe the factors which must be considered when developing activities and materials for different individuals from diverse linguistic and cultural backgrounds			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to provide **speech and language therapy-related care and support** for individuals from diverse linguistic and cultural backgrounds	3.1	Identify potential barriers to individuals from diverse linguistic and cultural backgrounds accessing speech and language therapy services			
		3.2	Explain how to tailor **speech and language care and support** for different age groups and cultural needs			
		3.3	Describe ways of working with appropriate professionals to support individual care pathways			
4	Know the types of information and materials required to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	4.1	Identify the types of linguistic and cultural advice and information required by professionals to support individuals to access speech and language therapy services			
		4.2	Identify support materials and equipment required to support an individual's therapy			
		4.3	Outline how to prepare, produce and order materials and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to assist professionals in providing support for individuals and **significant others** from diverse linguistic and cultural backgrounds	5.1 Provide interpretations between professionals, the individual and significant others			
	5.2 Advise professionals on linguistic and phonetic aspects that are specific to the language of the individual			
	5.3 Provide **speech and language therapy-related care and support** to professionals, the individual and significant others			
	5.4 Provide linguistic, phonetic and cultural advice to professionals in order to support the individual's care pathway			
	5.5 Assist professionals to identify potential barriers to the individual accessing services			
	5.6 Assist professionals to prepare, produce and order materials for use with bilingual/non-English speaking individuals			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 40: Assist in planning and evaluating learning activities

Unit reference number: J/602/3129

Level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

This unit develops the individual's ability to work with the therapist when planning and evaluating learning activities.

Knowledge of learning styles, time management and an understanding of roles and responsibilities is required.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about current legislation, national guidelines, policies, protocols and good practice which inform planning and evaluating learning activities	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role			
2 Understand adult learning styles	2.1 Describe adult learning styles and how they inform planning and evaluating learning activities			
3 Understand roles and responsibilities in planning, implementing and evaluating learning activities	3.1 Identify the roles and responsibilities of self, and others in planning, implementing and evaluating learning activities			
	3.2 Identify own role and responsibilities in supporting individuals' learning			
	3.3 Describe own strengths, experience, expertise and areas for development in supporting different types of learning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to assist in planning learning activities	4.1 Work with the therapist to identify the learning styles and needs of an individual			
	4.2 Work with the therapist to clarify expected learning outcomes			
	4.3 Maintain working relationships with colleagues when dealing with any differences of opinions			
	4.4 Plan learning activities with the therapist offering constructive suggestions on ideas, options, improvements and any difficulties which could occur			
	4.5 Confirm own contribution to implementing the plan			
	4.6 Plan own time to meet responsibilities for implementing learning activities			
5 Be able to evaluate learning activities	5.1 Explore the strengths and areas for development of the learning activities, taking into account the context of the activity			
	5.2 Feed back on the success of the learning activities			
	5.3 Offer constructive suggestions for improving the learning activities			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 41: Provide support for individuals with communication and interaction difficulties

Unit reference number:	Y/602/3099
Level:	3
Credit value:	5
Guided learning hours:	39

Unit summary

This unit requires the learner to have an understanding of different communication methods, normal and impaired communication and factors in interacting with individuals with communication and interaction difficulties. This enables the learner to support learning tasks and activities in work practice.

Additional information

Relevant others could include friends, relatives, peers, other therapists, carers, etc.

Tasks and activities may include:

a   physical

b   creative

c   cognitive.

Augmented and alternative means of communication may include:

a   sign communication systems

b   Braille

c   specialised equipment.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with communication and interaction difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role			
2 Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties	2.1 Describe the roles and responsibilities of others within own work environment 2.2 Describe the roles and responsibilities of others external to own work environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand normal and impaired communication	3.1	Explain the differences between normal communication and that of individuals with communication disorders			
		3.2	Identify the role of communication in developing self esteem and expression			
		3.3	Describe how emotional and physical factors can affect communication and how these may be minimised or overcome			
		3.4	Explain the relationship between: – sensory deficit – delayed language acquisition – cognitive development			
		3.5	Describe the communication impairments and disorders encountered in own role and the effects these have on social interaction and learning			
4	Understand methods of interacting with individuals with communication difficulties	4.1	Explain how to adapt vocabulary to meet the needs of individuals with communication difficulties			
		4.2	Describe visual and auditory teaching approaches			
		4.3	Explain the importance of recognising how different cultures, upbringing and home circumstances can affect communication			
		4.4	Explain the use of educational/behaviour support plans			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support individuals with communication and interaction difficulties to carry out learning **tasks and activities**	5.1 Describe the language and communication needs of an individual encountered in own work role			
	5.2 Obtain information about the individual's competence in communication and the therapist's planned learning tasks and activities			
	5.3 Organise the environment and equipment to facilitate participation in planned learning tasks and activities			
	5.4 Use modes of communication to encourage and assist the individual to participate in learning tasks and activities			
	5.5 Assist the individual to use **augmented and alternative means of communication**			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to support individuals with communication and interaction difficulties to communicate with others	6.1 Encourage the individual to converse with relevant others			
	6.2 Provide opportunities for the individual to initiate, respond and maintain communication and relationships with **relevant others**			
	6.3 Encourage and support relevant others to respond to the individual with communication and interaction difficulties			
	6.4 Promote the individual's autonomy with regard to expressive and receptive language			
	6.5 Provide constructive feedback to the individual on their participation and progress			
	6.6 Provide feedback to the therapist on significant aspects of the individual's participation levels and progress			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 42: Support individuals with cognition and learning difficulties

Unit reference number: L/602/3097

Level: 3

Credit value: 5

Guided learning hours: 34

Unit summary

This unit aims to develop the learner's ability to support individuals with cognition and learning difficulties at the direction of the therapist.

Knowledge of cognition and learning difficulties is paramount in order to apply theory to practice.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with cognition and learning difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role			
2 Understand cognitive and learning difficulties	2.1 Identify the cognitive skills required for learning			
	2.2 Explain the different effects on learning of global learning difficulties and specific learning difficulties			
	2.3 Explain how cognitive difficulties affect language development and communication			
	2.4 Identify the effects of learning difficulties on perception, memory and information processing			
	2.5 Describe the cognition and learning difficulties encountered in own practice and the implications on providing support for learning activities			
	2.6 Explain the importance of active learning for individuals with cognition and learning difficulties and how this can be promoted			
	2.7 Explain the potential effects of medication on individuals with cognition and learning difficulties			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to assist the therapist to prepare learning activities	3.1 Obtain information about the individual's cognition and learning needs and the planned learning activities			
	3.2 Work with the therapist to identify approaches to enable and motivate the individual to develop learning strategies			
	3.3 Obtain and use suitable equipment and materials			
	3.4 Adapt teaching and learning materials at the direction of the therapist to suit the individual's learning needs			
	3.5 Describe modifications to learning activities which can be made to improve an individual's progress			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support individuals with learning tasks	4.1 Support, encourage, praise and reassure the individual to help them with learning tasks and following instructions			
	4.2 Provide information, advice and opportunities to enable and encourage the individual to decide on own learning			
	4.3 Monitor the individual's responses to learning activities and use appropriate strategies to improve achievement			
	4.4 Use a range of methods to help the individual understand the environment and the use of objects			
	4.5 Sequence and structure learning activities and the environment as directed by the therapist so the individual develops: – organisational skills – information-processing skills – problem-solving skills			
	4.6 Explain the use of Educational/Behaviour Support plans			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to assist in reviewing learning	5.1 Feed back to the therapist on the individual's learning achievements and any problems encountered			
	5.2 Help individuals to review their achievements and plan for future learning			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 43: First aid essentials

Unit reference number:	D/504/6101
Level:	2
Credit value:	1
Guided learning hours:	10

Unit summary

The aim of this unit is for learners to develop the knowledge and practical competences required to deal with the range of first aid situations contained in this unit.

Learners will have the opportunity to demonstrate the practical administration of safe, prompt and effective first aid, with an understanding of the role of the first aider, including equipment and basic hygiene..

Assessment methodology

This unit must be assessed in accordance with the Skills for Health document *Skills for Health First Aid Assessment Principles.*

Simulation is allowed for this unit.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role and responsibilities of a first aider	1.1	Identify the role and responsibilities of a first aider			
		1.2	Identify how to minimise the risk of infection to self and others			
		1.3	Identify the need for establishing consent to provide first aid			
		1.4	Identify the first aid equipment that should be available			
		1.5	Describe the safe use of first aid equipment			
2	Be able to assess an incident	2.1	Conduct a scene survey			
		2.2	Conduct a primary survey of a casualty			
		2.3	Give examples of when to call for help			
3	Be able to manage an unresponsive casualty who is breathing	3.1	Assess a casualty's level of consciousness			
		3.2	Open a casualty's airway and check breathing			
		3.3	Identify when to place an unconscious casualty into the recovery position			
		3.4	Place an unresponsive casualty in the recovery position			
		3.5	Manage a casualty who is in seizure			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to manage an unresponsive casualty who is not breathing normally	4.1	Recognise the need to commence Cardio Pulmonary Resuscitation			
		4.2	Demonstrate Cardio Pulmonary Resuscitation using a manikin			
		4.3	Identify the accepted modifications to Cardio Pulmonary Resuscitation for children			
5	Be able to recognise and assist a casualty who is choking	5.1	Describe how to identify a casualty with a • partially blocked airway • completely blocked airway			
		5.2	Administer first aid to a casualty who is choking			
6	Be able to manage a casualty with external bleeding	6.1	Identify the types of external bleeding			
		6.2	Control external bleeding			
7	Be able to manage a casualty who is in shock	7.1	Recognise shock			
		7.2	Administer first aid to a casualty who is in shock			
8	Be able to manage a casualty with a minor injury	8.1	Administer first aid to a casualty with small cuts, grazes and bruises			
		8.2	Administer first aid to a casualty with minor burns and scalds			
		8.3	Administer first aid to a casualty with small splinters			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 44: Plan and organise meetings

Unit reference number:	D/601/2542
Level:	3
Credit value:	5
Guided learning hours:	25

Unit summary

This unit is about planning and organising meetings to meet the agreed purpose of the meeting.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see *Annexe C* at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the arrangements and actions required for planning and organising meetings	1.1 Explain the role of the person planning and organising a meeting			
	1.2 Describe the different types of meetings and their main features			
	1.3 Explain how to plan meetings that meet agreed aims and objectives			
	1.4 Explain the purpose of agreeing a brief for the meeting			
	1.5 Explain how to identify suitable venues for different types of meetings			
	1.6 Describe the types of resources needed for different types of meetings			
	1.7 Outline the main points that should be covered by an agenda and meeting papers			
	1.8 Explain the purpose of meeting attendees' needs and special requirements, and providing them with information required for meetings			
	1.9 Describe the health, safety and security requirements that need to be considered when organising meetings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Explain the purpose and benefits of briefing the chair before a meeting			
	1.11 Explain the purpose of welcoming and providing suitable refreshments to attendees, if required			
	1.12 Describe the types of information, advice and support that may be need to be provided during a meeting			
	1.13 Describe the types of problems that may occur during a meeting and how to solve them			
	1.14 Explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved			
	1.15 Explain how to record actions and follow up, if required			
	1.16 Explain the purpose of collecting and evaluating participant feedback from the meeting			
	1.17 Describe how to agree learning points to improve the organisation of future meetings			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to prepare for a meeting	2.1	Agree and prepare the meeting brief, checking with others, if required			
	2.2	Agree a budget for the meeting, if required			
	2.3	Prepare and agree an agenda and meeting papers			
	2.4	Organise and confirm venue, equipment and catering requirements, when necessary			
	2.5	Invite attendees, confirm attendance and identify any special requirements			
	2.6	Arrange catering, if required			
	2.7	Arrange the equipment and layout of the room, if required			
	2.8	Make sure the chair receives appropriate briefing			
3 Be able to support running a meeting	3.1	Welcome attendees and offer suitable refreshments (if required)			
	3.2	Make sure attendees have full set of papers			
	3.3	Make sure a person has been nominated to take minutes, if required			
	3.4	Provide information, advice and support when required			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 How to follow up a meeting	4.1	Produce a record of the meeting			
	4.2	Seek approval for the meeting record, amend as required			
	4.3	Respond to requests for amendments and arrange recirculation of a revised meeting record			
	4.4	Follow up action points, if required			
	4.5	Evaluate meeting arrangements, and external services where used			
	4.6	Evaluate participant feedback from the meeting and share results with relevant people, where used			
	4.7	Summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 45: Manage own performance in a business environment

Unit reference number: F/601/2467

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit is about managing and being accountable for your own work.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to plan work and be accountable to others	1.1 Outline guidelines, procedures, codes of practice relevant to personal work			
	1.2 Explain the purpose of planning work, and being accountable to others for own work			
	1.3 Explain the purpose and benefits of agreeing realistic targets for work			
	1.4 Explain how to agree realistic targets			
	1.5 Describe ways of planning work to meet agreed deadlines			
	1.6 Explain the purpose of keeping other people informed about progress			
	1.7 Explain the purpose and benefits of letting other people know work plans need to be changed			
	1.8 Describe types of problems that may occur during work			
	1.9 Describe ways of seeking assistance with getting help to resolve problems			
	1.10 Explain the purpose and benefits of recognising and learning from mistakes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to behave in a way that supports effective working	2.1	Explain the purpose and benefits of agreeing and setting high standards for own work			
		2.2	Describe ways of setting high standards for work			
		2.3	Explain the purpose and benefits of taking on new challenges if they arise			
		2.4	Explain the purpose and benefits of adapting to change			
		2.5	Explain the purpose and benefits of treating others with honesty, respect and consideration			
		2.6	Explain why own behaviour in the workplace is important			
		2.7	Describe types of behaviour at work that show honesty, respect and consideration and those that do not			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to plan and be responsible for own work, supported by others	3.1	Agree realistic targets and achievable timescales for own work			
		3.2	Plan work tasks to make best use of own time and available resources			
		3.3	Confirm effective working methods with others			
		3.4	Identify and report problems occurring in own work, using the support of other people when necessary			
		3.5	Keep other people informed of progress			
		3.6	Complete work tasks to agreed deadlines or renegotiate timescales and plans in good time			
		3.7	Take responsibility for own work and accept responsibility for any mistakes made			
		3.8	Follow agreed work guidelines, procedures and, where needed, codes of practice			
4	Behave in a way that supports effective working	4.1	Set high standards for own work and show commitment to achieving these standards			
		4.2	Agree to take on new challenge(s) if they arise			
		4.3	Adapt to new ways of working			
		4.4	Treat other people with honesty, respect and consideration			
		4.5	Help and support other people in work tasks			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 46: Insert and secure nasogastric tubes

Unit reference number: A/602/0972

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers the insertion of nasogastric tubes following agreed protocols and procedures as and when directed. All of these activities must be undertaken using an aseptic technique.

Additional information

Protocols are a set of guided instructions on the action to be followed in relation to inserting and securing nasogastric tubes, usually developed and quality assured through and by your employing organisation.

Adverse reactions may include:

a   fear/apprehension

b   pain

c   failure to pass the nasogastric tube

d   asphyxiation.

Valid consent must be in line with agreed UK country definition.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, **protocols** and good practice which impact on own role	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for inserting and securing nasogastric tubes 1.2 Summarise own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines 1.3 Explain the duty to report any acts or omissions in care that could be detrimental 1.4 Explain the importance of working within own role and of seeking advice when faced with situations outside this role			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the purpose and functions of nasogastric tubes and associated procedures	2.1 Explain the anatomy of the upper gastrointestinal tract in relation to inserting nasogastric tubes			
	2.2 Describe the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate			
	2.3 Explain the types of nasogastric tubes that can be used and why the most appropriate tube must be selected for the individual			
	2.4 Explain the normal appearance and content of stomach/intestinal fluid and how it could be affected by the individual's presenting medical condition			
	2.5 Describe the potential sources of contamination when inserting nasogastric tubes and how these can be reduced			
	2.6 Explain how aseptic technique contributes to the control of infection			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare the insertion of a nasogastric tube	3.1 Implement health and safety measures relevant to the procedure and environment			
	3.2 Apply standard precautions for infection control			
	3.3 Confirm the individual's identity and gain **valid consent**			
	3.4 Explain the planned procedure according to the individual's care plan and in line with local policy/protocol			
	3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual			
	3.6 Prepare the equipment required in accordance with local policy/protocol			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to insert a nasogastric tube	4.1	Maintain compliance with health and safety guidance at all times			
	4.2	Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube			
	4.3	Ensure that an individual's privacy and dignity is maintained at all times			
	4.4	Insert the nasogastric in accordance with local policy and protocol			
	4.5	Observe the individual throughout the procedure, reporting any **adverse reactions** in line with local policy			
	4.6	Ensure the nasogastric tube is correctly positioned in the stomach			
	4.7	Ensure the drainage bag is securely attached in a way that prevents discomfort and promotes dignity of the individual			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to provide aftercare for individuals following nasogastric tube insertion	5.1 Observe, report and document any changes in appearance to nasogastric aspirate			
	5.2 Measure and record the volume of aspirate in line with local policy			
	5.3 Seek assistance promptly from an appropriate person should it be required at any stage			
	5.4 Ensure the comfort of the individual following insertion of the nasogastric tube			
	5.5 Dispose of waste according to local procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 47: Care for individuals with nasogastric tubes

Unit reference number: K/602/3995

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is aimed at those who care for individuals with nasogastric tubes.

The learner will have the opportunity to develop knowledge, understanding and skills in order to aspirate stomach/intestinal contents via the nasogastric tube, measure output and remove tubes when directed to.

Additional information

Valid consent must be in line with agreed UK country definition.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to care for individuals with nasogastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affects own practice related to caring for an individual with nasogastric tubes			
	1.2 Describe the responsibilities and boundaries related to own role			
	1.3 Outline how to prepare equipment and materials required for aspiration and the removal of nasogastric tubes			
	1.4 Explain the importance of following health and safety procedures for aspiration and removal of nasogastric tubes			
	1.5 Outline how to deal with common concerns that individuals may have in relation to clinical procedures such as aspiration and the removal of nasogastric tubes			
	1.6 Outline the action to take in the event of an individual reacting adversely to the nasogastric procedure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know the anatomy and physiology of the upper gastrointestinal system and its relevance to nasogastric procedures	2.1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of nasogastric tubes			
	2.2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition			
	2.3 Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of nasogastric tubes			
	2.4 Describe the potential consequences of contamination of nasogastric tubes and equipment used for aspiration			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare to carry out nasogastric procedures	3.1 Apply standard precautions for infection control			
	3.2 Apply health and safety measures relevant to the procedure and environment			
	3.3 Prepare resources, equipment and materials needed for the aspiration and removal of nasogastric tubes prior to starting the activity			
	3.4 Confirm the individual's identity and gain **valid consent** prior to carrying out nasogastric procedures			
	3.5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs			
	3.6 Position the individual and self so that the procedure can be carried out safely and comfortably			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to support individuals undergoing nasogastric procedures	4.1	Carry out the nasogastric procedures as directed and in accordance with the individual's care plan and local policy and protocol			
	4.2	Observe the individual throughout the activity, taking action to deal with any condition or behaviour which may signify adverse reactions			
	4.3	Check the nasogastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity			
	4.4	Assess nasogastric aspirate for any change in appearance, informing the care team of any areas of concern in line with local policy and protocol			
	4.5	Measure and record the volume of aspirate			
	4.6	Pack up used equipment and materials and cover receptacles containing nasogastric aspirate prior to leaving the immediate care area			
	4.7	Dispose of used equipment and materials and nasogastric aspirate in line with local policy and protocol			
	4.8	Update records and make them available to the care team in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 48: Undertake physiological measurements

Unit reference number:	R/601/8662
Level:	3
Credit value:	3
Guided learning hours:	23

Unit summary

This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.

Additional information

Valid consent must be in line with agreed UK country definition.

Assessment methodology

Learning outcomes 2, 3 ,4 and 5 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice			
2 Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: – blood pressure maintenance – differentiation between systolic and diastolic blood pressure – normal limits of blood pressure – conditions of high or low blood pressure 2.2 Explain the principles of body temperature to include: – body temperature maintenance – normal body temperature – pyrexia, hyper-pyrexia and hypothermia 2.3 Explain the principles of respiratory rates to include: – normal respiratory rates – factors affecting respiratory rates in ill and well individuals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Explain the principles of pulse rates to include: – normal pulse rates limits – factors affecting pulse rates – raising or lowering – pulse sites on the body – the requirement for pulse oximetry measurements – analysis and implication of pulse oximetry findings 2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control 2.6 Explain the major factors that influence changes in physiological measurements 2.7 Explain the importance of undertaking physiological measurements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare to take physiological measurements	3.1 Explain to the individual what measurements will be undertaken and why these are done			
	3.2 Reassure the individual during physiological measurements process			
	3.3 Answer questions and deal with concerns during physiological measurements process			
	3.4 Explain the help individuals may need before taking their physiological measurements			
	3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements			
	3.6 Ensure all materials and equipment to be used are appropriately prepared			
	3.7 Confirm the individual's identity and obtain **valid consent**			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to undertake physiological measuremes	4.1 Apply standard precautions for infection prevention and control			
	4.2 Apply health and safety measures relevant to the procedure and environment			
	4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement			
	4.4 Monitor the condition of the individual throughout the measurement			
	4.5 Respond to any significant changes in the individual's condition			
	4.6 Follow the agreed process when unable to obtain or identify any issues outside own responsibility and refer these to other colleagues			
5 Be able to record and report results of physiological measurements	5.1 Explain the necessity for recording physiological measurements			
	5.2 Explain a few common conditions which require recording of physiological measurements			
	5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels			
	5.4 Record physiological measurements taken accurately using the correct documentation			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 49: Support individuals to manage dysphagia

Unit reference number: L/602/4007

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia.

Additional information

Valid consent must be in line with agreed UK country definition.

Individuals can be adults, children and young people or older people.

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 methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to support **individuals** to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia			
	1.2 Describe why individuals with dysphagia should be encouraged to promote their own health and wellbeing			
	1.3 Describe the types of skill development activities that can be carried out with individuals to help them develop swallowing skills			
2 Understand how dysphagia affects individuals	2.1 Describe the main clinical causes of dysphagia			
	2.2 Outline how to recognise the main types of dysphagia			
	2.3 Identify major risks and secondary difficulties associated with dysphagia			
	2.4 Describe the anatomy and physiology relevant to maintaining a safe swallow			
	2.5 Explain how an individual's ability to swallow is affected by: – sensory impairment – loss of bodily function – loss of cognition			
	2.6 Explain how to provide a suitable environment for affected individuals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the importance of nutritional intake for individuals with dysphagia	3.1 Describe the impact of oral intake on nutrition for an individual with dysphagia			
	3.2 Describe safe practices with regard to preparing oral intake			
	3.3 Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia			
4 Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes	4.1 Confirm the individual's identity and gain **valid consent** prior to carrying out the therapy programme			
	4.2 Explain the skill development activities to the individual/carer			
	4.3 Support the individual's **active participation** with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice			
	4.4 Provide oral intake in the consistency and appearance outlined in the individual's care programme			
	4.5 Provide the individual with sufficient time to practice newly developed skills			
	4.6 Provide the individual/carer with information and advice, as instructed by the specialist, in regards to self management			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to provide information to colleagues regarding individual's treatment	5.1 Update records regarding the support provided, in line with local policy and protocol			
	5.2 Provide feedback to the individual's therapist and care team to aid future care planning			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 50: Assist others to monitor individuals' progress in managing dysphagia

Unit reference number: R/602/4008

Level: 3

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is aimed at those who assist members of the care team to monitor individuals' progress with managing dysphagia.

Additional information

Valid consent must be in line with agreed UK country definition.

Individuals can be adults, neonates, children and young people or older people.

Others can be members of the care team.

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 methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring **individuals** with dysphagia	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring individuals with dysphagia			
2 Understand how to assist **others** in monitoring the progress of individuals with dysphagia	2.1 Explain the importance of regularly monitoring an individual's progress in managing dysphagia			
	2.2 Explain how to assist others to monitor an individual's progress			
	2.3 Explain the importance of monitoring an individual's progress in a constructive and encouraging manner			
	2.4 Outline how to create an environment where open and confidential discussions with the individual can take place			
	2.5 Explain the importance of the environmental conditions required by the individual			
	2.6 Explain the importance of the support required by the individual			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know the action to take as a result of the monitoring undertaken	3.1	Outline the action to take if adverse issues and risks emerge			
		3.2	Outline how and when information should be fed back and to whom			
		3.3	Outline record keeping practices and procedures in relation to diagnostic and therapeutic programmes			
4	Be able to assist others in monitoring individual's progress in managing dysphagia	4.1	Confirm the individual's identity and gain **valid consent** prior to carrying out the monitoring activity			
		4.2	Work with the individual and others to identify areas of progress and difficulty			
		4.3	Assist others in recording information			
		4.4	Assist others in setting goals with the individual			
		4.5	Reinforce positive feedback and advice provided by others, regarding the individual's approach to managing their dysphagia			
		4.6	Assist others to support the individual's **active participation** in managing their dysphagia			
		4.7	Assist others to support the individual to increase their understanding of dysphagia			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to report and record an individual's progress in managing their dysphagia	5.1 Provide regular feedback on the individual's progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention			
	5.2 Update records in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 51: Obtain a client history

Unit reference number:	T/602/4325
Level:	3
Credit value:	3
Guided learning hours:	22

Unit summary

This unit develops the learner in gathering information to obtain a relevant history from an individual and if this is not feasible, a third party.

Additional information

Valid consent must be in line with agreed UK country definition.

Individuals can be adults, neonates, children and young people or older people.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history	1.1 Identify own roles and responsibilities with regard to the current legislation, national guidelines, policies, protocols and good practice guidelines when obtaining an individual's history			
	1.2 Explain the guidelines to be followed if the **individual** is unable to provide a relevant history			
	1.3 Explain how to check a third party's authority and ability to provide information about an individual			
	1.4 Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individual's history			
2 Be able to prepare to obtain a client history	2.1 Confirm the individual's identity			
	2.2 Explain own role and responsibilities			
	2.3 Check the individual's or third party's understanding of the purpose of the activity			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to obtain a client history	3.1	Gain **valid consent** to share information in line with national/local policy and protocol			
	3.2	Maintain confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol			
	3.3	Obtain information on the individual's prior health and circumstances			
	3.4	Clarify any ambiguous or incomplete statements			
	3.5	Respond to any questions from the individual or third party			
	3.6	Record the outcomes of the activity in line with national/local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 52: Select and wear appropriate personal protective equipment for work in healthcare settings

Unit reference number: K/602/1034

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit aims to develop the learner in achieving a professional standard when dressing for work.

Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting	1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings			
	1.2 Explain standard precautions for infection prevention and control which affect own practice in preparing and dressing for work			
	1.3 Explain how and when to cleanse own hands in line with local policy and protocol			
	1.4 Explain the importance of maintaining a professional appearance and presentation			
	1.5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to select and use Personal Protective Equipment (PPE) in a healthcare setting	2.1 Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken			
	2.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken			
	2.3 Describe how PPE may become unsuitable for use and the actions to take if this happens.			
	2.4 Remove and dispose of PPE in line with local policy and protocol to minimise cross infection			
	2.5 Confirm what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation			
	2.6 Confirm the importance of promptly reporting reduction in stocks of PPE			
	2.7 Confirm when synthetic non-powered un-sterile gloves and apron should be used			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 53: Prepare individuals for healthcare activities

Unit reference number: J/602/3096

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit is aimed at those undertaking the preparation of individuals in readiness for healthcare activities in accordance with the requirements of the activity to be performed, the practitioner and the assessed needs of the individual.

Additional information

The **individual** may be in a conscious or unconscious state.

Healthcare contexts and roles cover emergency, primary and secondary care.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, policy and good practice related to the preparation of individuals for **healthcare** activities	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines appropriate to the preparation of an **individual** for **healthcare** activities 1.2 Describe own role activities and accountabilities in relation to preparing individuals for **healthcare** activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare individuals **for healthcare activities**	2.1 Confirm the **individual's** identity and obtain valid consent			
	2.2 Maintain the **individual's** privacy and dignity at all times			
	2.3 Apply standard precautions for infection prevention and control			
	2.4 Confirm that the **individual** has complied with any preprocedural instruction			
	2.5 Provide support and reassurance to the **individual**. Being sensitive to their personal beliefs and preferences			
	2.6 Respond to any questions the **individual** may have, referring to others when required			
	2.7 Prepare the **individual** for the **healthcare** activity in accordance to the requirements of the activity ensuring:			
	a optimal position of the **individual**			
	b optimal position of medical equipment			
	c secure storage of personal articles			
	2.8 Explain how to respond to any issue or emergency situation that arises			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to record and report healthcare activities	3.1 Record information in line with national and local policy and protocol			
	3.2 Describe how to report any issues that arise to the appropriate person			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 54: Support individuals undergoing healthcare activities

Unit reference number:	L/602/8725
Level:	2
Credit value:	3
Guided learning hours:	22

Unit summary

This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

Additional information

Prepare and position includes assisting the individual to move into the required position.

Others may include:

- the individual
- family members
- line manager
- other health professionals
- others who are important to the individual's wellbeing.

Assessment methodology

Learning outcomes 2, 3 and 4 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand healthcare activities in order to support individuals	1.1 Describe relevant anatomy and physiology in relation to the healthcare activity			
	1.2 Explain the purposes and use of medical equipment and devices required for the procedure			
	1.3 Explain the roles and responsibilities of team members			
	1.4 State protection/precautionary measures:			
	– appropriate to the procedure being carried out			
	– how they should be applied			
	– the implications and consequences of not applying these measures			
	1.5 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states			
	1.6 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare individuals to undergo healthcare activities	2.1	Confirm the individual's identity and gain valid consent			
		2.2	Describe any concerns and worries that an individual may have in relation to healthcare activities			
		2.3	Describe ways of responding to these concerns			
		2.4	Explain the procedure to the individual			
		2.5	Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences			
		2.6	Refer any concerns or questions to **others** if unable to answer			
		2.7	Support an individual to **prepare and position** for the procedure, ensuring that privacy and dignity is maintained at all times			
3	Be able to support individuals undergoing healthcare activities	3.1	Inform and reassure individuals			
		3.2	Apply standard precautions for infection prevention and control			
		3.3	Apply health and safety measures relevant to the healthcare activity and environment			
		3.4	Recognise any ill effects or adverse reactions			
		3.5	Take actions in response to any ill effects or adverse reactions			
		3.6	Ensure that an individual's privacy and dignity is maintained at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support individuals following the healthcare activities	4.1 Provide the individual with the facilities and support for the period of recovery			
	4.2 Monitor an individual and recognise signs of ill effects or adverse reactions			
	4.3 Take action in response to any ill effects or adverse reactions			
	4.4 Give individuals and relevant others instructions and advice where this is within own role			
	4.5 Confirm any requirements for transport and escorts			
	4.6 Maintain confidentiality of information in accordance with guidelines and procedure			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 55: Monitor and maintain the environment and resources during and after clinical/therapeutic activities

Unit reference number: K/602/3883

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during clinical/therapeutic activities. Knowledge of monitoring and maintenance parameters informs practice.

Additional information

Resources are all equipment, items or materials used to undertake activities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the procedures for monitoring and maintaining the environment and **resources**	1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability when monitoring and managing the environment and resources			
	1.2 Identify the procedures relating to monitoring the environment during specific clinical/therapeutic activities in own work practice			
	1.3 Identify the **resources** needed during specific clinical/therapeutic activities in own work practice			
	1.4 Explain the procedures for reporting and dealing with problems with the environment and **resources**, beyond own scope of practice			
	1.5 Outline the risks associated with procedures carried out in own work practice and how these are controlled			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to operate equipment	2.1 Explain the importance of monitoring equipment and confirming it is safe for use			
	2.2 Apply standard precautions for infection control when handling equipment			
	2.3 Implement health and safety measures when handling equipment			
	2.4 Operate equipment consistent with manufacturer's instructions, required parameters and national/local policies and procedures			
3 Be able to monitor and maintain the environment and **resources**	3.1 Monitor and maintain environmental conditions at the levels required by the activity			
	3.2 Monitor, replenish and replace **resources** as required for the activity			
	3.3 Explain the importance of checking **resources** are of the correct quality and quantity for the activity			
	3.4 Return unused and/or surplus **resources** to the storage location			
	3.5 Store **resources** in line with local policy or protocol at the end of the activity			
	3.6 Maintain monitoring records in line with national/local policies and protocols			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to clean **resources** in own work area	4.1 Identify the levels of cleanliness required in own work area			
	4.2 Clean fixed resources after use in line with national/local policies and protocols			
	4.3 Clean reusable resources and make safe prior to storage			
	4.4 Dispose of waste in line with national/local policy			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 56: Assist the practitioner to carry out healthcare activities

Unit reference number:	J/602/3924
Level:	2
Credit value:	2
Guided learning hours:	13

Unit summary

This unit develops the assistant's role and skills in supporting the healthcare practitioner and can be evidenced in a range of environments.

It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual.

Additional information

Valid consent must be in line with agreed UK country definition.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out healthcare activities	1.1 Summarise own roles, responsibilities and accountability with regard to current legislation, national guidelines, policies, protocols and good practice guidelines when assisting with a range of specific healthcare activities			
2 Be able to assist the practitioner in carrying out healthcare activities	2.1 Identify the information that may be needed by the practitioner prior to and during a range of specific activities			
	2.2 Confirm the identity of the individual and confirm **valid consent** has been obtained			
	2.3 Carry out tasks as required by the practitioner, the care plan and own scope of practice			
	2.4 Communicate information to other team members while maintaining confidentiality			
	2.5 Collaborate during activities that require close teamwork			
	2.6 Make records as directed by the practitioner in line with national/local policy			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 57: Advise and inform individuals on managing their condition

Unit reference number: R/602/3943

Level: 3

Credit value: 5

Guided learning hours: 31

Unit summary

This unit develops the learner's ability to establish the information and advice needs of individuals in order to change their lifestyle. Knowledge and understanding of the effects of change is required as is knowledge of health conditions encountered and information gathering techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand good practice in identifying information requirements	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role in advising and informing individuals on how to manage their condition			
	1.2 Explain the importance of identifying appropriate information to enable individuals to make informed lifestyle choices			
	1.3 Explain how to recognise the information and advice an individual may require but be unable to express			
	1.4 Explain the procedures for dealing with issues beyond own role, in accordance with local protocol			
2 Understand health conditions	2.1 Describe the range of conditions encountered within the scope of own role			
	2.2 Describe the effects of health conditions on individuals and their families			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the effects of change on individuals' lifestyles	3.1	Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change			
		3.2	Identify how adapting a lifestyle can empower an individual			
		3.3	Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services			
4	Be able to ascertain the information and advice needs of individuals	4.1	Maintain the individual's privacy and dignity at all times			
		4.2	Explain to the individual who you are and what your role is in providing confidential advice and information			
		4.3	Access information about the individual's lifestyle			
		4.4	Work with the individual to identify their information and advice requirements relating to their health condition			
		4.5	Review the range of local and national advice and information services			
		4.6	Explain how to refer the individual to other sources of information and advice			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5 Be able to agree plans with individuals to adapt their lifestyle	5.1	Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions			
	5.2	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual			
	5.3	Develop realistic plans and objectives with the individual to adapt their lifestyle			
	5.4	Agree targets with the individual to optimise their health and wellbeing			
	5.5	Discuss with the individual any concerns raised about adapting their lifestyle			
	5.6	Agree dates to review the individual's progress			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 58: Support individuals in undertaking their chosen activities

Unit reference number: H/602/3980

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit aims to develop the learner's ability to work with the individual and/or significant other to identify chosen activities to enhance wellbeing.

Research on the ability of the individual to achieve the activities is required as well as the provision of support to carry out the activities.

Additional information

SMART — comprehensive definition for goal setting:

S — specific

M — measurable

A — achievable

R — realistic

T — time-bound.

Relevant other/s may include family members, carers, advocates, interpreters, inter-disciplinary team members.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting individuals to undertake their chosen activities			
2 Understand concepts for supporting individuals to undertake chosen activities	2.1 Explain factors which could motivate an individual to change behaviour and/or lifestyle			
	2.2 Explain the benefits to the individual's sense of wellbeing and personal development which can be gained when accessing services and facilities			
	2.3 Describe how to identify the physical, psychological and social demands of an individual's chosen activities			
	2.4 Describe how to set the individual **SMART** goals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to make plans with individuals to undertake chosen activities	3.1 Maintain the individual's privacy and dignity at all times			
	3.2 Access and interpret any previous assessment of the individual's needs to inform future requirements			
	3.3 Communicate sensitively and actively listen to the individual or **relevant other** to establish an understanding of their needs, interests, values and beliefs			
	3.4 Identify the physical, social, safety and psychological demands of the chosen activities			
	3.5 Agree with the individual steps to develop their ability to undertake their chosen activities			
	3.6 Identify the range of local services and facilities available			
	3.7 Check availability and evaluate the relevance with the individual			
	3.8 Identify and agree with the individual any information, resources, adaptations and assistance required to access and use chosen services and facilities			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to support individuals to undertake chosen activities	4.1	Organise any required resources, adaptations and assistance to enable the individual to access chosen activities			
	4.2	Support and motivate an individual to access and undertake their chosen activities in line with own sphere of competence and national/local policy			
	4.3	Describe coping strategies that an individual may require to fulfil their chosen activities			
	4.4	Evaluate and review the effectiveness of the activities in line with national/local policy			
	4.5	Maintain clear records of advice and support given to the individual and any agreed actions in accordance with national/ local policy			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 59: Inform an individual of discharge arrangements

Unit reference number:	J/602/4071
Level:	2
Credit value:	2
Guided learning hours:	13

Unit summary

This unit develops the learner's ability to assist in the discharge of an individual by providing information on discharge arrangements.

Additional information

Relevant other could be a family member, carer, advocate, interpreter or anyone else involved in the care and wellbeing of the individual.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand discharge and post-discharge information needs of individuals	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to informing an individual of discharge arrangements			
	1.2 Describe the general information an individual might need about discharge recovery			
2 Be able to inform individuals of discharge arrangements	2.1 Obtain information and clarify with the practitioner the potential side effects of treatment to which the individual should be aware of on discharge			
	2.2 Obtain information and clarify with the practitioner any advice and information to be given to the individual			
	2.3 Gain any necessary authorisation prior to passing on discharge information to the individual			
	2.4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual			
	2.5 Confirm and clarify the individual's and/or **relevant other's** understanding of general and after-care information			
	2.6 Maintain confidentiality throughout the procedure			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 60: Contribute to the discharge of individuals to carers

Unit reference number: D/602/4092

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit develops the learner to assist in the discharge process when the decision has been taken by the practitioner. Knowledge of procedures and policies for discharging an individual is vital as is maintaining confidentiality, sharing information and effective communication.

Additional information

Carer may include a family member, a residential or nursing care establishment, sheltered housing officer.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the procedures for discharging individuals to a **carer**	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform the discharge of an individual to a **carer**			
	1.2 Explain the national/local policies with regard to sharing clinical records and information.			
	1.3 Explain the procedures for contacting **carers** to which the individual is being discharged			
	1.4 Explain the procedures to follow when the receiving **carer** cannot accommodate the individual			
2 Be able to prepare individuals for discharge	2.1 Inform the individual of the decisions made in relation to their discharge			
	2.2 Explain to the individual about discharge arrangements			
	2.3 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual			
	2.4 Check that the individual understands the arrangements that have been made			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to contribute to the discharge of individuals to **carers**	3.1	Explain the reasons for arranging transport and escorts for an individual			
	3.2	Explain the procedures for arranging transport and escorts in line with local policy			
	3.3	Make arrangements for transport and escort in line with local procedures			
	3.4	Advise the receiving **carer** of the individual's discharge and transmit information in line with local procedures			
	3.5	Check and ensure that discharge records are updated in line with local procedures and within own role and responsibilities			
	3.6	Maintain confidentiality in accordance with national/local policies and procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 61: Give presentations to groups

Unit reference number: H/602/3168

Level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

This unit develops the learner's ability to give presentations. It requires an understanding of the principles of presentations and how these can be adapted to suit the needs of the audience.

Additional information

Materials and resources can be paper-based and/or electronic equipment.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to group presentations	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in giving presentations			
2 Understand factors which contribute to effective group presentations	2.1 Explain how to devise aims and objectives for a presentation			
	2.2 Explain how to choose from a range of presentation techniques to meet the needs of the audience			
	2.3 Appraise emerging developments in e-technology and its relevance to presentation techniques and materials			
3 Be able to plan a presentation to facilitate learning	3.1 Explain how to structure presentations to maximise understanding			
	3.2 Explain how to anticipate barriers to understanding and how they can be overcome			
	3.3 Plan presentation delivery taking account of the audience's needs and context of delivery			
	3.4 Choose and prepare **materials and resources**			
	3.5 Adapt presentation content to suit the needs of the audience			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to present information to a group	4.1	Use materials and resources to support understanding			
	4.2	Present clear information in a manner and pace in line with the group's needs			
	4.3	Encourage the group to ask questions			
	4.4	Reiterate key points at suitable intervals			
	4.5	Monitor the group's understanding and adapt own presentation style in line with audience responses			
	4.6	Summarise information to conclude the presentation			
	4.7	Gain feedback from the audience and evaluate their understanding from the presentation to inform future delivery			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 62: Assist others to plan presentations

Unit reference number: H/602/4188

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit develops the learner's abilities to assist in the planning of presentations. An understanding of the planning process is required as well as the ability to assess information and materials resources.

Additional information

Background information may include:

- number of delegates and their roles
- date and length of presentation
- venue.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand techniques and resources involved in planning presentations	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in assisting others to plan presentations			
	1.2 Explain the importance of developing aims and objectives for the presentation and how these impact on delivery			
	1.3 Identify the range of materials and equipment which can be used in presentations			
	1.4 Assess the appropriateness of using visual aids and e-technology within a presentation			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to assist others to plan presentations	2.1	Describe the process of planning a presentation			
	2.2	Describe what is required to deliver a presentation			
	2.3	Explain how to modify the plan to take account of changes to requirements			
	2.4	Help others to identify the aims and objectives of the presentation			
	2.5	Identify sources of information which could inform presentations in presenter's area of expertise			
	2.6	Work with others to identify the **background information** needed in the presentation			
	2.7	Work with others to gather resources for the presentations			
	2.8	Assist others to prepare and organise equipment, materials and the venue			
	2.9	Explain the importance of seeking advice and assistance on issues beyond own competence			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 63: Support carers to meet the care needs of individuals

Unit reference number: R/602/4011

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.

Additional information

Individuals can be adults, children and young people or older people.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting **individuals** in the community	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which influence practice related to supporting **individuals** in the community			
2 Understand why some individuals may need to be supported	2.1 Identify the potential future pattern of disorders which may affect the lifestyle of **individuals**			
	2.2 Describe the potential effects of dysfunction on the lifestyle of **individuals**			
	2.3 Explain how increased dependence may affect individuals, carers and the provision of services			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to ensure individuals receive the support they need from carers	3.1 Explain reasons for linking support with need			
	3.2 Explain the importance of establishing partnerships with carers			
	3.3 Describe reasons for assessing a carer's strengths and weaknesses with regard to supporting individuals			
	3.4 Describe the demands placed on a carer			
	3.5 Describe potential tensions between the demands placed on a carer and other commitments			
	3.6 Identify signs which would indicate potential problems with service delivery			
	3.7 Explain how to report concerns regarding the care of an individual			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support carers to meet the care needs of **individuals**	4.1 Inform the carer of the individual's needs and care plan			
	4.2 Discuss and agree the type of support needed by the carer for them to meet the individual's care needs			
	4.3 Make arrangements for the provision of resources necessary for the carer to support to individual			
	4.4 Provide the carer with information on how to contact the care team			
	4.5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team			
	4.6 Update records related to service delivery agreements in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 64: Interact with and support individuals using telecommunications

Unit reference number: Y/601/8825

Level: 3

Credit value: 5

Guided learning hours: 36

Unit summary

This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

Assessment methodology

Learning outcomes 2, 3, 4 and 5 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1 Describe the legal and local requirements and policies relevant to the functions being carried out 1.2 Explain the rights of the individual being supported using telecommunications			
2 Be able to use telecommunication technology	2.1 Use different types of telecommunication technology 2.2 Explain how interactions may differ depending on the type of telecommunication technology used 2.3 Respond to individuals according to organisational policies 2.4 Record details of interactions in the appropriate system			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to engage with individuals using telecommunications	3.1 Engage with the individual without face-to-face interaction including: – providing opportunities to sustain the interaction – providing reassurance of continued interest – encouraging individuals to share their concerns – responding to the individual's immediate requirements at each stage during the interaction – recognising where anonymity may encourage them to respond 3.2 Provide information about the service and confirm its appropriateness to the individual 3.3 Identify the significance of the circumstances the individual is in 3.4 Encourage callers to provide additional information about their situation or requirements 3.5 Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service 3.6 Comply with legal and organisational requirements and policies relevant to the functions being carried out			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to identify and evaluate any risks or dangers for individuals during the interaction	4.1 Identify the types of risks or dangers different individuals might face 4.2 Evaluate the implications of any risk or dangers facing an individual, including: – the circumstances in which the interaction is being made – the types of problems which could occur – the significance of any signs of increased stress during interactions – whether there are any constraints on individuals – the appropriate action to deal with any risks, dangers or problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to terminate the interaction	5.1 Demonstrate how to end interactions including: – identifying when to close the interaction – providing clear information to the individual on the reasons for ending the interaction – operating to the guidelines and procedures of the organisation – explaining what further action may be taken 5.2 Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction 5.3 Record and check the individual's demographic details 5.4 Identify why recording and checking details might be required before ending/transferring the call			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 65: Monitor own work practices in health, social care or children's and young people's settings

Unit reference number: H/602/0965

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about carrying out a review of work practice. It involves monitoring and evaluating the quality of work activities and outcomes and taking appropriate actions to support continuous improvement.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of monitoring work practices	1.1 Explain the statutory and professional standards and codes of practice as applied to own work practice			
	1.2 Explain how deviations from agreed working procedures may impact on outcomes to be achieved			
	1.3 Explain actions to take and the timescales for responding to cases of non-compliance or variance with quality standards			
	1.4 Describe how to access advice and support for quality improvement			
2 Be able to prepare to carry out monitoring activities	2.1 Identify and agree the purpose, method and requirements for monitoring work activities and outcomes			
	2.2 Allocate monitoring activities at regular intervals consistent with legal, professional and organisational requirements			
	2.3 Adjust the frequency of monitoring where necessary to ensure compliance with quality systems and whenever risks are identified			
	2.4 Obtain the correct and complete data relevant to the monitoring activity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to carry out monitoring activities	3.1 Monitor work activities and outcomes against relevant quality indicators and standards			
	3.2 Access information in line with local policy			
	3.3 Report any non-compliance or variance in work activities and outcomes against relevant quality indicators			
4 Be able to respond to the outcomes of monitoring activities	4.1 Review monitoring results to improve working practices and outcomes			
	4.2 Act on any recommendations to improve performance and quality outcomes			
	4.3 Review any changes to working practices as required in order to confirm and sustain improvements			
	4.4 Maintain clear, accurate and complete records of monitoring activities and outcomes in line with local policies and protocols			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 66: Contribute to effective multidisciplinary team working

Unit reference number: T/602/0968

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about developing and sustaining the smooth and consistent working of the multi-disciplinary team in order to achieve the goal of best care for patients. This is achieved through fostering a climate in which there is open exchange of information and views between members.

Forbidden combination

This unit must not be taken with Unit 88: *Contribute to the effectiveness of teams* (L/601/3430)*.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the workings of the multidisciplinary team	1.1 Describe roles and responsibilities within the multidisciplinary team			
	1.2 Explain the contribution that different professions can make to the evaluation and planning of patient care			
	1.3 Summarise the communication structures in own organisation			
2 Be able to participate in multidisciplinary team working	2.1 Identify examples of good and poor practice and make suggestions for improvements to team practice			
	2.2 Clarify any team issues and the views of colleagues			
	2.3 Provide examples of ways to address issues within the group positively and constructively			
	2.4 Record any issues in the team that cannot be resolved, passing this information on to someone who has the authority and capability to reach a solution			
	2.5 Identify development needs against the demands of the work role and requirements of the team			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to communicate effectively when working in a multidisciplinary team	3.1	Provide information on work in progress to enable the team to effectively carry out their work			
	3.2	Provide colleagues with help and advice when requested and when this is consistent with other responsibilities			
	3.3	Explain how to adapt communication styles in ways which are appropriate to different people			
	3.4	Maintain confidentiality of information relating to other members of the team			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 67: Liaise between primary, secondary and community teams

Unit reference number: D/602/1029

Level: 3

Credit value: 2

Guided learning hours: 20

Unit summary

This unit is about drawing on the resources of primary, secondary and community teams for the benefit of individuals who prefer to receive their treatment away from a hospital setting, usually at home.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the relationships and tensions between primary, secondary and community teams	1.1 Describe roles and responsibilities of those working in primary, secondary and community teams			
	1.2 Summarise the potential opportunities and benefits that can arise from cooperation between teams			
	1.3 Identify potential conflicts between those who are providing services			
	1.4 Identify strategies to deal with any potential conflicts			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the needs of individuals receiving treatment	2.1 Evaluate the effects of dependence and independence on the individual, carers and the provision of service			
	2.2 Describe the significance of an individual's care plan			
	2.3 Explain the safe conditions required for effective treatment in a setting outside of the hospital environment			
	2.4 Describe the equipment and materials which may be needed by an individual who is receiving treatment at home			
	2.5 Identify the potential problems related to equipment and materials which the individual may encounter when carrying out treatment at home			
	2.6 Explain how to deal with any potential problems relating to the treatment			
	2.7 Summarise local policies and procedures for dealing with any emergency calls from individuals and carers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to agree the needs of individuals with primary, secondary and community teams	3.1	Confirm that collaborative working arrangements comply with legal, regulatory and local policies and procedures			
		3.2	Confirm that teams are aware of and agree with the individual's needs, goals, aspirations and expectations of remaining independent			
		3.3	Implement strategies to deal with any potential conflicts between those who are providing services			
4	Enable effective communication between individuals and primary, secondary and community teams	4.1	Confirm that the individual is aware of the variety of people that are supporting them and who may contact them			
		4.2	Identify and agree arrangements for contact in order to establish and maintain relationships			
		4.3	Seek and gain permission from the individual and carer, where appropriate, to provide relevant information about them to teams that can provide support			
		4.4	Check that all teams and individuals have information that is consistent, up to date and accurate			
		4.5	Pass on information to other members of the team about the detail, sources and manner of the support the individual may wish to receive			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 68: Collate and communicate health information to individuals

Unit reference number: D/602/1032

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit covers collating and communicating health information to individuals, their family or significant others in response to queries or as part of health promotion and giving advice.

Additional information

Clinical governance

– an initiative to ensure high-quality healthcare is being delivered. It is a statutory duty placed on all NHS organisations with the aim of assuring high standards of care, safeguarding patients against poor performance and reducing variations between providers of services.

Information governance

– covers information quality, confidentiality, data protection, information security, freedom and records management.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with information governance			
	1.2 Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information			
	1.3 Explain the ethics concerning confidentiality, and the tensions which may exist between an individual's request for information and the organisation's responsibilities within **information governance**			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to identify the information to be collated and communicated	2.1	Respond to individual needs in accordance with **clinical governance** and local policies and protocols			
		2.2	Confirm the purpose of the communication and needs of the recipients			
		2.3	Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to information governance			
		2.4	Use relevant secure sources to access the required health information			
3	Be able to communicate health information	3.1	Communicate with the individual and relevant carers or family at a pace and level appropriate to their understanding			
		3.2	Identify and overcome any barriers to communication			
		3.3	Present health information in a format that is consistent with the individual's level of understanding, culture, background and preferred ways of communicating			
		3.4	Actively listen to the recipients' reactions to information provided and clarify any issues raised			
		3.5	Confirm that the information needs of the recipient have been met			
		3.6	Record the outcome of the communication by updating records in line with policies and protocols			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 69: Manage the availability of physical resources to meet service delivery needs in a health setting

Unit reference number: T/602/4521

Level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet service delivery needs in a health setting.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to manage the availability and use of physical resources in a health setting	1.1 Describe legal and organisational requirements for selecting suppliers			
	1.2 Explain the need for confidentiality in the use of physical resources			
	1.3 Identify links between work activities and the supplies needed			
	1.4 Describe methods of monitoring supplies to ensure quality and quantity			
	1.5 Explain why team members should be empowered to take responsibility for their own use of physical resources			
	1.6 Discuss the corrective action to take when experiencing problems with obtaining supplies			
	1.7 Describe ways of agreeing amendments to orders when resource needs cannot be fully met			
2 Know factors which may have an effect on use of resources in a health setting	2.1 Describe the potential impact of resource usage of the environment			
	2.2 Describe legal and organisational requirements for minimising the impact resources usage has on the environment			
	2.3 Describe organisational requirements for controlling resource usage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to manage the availability and use of physical resources to meet service delivery needs	3.1 Identify specific physical resources to meet service delivery needs			
	3.2 Select a supplier/s in line with local policy and protocol			
	3.3 Negotiate with a supplier/s in a way that maintains good relations with them			
	3.4 Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full			
	3.5 Monitor the use of resources at appropriate intervals in line with local policy and protocol			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 70: Make recommendations for the use of physical resources in a health setting

Unit reference number: D/602/4013

Level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet health service delivery needs. The learner will have the opportunity to develop knowledge, understanding and skills required to prepare budgetary proposals for expenditure for physical resources needed to meet health service delivery needs.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to make recommendations for the use of physical resources in a health setting	1.1 Explain own role and responsibilities in relation to making recommendations for the use of physical resources			
	1.2 Explain the types of information required in order to make recommendations for the use of physical resources			
	1.3 Explain local plans and objectives in relation to programmes of work			
	1.4 Identify possible trends and developments which might influence future expenditure			
	1.5 Explain the principles and methods which underpin budgetary control			
2 Be able to gather and interpret information to inform expenditure proposals, in line with organisational plans and objectives	2.1 Gather information to inform proposals for expenditure			
	2.2 Identify the level of physical resources required to maintain an effective service			
	2.3 Demonstrate the use of cost – benefit analysis			
	2.4 Collate suggestions for future expenditure from key stakeholders			
	2.5 Interpret any data gathered to inform expenditure proposal			
	2.6 Set targets and standards for the use of resources			
	2.7 Outline proposed methods of monitoring expenditure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to present proposals for expenditure for physical resources to stakeholders	3.1 Prepare and present proposals for expenditure to stakeholders			
	3.2 Summarise the expected benefits and any potential negative consequences of proposed expenditure			
	3.3 Justify financial proposals, based on information gathered			
	3.4 Provide an explanation to stakeholders why any other options for future expenditure have been rejected			
4 Be able to negotiate proposals for expenditure for physical resources with stakeholders	4.1 Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary			
	4.2 Conclude negotiations with stakeholders within the agreed timescale			
	4.3 Use verbal and non-verbal skills to maintain positive relations with stakeholders			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 71: Control the use of physical resources in a health setting

Unit reference number: H/602/4014

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is aimed at those who are responsible for controlling the use of physical resources in a health service.

The learner will have the opportunity to develop knowledge, understanding and skills required to manage and monitor expenditure and resource usage, in line with local policy and protocol.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to control the use of physical resources in a health setting in line with local policy and protocol	1.1 Explain the principles and systems which underpin expenditure control			
	1.2 Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions			
	1.3 Describe corrective action to take in response to actual variations from agreed budget			
	1.4 Describe corrective action to take in response to potential variations from agreed budgets			
	1.5 Describe how to respond to requests for additional expenditure, in line with local policy and protocol			
	1.6 Describe the importance of effective expenditure control			
	1.7 Describe the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this			
2 Be able to advise team members on the control of expenditure and physical resource usage in a health setting	2.1 Prepare advisory information for team members on the control of expenditure and resource usage			
	2.2 Set targets for team members to take responsibility for monitoring and controlling expenditure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to monitor expenditure and physical resource usage in a health setting	3.1 Monitor expenditure and physical resource use against local targets 3.2 Control expenditure and physical resource use in line with budgets and local requirements, including taking action in response to actual or potential variations from budget			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 72: Perform first line calibration on clinical equipment to ensure it is fit for use

Unit reference number:	H/602/1033
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit relates to first line calibration of specific equipment prior to clinical use. Individuals will be able to calibrate equipment for use in their own healthcare context. Individuals can use the standard for each type of equipment within the scope of their normal work activity.

This is not intended for use following major repair or service.

Additional information

Equipment: depending on the setting and use, equipment can be a mechanical or electronic device which can be used to monitor, diagnose, maintain or improve a clinical condition.

Calibration eg:

- daily
- weekly
- monthly
- new kits
- new reagents
- quality control protocols.

Reference material may be:

- solutions
- test strips
- electronic sensors.

Assessment methodology

Learning outcomes 3 and 4 must be assessed in a real work environment. Simulation is not acceptable. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect clinical practice in relation to first line **calibration**			
	1.2 Describe the standard operating procedures and policies and explain their importance			
2 Understand the procedures involved in the **calibration** of **equipment**	2.1 Explain the importance of accuracy and precision when calibrating **equipment**			
	2.2 Explain how to check for validity and reliability when calibrating **equipment**			
	2.3 Identify the common faults in **equipment** and explain the corrective action that should be taken			
	2.4 Explain how to recognise the factors which could affect safety or pose a risk associated with the use of **equipment**			
	2.5 Identify the corrective action that should be taken			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to run tests on **equipment**	3.1 Undertake tests/checks to confirm the operational status of **equipment**			
	3.2 Select **reference material** to calibrate **equipment** for operation			
	3.3 Use standards to undertake the calibration of **equipment** for the intended purpose			
	3.4 Follow procedures to confirm the accuracy, precision and operational effectiveness of **equipment**			
	3.5 Confirm the equipment is suitable and ready to use			
4 Be able to conclude and report on tests on **equipment**	4.1 Record the validity and reliability of the **calibration** procedure			
	4.2 Identify any **equipment** that does not meet **calibration** standards and take action to prevent accidental use			
	4.3 Notify the appropriate person of the status of equipment following **calibration**, seeking advice as necessary			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 73: Conduct routine maintenance on clinical equipment

Unit reference number: M/602/2685

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the carrying out of routine preventative and/or first line corrective maintenance activities for clinical equipment within the individual's own working context. It ensures that clinical equipment in use remains safe and fit for its intended purpose.

Additional information

Routine preventative and/or first line corrective maintenance: maintenance which is predicted, regular, expected and scheduled within the scope of the learner.

Standard precautions for infection control include: correct procedures for hand washing, using gloves and aprons, using sharps safely, educating patients and their carers about infection.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for conducting routine maintenance on clinical equipment			
2 Understand the procedures involved in conducting routine maintenance on clinical equipment	2.1 Describe the frequency of maintenance for clinical equipment in own scope of activity			
	2.2 Explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment			
	2.3 Explain the requirements for **routine preventative and/or first line corrective maintenance**			
	2.4 Explain the factors affecting decisions on maintenance activity			
	2.5 Explain a fault and error message diagnosis and actions to take			
	2.6 Explain the type and range of records required for maintenance of equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prepare to carry out routine maintenance on clinical equipment	3.1	Prioritise action based on maintaining services			
		3.2	Access relevant data from technical or supporting manuals to assist with routine maintenance			
		3.3	Apply **standard precautions for infection control** prior to maintenance			
		3.4	Confirm equipment is correctly set up for preventive and/or first line corrective maintenance/fault diagnosis activities			
4	Carry out routine maintenance on clinical equipment	4.1	Notify any issues affecting the preventive and/or first line corrective maintenance and their impact on delivery of services to colleagues in line with local policy and protocol			
		4.2	Assess decontamination status and requirements of the equipment to be maintained			
		4.3	Conduct planned preventive and/or first line corrective maintenance in line with local policy and protocol			
		4.4	Check equipment is functioning against operational parameters to confirm operational status			
		4.5	Seek advice or support when preventive and/or first line corrective maintenance activity falls outside own level of expertise			
		4.6	Dispose of waste materials in accordance with local policy and protocol			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Report and record on routine maintenance carried out on clinical equipment	5.1 Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule 5.2 Update/maintain records in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 74: Coordinate the progress of individuals through care pathways

Unit reference number: A/602/2687

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about coordinating the effective management of individuals through care or patient pathways within any health or social care environment or context. Pathways are determined by the specific needs of the individual and their condition.

Additional information

Care pathway

Represents every aspect of the individual's care from their initial presentation through to the successful resolution of their healthcare needs, their discharge or their death.

Resources may include:

- people/practitioners
- physical resources
- services and facilities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to coordinating the progress of individuals through **care pathways**	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the coordination of the progress of individuals through care pathways			
	1.2 Explain the roles and responsibilities of self and others involved in the delivery of care pathways			
	1.3 Explain why individuals' priorities are reviewed and the frequency with which this should be undertaken			
	1.4 Describe the protocols for prioritising care and treatment in relation to own role			
2 Understand the requirements for the coordination of individuals through **care pathways**	2.1 Describe the stages of an individual's **care pathway**			
	2.2 Describe ways in which individuals accessing services can be managed and optimised			
	2.3 Describe ways to maintain individual safety when supporting the operation of care pathways			
	2.4 Identify the **resources** required for the transfer of individuals along care pathways			
	2.5 Identify any actions required to overcome these problems			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to coordinate the progress of individuals through **care pathways**	3.1	Communicate accurate information regarding the individual, their needs and treatment as the individual is transferred to the care of colleagues, other departments or services			
	3.2	Identify actions required when there is any deviation from the planned pathway			
	3.3	Update records, store and share documentation and information in line with local policy and protocol			
	3.4	Coordinate aspects of the care pathway in line with local policy and protocol			
	3.5	Assess any problems that arise as an individual moves along the care pathway			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 75: Identify information requirements in a health context

Unit reference number:	K/602/2684
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is about identifying and specifying data and information requirements. The work covered in this unit could be carried out on a routine basis or could be for ad hoc requirements. The data and information provided is specific to clinical and health environments.

Additional information

Health and business context may include:

- clinical impact
- patient safety issues
- productivity measures.

Data standards may include consistency regarding:

- sources
- validity
- reliability
- completeness
- terminology
- acronyms
- purpose
- templates
- conventions.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to identifying **data** requirements in a health context	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for information management in a health context 1.2 Describe the **health and business context** for **data** and information requirements 1.3 Explain the different ways in which routine and ad hoc **data** and information are used in a health context			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to find and select data requirements in a health context	2.1	Respond to the target audience's needs for the **data** and information			
	2.2	Consult with colleagues and the target audience to identify requirements for **data** and information			
	2.3	Describe the objectives and purpose of the data			
	2.4	Describe any sensitivity of the **data** and information involved			
	2.5	Identify the **data** and information available			
	2.6	Gain agreement to access the sources of **data** and information identified			
	2.7	Select the **data** and information relevant to the target audience			
	2.8	Describe any data limitations which may constrain the audiences requirements			
	2.9	Describe any system limitations which may constrain the audiences requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare resources to retrieve the agreed data and information	3.1 Identify any variables that may affect the data and information to be provided			
	3.2 Check the audience understands the meaning and significance of any variables			
	3.3 Agree conformity with information governance in line with local policy and protocol			
	3.4 Identify the resources required and the limitations, assumptions, costs and timescales that will affect the work to be carried out			
	3.5 Record the details required for the specification in line with local policy and protocol			
	3.6 Agree reporting responsibilities and mechanisms with the target audience			
	3.7 Describe the classification systems, coding classifications and terminology used in a health context			
	3.8 Explain how to identify audience requirements for data and information			
	3.9 Describe ways in which it is or is not possible to meet requirements for data and information			
	3.10 Describe ways in which data and information is grouped in a health context			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 76: Analyse and present health related data and information

Unit reference number: T/602/2686

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about analysing data and information in a health context, and presenting the outputs of the analysis to key people. The unit also involves reviewing and presenting outputs of analysis carried out.

Additional information

Tools and techniques are used to analyse data and information. These will vary according to the data and information that is being analysed and the learner's area of work.

Health and business context may include:

- clinical impact
- patient safety issues
- productivity measures.

Data standards may include consistency regarding:

- sources
- validity
- reliability
- completeness
- terminology
- acronyms
- purpose
- templates
- conventions.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to the analysis and presentation of health-related **data** and information	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the analysis and presentation of health-related **data** and information			
	1.2 Describe the **health and business context** for data and information requirements			
	1.3 Explain the importance of the quality of **data** and information in a health context			
2 Prepare to analyse data and information and present outputs in a health context	2.1 Describe **tools and techniques data** and information			
	2.2 Assess the available tools and techniques for their relevance and applicability to the work being carried out			
	2.3 Select tools and techniques paying attention to the quality of the **data** and information available			
	2.4 Determine the resources required to apply the selected tools and techniques			
	2.5 Record the rationale for the selection of tools and techniques			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Carry out analysis of **data** and information	3.1	Check conformity with information governance in line with local policy and protocol			
		3.2	Analyse the **data** and information using the selected tools and techniques			
		3.3	Identify and highlight any anomalies and limitations in the **data** analysis or information			
		3.4	Summarise and draw justifiable conclusions from the analysis			
4	Review and present outputs of the analysis	4.1	Inform the appropriate person(s) where there are any implications that require decision making			
		4.2	Clarify any assumptions made and degrees of uncertainty in the **data** and information			
		4.3	Record changes to the source **data** and information in line with local policy and protocol			
		4.4	Select a presentation method that is appropriate to the data and information and audience			
		4.5	Present the outputs of the analysis in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 77: Support independence in the tasks of daily living

Unit reference number: T/601/8637

Level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.

Additional information

An **individual** is someone requiring care or support.

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.

A **care plan** may be known by other names eg support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

Agreed ways of working will include policies and procedures where these exist.

Others may include:

- family or friends of the individual
- advocate
- line manager.

Difficulties or concerns may include:

- risks to the individual's health, safety or security
- concerns about the ability, skills or willingness of the individual to participate in
- daily living tasks
- insufficient time, equipment or other resources to provide agreed support.

A **healthy diet** is one that:

- follows current guidelines for healthy eating
- meets any specific nutritional requirements for the individual.

Assessment methodology

Learning outcomes 2, 3, 4, 5,and 6 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand principles for supporting independence in the tasks of daily living	1.1	Explain how **individuals** can benefit from being as independent as possible in the tasks of daily living			
	1.2	Explain how **active participation** promotes independence in the tasks of daily living			
	1.3	Describe how daily living tasks may be affected by an individual's culture or background			
	1.4	Explain the importance of providing support that respects the individual's culture and preferences			
	1.5	Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living			
	1.6	Explain why it is important to establish roles and responsibilities for providing support			
2 Be able to establish what support is required for daily living tasks	2.1	Access information about support for daily living tasks, using an individual's **care plan** and **agreed ways of working**			
	2.2	Clarify with the individual and **others** the requirements for supporting an individual's independence in daily living tasks			
	2.3	Describe how and when to access additional guidance to resolve any **difficulties or concerns** about support for daily living tasks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to provide support for planning and preparing meals	3.1	Support the individual to plan meals that contribute to a **healthy diet** and reflect the individual's culture and preferences			
		3.2	Support the individual to store food safely			
		3.3	Support the individual to prepare food in a way that promotes active participation and safety			
4	Be able to provide support for buying and using household and personal items	4.1	Identify different ways of buying household and personal items			
		4.2	Work with the individual to identify household and personal items that are needed			
		4.3	Support the individual to buy items in their preferred way			
		4.4	Support the individual to store items safely			
		4.5	Support the individual to use items safely			
5	Be able to provide support for keeping the home clean and secure	5.1	Support the individual to keep their home clean, in a way that promotes active participation and safety			
		5.2	Describe different risks to home security that may need to be addressed			
		5.3	Support the individual to use agreed security measures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to identify and respond to changes needed in support for daily living tasks	6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks			
	6.2 Record changes in the individual's circumstances that may affect the type or level of support required			
	6.3 Adapt support in agreed ways to address concerns, changes or increased independence			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 78: Manufacture equipment or medical devices for individuals within healthcare

Unit reference number:	Y/602/0963
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit covers the manufacture and assembly of customised and/or rehabilitation equipment, medical devices and assistive technology.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to manufacture of medical devices	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the manufacture of equipment or medical devices			
	1.2 Explain how the prescription requirement is integrated in the manufacture of equipment or medical devices			
	1.3 Describe how to assess and manage risks within the manufacturing environment and for the item under construction			
2 Prepare to carry out the manufacturing of equipment or medical devices	2.1 Identify and assess existing manufacturing components for suitability			
	2.2 Select the materials, tools and techniques for producing the equipment or device			
	2.3 Interpret the specification for the manufacture of the equipment or device			
	2.4 Determine those aspects of specification which relate to an adaptation of existing equipment and/or device to meet the prescribed customised solution			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Carry out the manufacturing of equipment or medical devices	3.1	Work with stakeholders and others involved in the manufacture process			
		3.2	Implement health and safety measures relevant to the manufacturing of equipment or medical devices			
		3.3	Manufacture and assemble the component parts to the agreed specification			
4	Monitor operations and conditions	4.1	Maintain environmental conditions as required by the manufacturing procedure			
		4.2	Carry out the testing, monitoring, inspection and risk assessment for the operation of equipment and materials			
		4.3	Respond to any faults or breakdowns to equipment in line with local policy and protocol			
5	Test and adjust the finished equipment or medical device	5.1	Confirm that the product meets agreed specification, prescription and performance parameters			
		5.2	Apply standard precautions for infection control			
		5.3	Test the product with the individual			
		5.4	Adapt the product to meet the customised solution			
		5.5	Compile and maintain records and user information for the equipment or medical device in line with local policy and protocol			
		5.6	Store records in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 79:   Provide support for mobility

Unit reference number: H/601/9024

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Additional information

Mobility activities may include:

- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities.

An individual is someone requiring care or support.

Others may include:

- family
- friends
- advocates
- mobility specialists
- line manager
- others who are important to the individual's wellbeing.

Mobility equipment and appliances may include:

- wheel chairs
- sticks
- walking frames
- custom-made appliances.

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 methodology

Learning outcomes 2, 3 and 4 must be assessed in a real work situation. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of mobility	1.1 Define mobility			
	1.2 Explain how different health conditions may affect and be affected by mobility			
	1.3 Outline the effects that reduced mobility may have on an **individual**'s wellbeing			
	1.4 Describe the benefits of maintaining and improving mobility			
2 Be able to prepare for **mobility activities**	2.1 Agree mobility activities with the individual and **others**			
	2.2 Remove or minimise hazards in the environment before a mobility activity			
	2.3 Check the suitability of an individual's clothing and footwear for safety and mobility			
	2.4 Check the safety and cleanliness of **mobility equipment and appliances**			
3 Be able to support individuals to keep mobile	3.1 Promote **active participation** during a mobility activity			
	3.2 Assist an individual to use mobility appliances correctly and safely			
	3.3 Give feedback and encouragement to the individual during mobility activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to observe, record and report on activities to support mobility	4.1 Observe an individual to monitor changes and responses during a mobility activity 4.2 Record observations of mobility activity 4.3 Report on progress and/or problems relating to the mobility activity including: – choice of activities – equipment – appliances – the support provided			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 80: Support individuals to access and use services and facilities

Unit reference number:	F/601/7927
Level:	3
Credit value:	4
Guided learning hours:	25

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.

Additional information

Services and facilities may include:

- services provided within an individual's home
- services to enable an individual to meet their social care needs
- community facilities.

An **individual** is someone requiring care or support.

Information to be challenged may include information that is:

- misleading
- inaccurate
- discriminatory
- inaccessible
- excluding individuals.

Assessment methodology

Learning outcomes 2, 3 and 4 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand factors that influence **individuals'** access to services and facilities	1.1 Describe how accessing a range of services and facilities can be beneficial to an **individual's** wellbeing			
	1.2 Identify barriers that individuals may encounter in accessing **services and facilities**			
	1.3 Describe ways of overcoming barriers to accessing services and facilities			
	1.4 Explain why it is important to support individuals **to challenge information** about services that may present a barrier to participation			
2 Be able to support **individuals** to select services and facilities	2.1 Work with an **individual** to identify a range of services and facilities likely to meet their assessed needs			
	2.2 Agree with an **individual** their preferred options for accessing services and facilities			
	2.3 Work with an **individual** to select services or facilities that meet their assessed needs and preferences			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support individuals to access and use services and facilities	3.1 Identify with an **individual** the resources, support and assistance required to access and use selected services and facilities			
	3.2 Carry out agreed responsibilities to enable the individual to access and use services and facilities			
	3.3 Explain how to ensure **individuals'** rights and preferences are promoted when accessing and using services and facilities			
4 Be able to support individuals' to review their access to and use of services and facilities	4.1 Work with an **individual** to evaluate whether services or facilities have met their assessed needs and preferences			
	4.2 Support an **individual** to provide feedback on their experience of accessing and using services or facilities			
	4.3 Work with an **individual** to evaluate the support provided for accessing and using services or facilities			
	4.4 Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 81: Support individuals to live at home

Unit reference number: Y/601/7903

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.

Additional information

An **individual** is someone requiring care or support.

Others may include:

- family
- friends
- advocates
- others who are important to the individual's wellbeing.

Needs may include:

- personal
- physical
- financial
- social
- environmental
- safety.

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.

Circumstances may include:

- health
- social situation
- financial circumstances
- legal status.

Assessment methodology

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the principles of supporting individuals to live at home	1.1	Describe how being supported to live at home can benefit an **individual**			
	1.2	Compare the roles of people and agencies who may be needed to support an individual to live at home			
	1.3	Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home			
	1.4	Explain how risk management contributes to supporting individuals to live at home			
2 Be able to contribute to planning support for living at home	2.1	Identify with an individual the strengths, skills and existing networks they have that could support them to live at home			
	2.2	Identify with an individual their **needs** that may require additional support and their preferences for how the needs may be met			
	2.3	Agree with the individual and **others** the risks that need to be managed in living at home and ways to address them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1	Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home			
		3.2	Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks			
		3.3	Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes **active participation**			
		3.4	Obtain permission to provide additional information about the individual in order to secure resources, services and facilities			
4	Be able to work in partnership to introduce additional services for individuals living at home	4.1	Agree roles and responsibilities for introducing additional support for an individual to live at home			
		4.2	Introduce the individual to new resources, services, facilities or support groups			
		4.3	Record and report on the outcomes of additional support measures in required ways			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to contribute to reviewing support for living at home	5.1 Work with the individual and others to agree methods and timescales for ongoing review 5.2 Identify any changes in an individual's **circumstances** that may indicate a need to adjust the type or level of support 5.3 Work with the individual and others to agree revisions to the support provided			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 82: Provide support to continue recommended therapies

Unit reference number: A/601/9028

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Additional information

Therapies may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy.

An **individual** is someone requiring care or support.

Information may include:

- intended outcomes of the therapy
- activities needed to continue the therapy
- learner's role and responsibilities
- how to set up the environment and use equipment and materials
- most effective ways of supporting an individual.

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.

Ways to **address difficulties** may include:

- making adjustments to the level or type of support provided
- stopping therapy activities if individual is in pain or distress
- seeking additional support from therapists and others when problems and difficulties are beyond own competence.

Others may include:

- family
- friends
- advocates
- specialist therapists
- others who are important to the individual's wellbeing.

Assessment methodology

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of supporting **individual**s to continue recommended therapies	1.1 Analyse the potential benefits of recommended therapies to an individual's health and wellbeing			
	1.2 Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences			
2 Be able to encourage individuals to complete activities recommended by therapists	2.1 Establish agreement on an individual's needs and preferences about continuing a recommended therapy			
	2.2 Provide opportunities for an individual to access **information** about the benefits of continuing the recommended therapy			
	2.3 Describe how to overcome an individual's fears or concerns about continuing the recommended therapy			
3 Be able to provide support to continue recommended therapy	3.1 Clarify with the therapist the information needed before providing support for the therapy			
	3.2 Promote **active participation** during therapy			
	3.3 **Address difficulties** encountered during therapy			
	3.4 Provide constructive feedback and encouragement to the individual during therapy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to observe, record and report on observations during recommended therapy	4.1 Establish with the individual and **others** what observations need to be made during therapy sessions 4.2 Carry out agreed observations 4.3 Record agreed observations as required 4.4 Report on the findings of observations to individuals and others			
5 Be able to contribute to evaluation and review of recommended **therapies**	5.1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided 5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others 5.3 Agree changes to therapy sessions or the support provided			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 83: Support individuals during a period of change

Unit reference number: M/601/7907

Level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

Additional information

Types of change include changes that are:

- positive
- negative
- chosen
- unchosen
- temporary
- permanent.

An **individual** is someone requiring care or support.

Others may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing.

The **plan** to manage a change may incorporate:

- the individual's preferences associated with the change
- existing skills or knowledge the individual has that will help them manage the change
- new skills or knowledge the individual may need to develop in order to manage the change.
- resources and expertise for managing the change that exist within the individual's personal network
- additional resources, support or expertise needed
- ways to address risks that may arise from a change.

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 methodology

Learning outcomes 2, 3 and 4 must be assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand reasons for and responses to change	1.1	Describe **types of change** that may occur in the course of an **individual's** life			
		1.2	Analyse factors that may make change a positive or a negative experience			
		1.3	Describe approaches likely to enhance an individual's capacity to manage change and experience change positively			
2	Be able to support individuals to plan how to manage or adapt to change	2.1	Work with individuals and **others** to identify recent or imminent changes affecting them			
		2.2	Support the individual to assess the implications and likely impacts of the change identified			
		2.3	Work with the individual and others to **plan** how to adapt to or manage the change			
		2.4	Explain the importance of both practical support and emotional support during a time of change			
		2.5	Identify and agree roles and responsibilities for supporting a change			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support individuals to manage or adapt to change	3.1 Carry out agreed role and responsibilities for supporting change, in ways that promote **active participation**			
	3.2 Provide information and advice to support the individual to manage change			
	3.3 Support the individual to express preferences and anxieties when going through change			
	3.4 Adapt support methods to take account of preferences or anxieties			
	3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change			
4 Be able to evaluate the support provided during a period of change	4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved			
	4.2 Work with the individual and others to identify positive and negative aspects of a change			
	4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process			
	4.4 Record and report on the effectiveness of support for the change process			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 84: Work in partnership with families to support individuals

Unit reference number: H/601/8147

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

Additional information

An **individual** is someone requiring care or support.

Others may include:

- organisations providing support to family members
- other professionals.

Resources may include:

- materials and equipment
- training
- financial support
- transport
- support groups
- therapeutic services
- other professionals.

Agreed ways of working will include policies and procedures where they exist.

Assessment methodology

Learning outcomes 2, 3, 4, 5, 6 and 7 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand partnership working with families	1.1 Analyse the contribution of families to the care and/or support of **individuals**			
	1.2 Identify factors that may affect the level of involvement of family members in care and/or support			
	1.3 Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals			
	1.4 Explain how the attitudes of a worker affect partnership working with families			
2 Be able to establish and maintain positive relationships with families	2.1 Interact with family members in ways that respect their culture, experiences and expertise			
	2.2 Demonstrate dependability in carrying out actions agreed with families			
	2.3 Describe principles for addressing dilemmas or conflicts that may arise in relationships with families			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to plan shared approaches to the care and support of individuals with families	3.1 Agree with the individual, family members and **others** the proposed outcomes of partnership working with a family			
	3.2 Clarify own role, role of family members, and roles of others in supporting the individual			
	3.3 Support family members to understand person centred approaches and agreed ways of working			
	3.4 Plan ways to manage risks associated with sharing care or support			
	3.5 Agree with the individual and family members processes for monitoring the shared support plan			
4 Be able to work with families to access support in their role as carers	4.1 Work with family members to identify the support they need to carry out their role			
	4.2 Provide accessible information about available **resources** for support			
	4.3 Work with family members to access resources			
5 Be able to exchange and record information about partnership work with families	5.1 Exchange information with the individual and family members about: – implementation of the plan – changes to needs and preferences			
	5.2 Record information in line with **agreed ways of working** about: – progress towards outcomes – effectiveness of partnership working			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to contribute to reviewing partnership work with families	6.1 Agree criteria and processes for reviewing partnership work with families			
	6.2 Agree criteria and processes for reviewing support for family members			
	6.3 Encourage the individual and family members to participate in the review			
	6.4 Carry out own role in the review of partnership working			
7 Be able to provide feedback about support for families	7.1 Provide feedback to others about the support accessed by family members			
	7.2 Report on any gaps in the provision of support for family members			
	7.3 Describe ways to challenge information or support that is discriminatory or inaccessible			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 85: Implement therapeutic group activities

Unit reference number: D/601/9491

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

Additional information

Therapeutic group activities may include:

- reminiscence therapy
- relaxation and anxiety management
- remedial games
- health-related group activities
- art or music therapy.

Individuals are those requiring care or support.

Others may include:

- carers and family members
- line manager
- therapists or other specialists who may recommend therapeutic group activities.

Risks may include those associated with:

- the health, safety and wellbeing of those in the group
- unintentional exclusion of some group members
- others involved with the group's activities
- the environment
- equipment and resources used.

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.

Agreed ways of working will include policies and procedures where these exist.

Assessment methodology

Learning outcomes 2, 3 and 4 must be assessed in a real work environment, in ways that do not intrude on the privacy of individuals. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of **therapeutic group activities**	1.1 Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and wellbeing			
	1.2 Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances			
	1.3 Compare key points of theories about group dynamics			
2 Be able to plan and prepare for therapeutic group activities	2.1 Work with individuals and **others** to agree: – the nature and purpose of a therapeutic group – specific activities to fit the purpose of the group			
	2.2 Address any **risks** that may be associated with the planned activities			
	2.3 Prepare the environment for a therapeutic group activity			
	2.4 Prepare equipment or resources needed for the activity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3　Be able to support **individuals** during therapeutic group activities	3.1　Support group members to understand the purpose and proposed activity of the group			
	3.2　Support group members during the activity in ways that encourage effective communication, **active participation** and cooperation			
	3.3　Give direction, praise, reassurance and constructive feedback during the activity			
	3.4　Support the group to bring the activity to a safe and timely end			
4　Be able to contribute to the evaluation of therapeutic group activities	4.1　Encourage and support individuals to give feedback during and after group activities			
	4.2　Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities			
	4.3　Carry out own responsibilities for supporting the evaluation and agreeing any revisions			
	4.4　Record and report on outcomes and any revisions in line with **agreed ways of working**			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 86: Support individuals to develop and run support groups

Unit reference number:	H/601/9492
Level:	3
Credit value:	3
Guided learning hours:	24

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to develop and run support groups.

Additional information

Support to **set up a group** may include:

- putting individuals in touch with others who have the same interests and purpose
- accessing resources
- providing advice and encouragement.

Support to **run the group** may include:

- providing advice and sharing expertise
- developing guidelines on roles and responsibilities
- developing ground rules
- giving advice on respecting and valuing all members.

Operating safely may need to take account of:

- health and safety
- the environment
- equipment and materials
- use and abuse of power
- risk of harm or abuse.

Conflicts may include those relating to:

- rights and responsibilities
- health and safety
- managing risk
- costs
- ethical concerns
- interpersonal relationships.

Agreed ways of working will include policies and procedures where these exist.

Assessment methodology

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the role of support groups	1.1	Explain the benefits of support groups to individuals			
	1.2	Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals			
	1.3	Compare key points of theories about group dynamics			
2 Be able to support individuals to assess the need for additional support groups	2.1	Work with individuals to identify the support a group could provide for them			
	2.2	Contribute to accessing sources of information about existing support groups			
	2.3	Work with individuals to evaluate existing support groups and identify gaps in provision			
3 Be able to support individuals to develop their own support groups	3.1	Work with individuals to identify ways to develop their own support group where there is a gap in provision			
	3.2	Work with individuals to agree the nature and purpose of the support group			
	3.3	Establish with individuals the level and type of support they require to **set up a group**			
	3.4	Carry out own role as agreed to support the setting up of the group			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support individuals to run support groups	4.1 Establish with group members the support they need to **run the group**			
	4.2 Support the group to **operate safely**			
	4.3 Support the group to resolve **conflicts**			
5 Be able to support individuals to evaluate support groups	5.1 Support the group to monitor its activities and outcomes			
	5.2 Support the group to: – agree processes and criteria for evaluating its activities and outcomes – evaluate its activities and outcomes			
	5.3 Report on the effectiveness of the support group in line with **agreed ways of working**			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 87: Develop and sustain effective working relationships with staff in other agencies

Unit reference number: R/601/3526

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

Evidence requirements for this unit:

Learner's must provide the assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in their workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of learner performance can be established.

- **Work products:** These are non-confidential records made, or contributed to, by the learner eg minutes of meetings with other agencies.

- **Confidential records:** These may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio eg case records.

- **Questioning:** Questions may be oral or written. In each case the question and the learner's answer will need to be recorded, eg outline the roles and responsibilities of key people who work in the agencies who are involved in joint working arrangements.

- **Professional discussion:** This should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice, policies, procedures and legislation, and that they can critically evaluate their application eg the nature, roles and functions, policies and procedures of principal agencies.

- **Original certificates:** Certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.

- **Case studies, projects, assignments and candidate/reflective accounts of the learner's work:** These methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit eg explain the methods of identifying and resolving conflict within and between agencies and between individuals.

- **Witness testimony:** Colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of their performance.

The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- the observation of the learner working with staff from other agencies
- minutes of meetings
- the learner's explanation of their work with staff in other agencies recorded either through professional discussion or a reflective account.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of working in partnership	1.1 Identify the nature, roles and functions, policies and procedures of principal agencies			
	1.2 Identify structures, function, and methods of communication and decision making			
	1.3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements			
	1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working			
	1.5 Identify the effect of agency culture and structure upon policy and practice of working in partnership			
	1.6 Explain the principles and benefits of working in partnership			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Develop effective working relationships with staff in other agencies	2.1 Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties			
	2.2 Reach agreements about roles and responsibilities and arrangements for decision making			
	2.3 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies			
	2.4 Confirm arrangements for joint work which are: – appropriate to the nature and purpose of the work – likely to be effective in establishing and maintaining relationships – respect confidentiality while balancing risks of sharing or not sharing information			
	2.5 Identify effective methods to monitor and review the progress of joint work			
	2.6 Obtain advice and support promptly when team discussion and supervision are appropriate			
	2.7 Complete records accurately and clearly and store them according to agency requirements			
	2.8 Communicate information to people who are authorised to have it			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Sustain effective working relationships	3.1	Identify the benefits and advantages of joint working and use these to develop own practice			
	3.2	Identify factors which might hinder joint working			
	3.3	Explain methods of identifying and resolving conflict within and between agencies and between individuals			
	3.4	Demonstrate methods of assessing the effectiveness of joint working relationships			
	3.5	Explain and defend the views of your agency and its policies			
	3.6	Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved			
	3.7	Complete records accurately and clearly and store them according to agency requirements			
	3.8	Communicate information to people who are authorised to have it			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 88: Contribute to the effectiveness of teams

Unit reference number: L/601/3430

Level: 2

Credit value: 3

Guided learning hours: 5

Unit summary

The aim of this unit is to introduce candidates to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The unit also addresses time management, legislations and policies.

Forbidden combination

This unit must not be taken with Unit 66: *Contribute to effective multi-disciplinary team working* (T/602/0968)*.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Explain the importance of own role and how it contributes to the team performance	1.1 Describe the team's overall objectives and purpose			
	1.2 Explain how own role and responsibilities contribute to team activities, objectives and purposes			
	1.3 Identify other team members, their roles and responsibilities within the team			
	1.4 Inform other members in the team of their activities and ideas			
2 Use feedback to improve personal team performance	2.1 Use feedback or suggestions from others to enable them to improve own practice within the team			
	2.2 Propose suggestions or ideas to benefit team members and improve team working			
	2.3 Agree, seek support and take responsibility for any development and learning that can help them to interact with the team more effectively			
3 Manage time and commitments effectively	3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities			
	3.2 Inform appropriate team members when they cannot fulfil commitments within specified timescales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Establish effective working relationships with all members of the team	4.1	Behave towards other team members in a way that supports the effective functioning of the team			
		4.2	Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view			
		4.3	Select appropriate advice and guidance in order to resolve issues with other team members			
		4.4	Support other team members in the completion of activities or objectives			
5	Comply with organisational, national and European legislation	5.1	Comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities			
		5.2	Comply with current local, UK and European legislation, and organisational requirements, procedures and practices			
		5.3	Access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 89: Deliver training through demonstration and instruction

Unit reference number: M/602/4520

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit provides learners with the knowledge and skill to train others using demonstration and instruction as a teaching strategy in the psychomotor domain. It is particularly suitable for the training of others where there may be a requirement for learners to develop practical skills and techniques involving the hand–eye coordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment.

This unit covers the training of individuals or groups of learners.

This unit covers the training of single or multiple-tasked practical activities.

Additional information

Resources: refers to any physical resource that supports demonstration and instruction-led training. This may include technical equipment, people or simulation devices, handouts, workbooks or Information Technology based aides.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to deliver training through demonstration and instruction	1.1 Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered			
	1.2 Describe the **resources** required to deliver the training			
	1.3 Describe what constitutes an appropriate environment for the delivery of the training			
	1.4 Explain how to overcome barriers that learners may encounter while undertaking training			
	1.5 Assess the use of demonstration and instruction as a teaching strategy			
	1.6 Explain the skills required for the effective delivery of demonstration and instruction as a teaching method			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to deliver training by demonstration and instruction	2.1	Explain the learning aims and objectives of the training session to the learners			
		2.2	Deliver the training programme to the learners through demonstration and instruction			
		2.3	Maintain communication with learners during demonstration and instruction			
		2.4	Check the learners' understanding at regular intervals			
		2.5	Encourage learners to ask questions and seek clarification during training			
		2.6	Provide learners with opportunities and support to demonstrate the learning achieved through the training			
		2.7	Respond to the learners' needs during the training			
		2.8	Provide constructive feedback to learners on their progress			
3	Be able to review learning and training	3.1	Gather feedback from learners on the effectiveness of the training			
		3.2	Assess whether the training programme delivers the required learning outcomes			
		3.3	Review the effectiveness of the training programme			
		3.4	Identify ways to improve or adapt the training			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 90: Contribute to the prevention of aggressive and abusive behaviour of people

Unit reference number: J/502/1631

Level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim is this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to take action to discourage aggressive and abusive behaviour of people	1.1 Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints			
	1.2 Communicate with individual/s in a manner which:			
	– is free from discrimination and oppression			
	– is not likely to antagonise the situation			
	– encourages an open exchange of information			
	– is appropriate			
	– acknowledges the rights of everyone present			
	1.3 Explain clearly to the individual what own role is and the required outcome of the encounter			
	1.4 Ensure own behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully			
	1.5 Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation			
	1.6 Take appropriate action if the situation deteriorates			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand the actions to take to discourage aggressive and abusive behaviour of people	2.1	Describe the signs of potentially disruptive behaviour – verbal and non-verbal			
	2.2	Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping			
	2.3	Explain how to communicate effectively and how this may promote the behaviour wanted			
	2.4	Explain how own behaviour and language could be interpreted			
	2.5	Describe the types of constructive behaviour and techniques which can be taken to diffuse situations			
	2.6	Describe actions that could trigger aggressive or abusive behaviour			
	2.7	Explain the warnings which may be necessary to give people in relation to their behaviour			
	2.8	Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates			
	2.9	Summarise how to report and record incidents of abusive and aggressive behaviour			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 91: Introduction to the role and responsibilities of a Health Trainer

Unit reference number: L/502/1212

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit introduces learners to the role and responsibilities of a Health Trainer. Learners will be introduced to legislation and policies relating to the role, as well as elements of time management.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the role of a Health Trainer	1.1	Describe the role of a Health Trainer			
	1.2	Outline the role of the Health Trainer in the context of local and national health and wellbeing policies			
	1.3	Describe the limits of the Health Trainer role			
	1.4	Analyse the consequences of acting beyond competence as a Health Trainer			
	1.5	Identify appropriate routes for referring matters beyond competence			
	1.6	Identify individuals who can advise on the Health Trainer role			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand legislation and policies related to the role of the Health Trainer	2.1	Identify the legislation that relates to the role of a Health Trainer			
		2.2	Identify organisational policies and procedures			
		2.3	Outline potential consequences of non compliance to organisational policies, procedures and protocol			
		2.4	Explain the importance of confidentiality			
		2.5	Explain key issues relating to equality and diversity and anti-discriminatory practice			
		2.6	Explain the importance of assessing and managing risks			
		2.7	Identify risks to self and others			
		2.8	Use organisational data collection, storage and retrieval systems			
3	Collect accurate information on clients	3.1	Explain issues around handling confidential and sensitive information			
		3.2	Explain the importance of systematic and accurate record keeping			
		3.3	Record information in a systematic and accurate way to inform evaluation and future work			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Manage and organise own time effectively	4.1	Agree working arrangements with a line manager			
	4.2	Explain the importance of making realistic commitments			
	4.3	Plan work to ensure that commitments are met			
	4.4	Explain the importance of knowing who to seek guidance and advice from			
	4.5	Complete records of work activities when needed			
5 Improve own competence, knowledge and skills	5.1	Explain the benefits of improving own competence, knowledge and skills			
	5.2	Identify areas for improvement of own competence			
	5.3	Plan for improvement of own competence, knowledge and skills			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 92: Establishing and developing relationships with communities while working as a Health Trainer

Unit reference number: R/502/1213

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is concerned with helping to establish and develop joint working relationships between people, organisations and groups in the community. The unit will also introduce candidates to the roles and responsibilities of Health Trainers in relation to communities and will outline the skills needed when making contact with individuals and developing and understanding of the context of their lives and work.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Make contact with communities, organisations and groups	1.1 Identify people within a community to make contact with			
	1.2 Explain the benefits and importance of making contact with different people, organisations and groups			
	1.3 Use appropriate methods and styles of making contact with different people, organisations and groups			
	1.4 Identify the most appropriate person to contact within an organisation.			
	1.5 Explain the role of a Health Trainer to different people, organisations and groups			
2 Collect accurate information on communities, organisations and groups	2.1 Identify services and sources of information			
	2.2 Check that information is up to date and accurate			
	2.3 Record information in a way that can be used in future work			
	2.4 Explain the importance of regularly updating information and methods for achieving this			
	2.5 Outline the consequences of using out of date or inaccurate information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Develop working relationships with communities	3.1 Develop working relationships within communities			
	3.2 Explain the importance of demonstrating respect for others			
	3.3 Explain the importance of clearly agreeing ways of keeping in contact and reporting back			
	3.4 Explain the importance of fulfilling commitments			
	3.5 Identify potential barriers to developing working relationships within communities			
	3.6 Identify ways of referring matters or issues beyond the Health Trainer role to a more appropriate person			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 93: Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer

Unit reference number: F/502/1224

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

The unit introduces candidates to the concepts of health and wellbeing and the ways of communicating key messages to individuals, in order to support them with choices they could make to improve their health and wellbeing.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Analyse concepts of health and wellbeing	1.1 Explain the terms 'health and wellbeing'			
	1.2 Define the term 'lifestyle'			
	1.3 Explain the links between lifestyle and health and wellbeing			
2 Understand factors influencing health and wellbeing	2.1 Identify the factors influencing individuals' health and wellbeing			
	2.2 Identify wider determinants of health and wellbeing			
	2.3 Understand and communicate key health promotion messages and the benefits of making lifestyle changes			
	2.4 Identify other people and agencies who might be able to help individuals to improve their health and wellbeing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Encourage individuals to address issues relating to their health and wellbeing	3.1 Raise individuals' awareness of the key issues relating to their health and wellbeing			
	3.2 Describe a range of approaches that apply to promoting health and wellbeing			
	3.3 Use a range of methods for providing information on health and wellbeing			
	3.4 Help individuals identify factors affecting their health and wellbeing			
	3.5 Explore individuals' knowledge and beliefs about health and wellbeing			
	3.6 Encourage individuals to take responsibility for changing their behaviour			
	3.7 Help individuals to get hold of reliable and up-to-date information and advice			
	3.8 Help individuals access appropriate support			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Communicate appropriately with individuals	4.1 Select and use ways to communicate appropriately with individuals			
	4.2 Encourage an open and frank exchange of views			
	4.3 Identify barriers to communication			
	4.4 Use appropriate methods to reduce barriers to communications			
	4.5 Acknowledge individuals' right to make their own decisions			
	4.6 Support individuals to make their own decisions			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 94: Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer

Unit reference number: L/502/1226

Level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit introduces learners to the process of engaging individuals to enable behaviour change and encourage health improvements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Encourage individuals to assess their behaviour	1.1	Help individuals to assess how their behaviour is affecting their health and wellbeing			
		1.2	Help individuals to identify the changes needed to improve their health and wellbeing			
		1.3	Use behaviour changes techniques to encourage individuals to identify their motivation for change and opportunities for change			
		1.4	Help individuals to identify potential barriers to change and ways of managing them			
2	Establish one-to-one relationships with clients	2.1	Explain the importance of establishing the ground rules for the relationship			
		2.2	Establish ground rules for the relationship			
		2.3	Build rapport with clients			
		2.4	Identify the key factors to be considered when choosing a suitable environment for one-to-one contact			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Develop personal health plans for individuals	3.1	Support individuals to prioritise their goals			
		3.2	Support individuals to identify SMART goals for changing their behaviour			
		3.3	Support individuals to develop a Personal Health Plan			
		3.4	Identify key individuals who will be involved in the personal health plan			
		3.5	Use a range of techniques to ensure that individuals receive the appropriate support			
		3.6	Review and record individuals' progress in achieving their plan			
4	Support individuals to achieve their plan	4.1	Take actions to help individuals achieve their goals			
		4.2	Support individuals to develop confidence in achieving change			
		4.3	Use methods to support individuals to strengthen their own motivation for change			
		4.4	Explain how measures of behaviour are used in monitoring behaviour change			
		4.5	Support individuals to review their progress and adapt their personal health plan			
		4.6	Provide feedback, support and encouragements to individuals			
		4.7	Recognise and value individuals' achievements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Support individuals to establish and maintain change	5.1	Support individuals to prepare for setbacks			
		5.2	Support individuals to manage setbacks			
		5.3	Support individuals evaluate the effects of the changes implemented			
		5.4	Support individuals to become their own health trainer			
		5.5	Help individuals identify broader learning and development needs			
6	Keep records of work in line with organisational procedures	6.1	Keep accurate and complete records of work with individuals			
		6.2	Report problems and concerns to the line manager			
		6.3	Work within own role and competences			
		6.4	Explain the importance of working within own role and competences			
		6.5	Explain the potential consequences of working outside own role and competences			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

Skills for Health
2nd Floor, Goldsmiths House
Broad Plain
Bristol BS2 0JP

Telephone: 01179221155
Fax: 01179251800
Email: office@skillsforhealth.org.uk

Skills For Care and Development
2nd Floor, City Exchange
11 Albion Street
Leeds LS1 5ES

Telephone: 01133907666
Fax: 01132468066
Email: sscinfo@skillsforcareanddevelopment.org.uk

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

• planning for the delivery of a new programme

• planning for assessment and grading

• developing effective assignments

• building your team and teamwork skills

• developing student-centred learning and teaching approaches

• building functional skills into your programme

• building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

• is active

• is designed to be supportive and thought provoking

• builds on best practice

• may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson-recognised centre and must have approval its for qualifications.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications

- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer

- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Assessment principles

Skills for Health QCF assessment principles

1 Introduction

1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

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.

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

2 Assessment principles

2.1 Assessment decisions for competence units (e.g. those including learning outcomes that begin with 'to be able to' or 'understand') must be made by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment

2.2 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualifications assessment strategy

2.3 Competence-based units must include direct observation as the primary source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes 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 decisions for knowledge - only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy. 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. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

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 through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy. Skills for Health will agree with awarding organisations the relevant assessor qualifications or standard for qualifications covered by these principles.

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** a qualification in assessment of workplace performance **or**

- a professional work role which involves evaluating the everyday practice of staff.

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Skills for Care and Development QCF 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 forWales, 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

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, Skills 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 learning outcomes 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 (eg 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.