Pearson Edexcel Level 3 Diploma in Blood Donor Support (QCF)

Specification

Edexcel Competence-based qualification

For first registration January 2011

Issue 3

PEARSON

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Pearson Education Limited is committed to supporting work-based learning through its BTEC Apprenticeship and Employability Frameworks and our suite of vocational qualifications.

This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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.

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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma in Blood Donor Support:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Diploma in Blood Donor Support	501/1902/3	01/01/2011

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Reference Application (LARA), where relevant.

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

The QCF 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 Edexcel.

This title replaces the following qualification from 1st January 2010:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 3 NVQ in Health	100/4986/1	01/04/05	31/12/10

Key features of the Pearson Edexcel Level 3 Diploma in Blood Donor 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 Diploma in Blood Donor Support has been approved as a component for 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 blood donor 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.

Edexcel'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 this qualification 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
- Phlebotomist

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 Blood Donor Support (QCF)?

Individual units can be found in the *Units* section.

General information

This qualification is within the *Diploma* range of credit.

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

- 53 credits from the mandatory units
- a minimum of 12 credits from the optional units
- a minimum of 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 and the regulatory arrangements for the Qualifications and Credit Framework.

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
J/601/8576	5	The role of the health and social care worker	2	2	14
J/601/9470	6	Promote good practice in handling information in health and social care settings	3	2	16
L/501/6737	7	The principles of infection prevention and control	2	3	30
H/501/7103	8	Causes and spread of infection	2	2	20
R/501/6738	9	Cleaning, decontamination and waste management	2	2	20
R/601/1436	10	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5
D/601/8860	11	Obtain venous blood samples	3	3	24

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
A/602/3144	12	Test venous blood samples at blood donation sessions	2	2	11
K/602/3141	13	Carrying out the blood donor assessment process	3	5	38
M/602/3142	14	Communicate the assessment decision regarding an individual's fitness and suitability to donate blood or blood components	3	3	26
T/602/3143	15	Collect venous blood/blood components at donation sessions	3	4	32
T/601/8850	16	Obtain and test capillary blood samples	3	4	30
K/602/3883	17	Monitor and maintain the environment and resources during and after clinical/therapeutic activities	2	3	20
H/602/0965	18	Monitor own work practice in health, social care or children's and young people's settings	3	3	20
Total credit for mandatory units = 53					

Optional units

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
F/502/3412	19	Maintaining quality standards in the health sector (Barred combination with J/502/3413)	3	2	13
J/502/3413	20	Service improvement in the health sector (Barred combination with F/502/3412)	3	3	20
L/601/8725	21	Support individuals undergoing healthcare activities	2	3	22
D/504/6101	22	First aid essentials	2	1	10
R/601/8662	23	Undertake physiological measurements	3	3	23
K/602/1034	24	Select and wear appropriate personal protective equipment for work in healthcare settings	2	2	15
J/602/3096	25	Prepare individuals for healthcare activities	2	3	17
H/602/4014	26	Control the use of physical resources in a health setting	3	3	25
H/602/1033	27	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20
M/602/4520	28	Deliver training through demonstration and instruction	3	3	21

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
L/601/3430	29	Contribute to the effectiveness of teams	2	3	5
J/601/1515	30	Monitor and solve customer service problems	3	6	40
D/501/3826	31	Influencing others at work	3	1	6
R/501/3774	32	Planning and monitoring work	2	2	8
Minimum credit for optional units = 12					

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 principles

Assessment principles developed by Skills for Health and Skills for Care and Development have been included in *Annexe D*. 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 requirements/strategy in *Annexe D*)

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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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. Edexcel 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 Edexcel's quality assurance processes is given in *Annexe B*.

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 D: Assessment requirements/strategy*. 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:

> The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number:

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

QCF level:

> All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.

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:

> A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private 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:

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

> Date: 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

QCF 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 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 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

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 your 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 learned 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

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

Unit reference number: J/601/1434

QCF 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 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 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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
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			
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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

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; nonverbal 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

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

Unit reference number: Y/601/1437

QCF 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 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 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*)

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 workplace 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 workplace 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

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

Unit reference number: F/601/8138

QCF 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 requirements

Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

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 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: _____

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Assessor signature: _____ Date: _____

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

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 such as 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, minimizing 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 like 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 such as 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 judgement, 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 wellbeing and resilience; understanding and recognising individual stressors and taking time out; compare and contrast different strategies and their effectiveness

Unit 5: The role of the health and social care worker

Unit reference number:	J/601/8576
QCF 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 requirements

Learning outcomes 2 and 3 must be assessed in a real work environment.

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 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			

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

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, avoiding 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

Unit 6:

Promote good practice in handling information in health and social care settings

Unit reference number: J/601/9470

QCF 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 requirements

Learning outcomes 2 and 3 must be assessed in a real work environment.

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 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			

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Assessor signature: _____   Date: _____

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

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 be 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, practicing 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

Unit 7: The principles of infection prevention and control

Unit reference number: L/501/6737

QCF level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

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 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 of 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: _____

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(*if sampled*)

Unit 8:   Causes and spread of infection

Unit reference number: H/501/7103

QCF 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 enter 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 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 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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Unit 9: Cleaning, decontamination and waste management

Unit reference number: R/501/6738

QCF level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

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 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 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Principles for implementing duty of care in health, social care or children's and young people's settings

Unit reference number:	R/601/1436
QCF 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 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 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

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

Unit 11: Obtain venous blood samples

Unit reference number:	D/601/8860
QCF level:	3
Credit value:	3
Guided learning hours:	24

Unit summary

This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.

Assessment requirements

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

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 legislation, policy and good practice related to obtaining venous blood samples	1.1	describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples			
2	Understand the anatomy and physiology relating to obtaining venous blood samples	2.1	describe the structure of venous blood vessels			
		2.2	explain blood clotting processes and the factors that influence blood clotting			
		2.3	describe the position of venous blood vessels in relation to arteries, nerves and other structures			
3	Be able to prepare to obtain venous blood samples	3.1	confirm the individual's identity and obtain valid consent			
		3.2	communicate with the individual in a manner which: – provides relevant information – provides support and reassurance – addresses needs and concerns – is respectful of personal beliefs and preferences			
		3.3	select and prepare appropriate equipment for obtaining the venous blood sample			
		3.4	select and prepare an appropriate site taking into account the individual's preferences			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to obtain venous blood samples	4.1 apply health and safety measures relevant to the procedure and environment			
	4.2 apply standard precautions for infection prevention and control			
	4.3 use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual			
	4.4 use the agreed procedure to obtain the venous blood sample to include: – utilisation of containers – required volume of blood – correct sequence when obtaining multiple samples – application and use of tourniquets at appropriate stages – stimulation of blood flow or selection of alternative site where necessary – utilisation of anti-coagulant with sample when necessary			
	4.5 respond to any indication of adverse reaction, complication or problem during the procedure			
	4.6 explain the correct procedure to deal with an arterial puncture when it occurs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 terminate the blood collection procedure following guidelines and/or protocols to include: – removal of blood collection equipment – stopping blood flow – stopping bleeding – application of suitable dressing – personal care advice to the individual			
5 Be able to prepare venous blood samples for transportation	5.1 label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: – legibility of labelling and documentation – temperature control of storage – immediacy of transportation			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 12: Test venous blood samples at blood donation sessions

Unit reference number: A/602/3144

QCF level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit is aimed at those providing point of care testing of venous blood samples at blood donation sessions using electronic devices.

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 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	Know current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to testing venous blood samples at blood donation sessions	1.1	identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to testing venous blood samples			
		1.2	outline the requirements of the medical and healthcare products regulatory agency with regard to the use of medical devices			
2	Be able to provide information to individuals in order to obtain **valid consent** to carry out blood tests	2.1	confirm the individual's identity			
		2.2	explain the purpose of the test to the individual			
		2.3	respond to any questions and queries raised, referring them onto an appropriate staff member if outside own remit			
		2.4	obtain **valid consent** from the individual to carry out the test			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to test venous blood samples collected from individuals at blood donation sessions	3.1	check that the blood sample and documentation match the identification of the individual			
		3.2	test the blood sample in line with local policy and protocol			
		3.3	use a container that is appropriate to disposal and re-use requirements, and with regard to sensitivity to environmental changes			
		3.4	apply health and safety measures relevant to the procedure and environment			
		3.5	apply standard precautions for infection prevention and control, including the management of blood spills and splashes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to act on the outcomes of venous blood tests	4.1 record test results and match to the individual			
	4.2 describe the normal blood values and acceptable clinical range for results			
	4.3 check whether results are within the acceptable clinical range, reporting any results which demand urgent attention			
	4.4 communicate the result of the test to the individual in a way that is sensitive, and takes into account their individual needs			
	4.5 send specimens for additional testing in the laboratory in accordance with local policy and protocol			
	4.6 identify when it is appropriate to refer the responsibility of informing the individual of the result to an appropriate staff member			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 13: Carrying out the blood donor assessment process

Unit reference number: K/602/3141

QCF level: 3

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is aimed at those working in blood donation settings to assess the fitness and suitability of individuals to donate blood.

This unit provides the learner with the knowledge and skills to gather information from potential donors and assess their fitness and suitability to donate blood or blood components.

Additional information

Individuals in this case includes those of the acceptable age to donate blood.

Donor status includes new, newly enrolled and returning or lapsed.

Donation history includes adverse reactions/events, quality incidents, previous experience/history, reasons why it may be difficult for them to continue to donate.

Donor information includes verbal and written information relating to blood safety, the donation process, donor health checks, questionnaire, blood tests and other appropriate information leaflets.

Assessment process should include:

- the purpose of the interview
- the sequence of events
- the areas to be covered
- the personal nature of some of questions
- their individual rights and choices
- the importance of accuracy and honesty
- the support, advice and confidentiality provision.

Communicate should include:

- questioning at a level and pace which allows individuals opportunity to respond
- active listening and confirmation of the individual's understanding
- review of the currency and validity of individual's donor information
- using a range of approaches appropriate to the individual's understanding

- acknowledging the complexity of any decisions that the individual needs to make
- supporting them with decision making.

Donor acceptance criteria includes the range of acceptance, deferral and referral criteria, donor health check questions and supplementary questions

Risk includes lifestyle, medical history, other infection risks, travel history, hazardous occupations or hobbies.

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 current legislation, national guidelines, policies, protocols and good practice related to assessing suitability of **individuals** to donate blood or components	1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the donor assessment process 1.2 explain the wider political sensitivities of lifestyle questioning and information 1.3 describe the application of guidelines and policies when evaluating information obtained from individuals			
2 Understand the importance of undertaking thorough blood donation screening assessments	2.1 describe the protocols for applying the current acceptance and deferral criteria 2.2 describe how to deal with individual donors with differing **donor status** 2.3 describe the implications of an inadequate and incomplete donation screening assessment 2.4 describe how the possible care and social needs of the individual may be addressed following deferral 2.5 explain the importance for correct interpretation of information and the impact this may have on donors 2.6 explain the importance of following a specification in making the assessment decision			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to interview individuals prior to undertaking the blood donor assessment process	3.1	identify and set up a location for the interview in line with national and local policies which maximises confidentiality, safety and security for the individual			
		3.2	confirm the individual's identity, check their donor status against their record, updating any changes as necessary			
		3.3	obtain information related to any **donation history**, relevant events, reactions or other factors and taking action as appropriate			
		3.4	provide up-to-date **donor information** to the individual			
		3.5	confirm that the individual has read the information, allowing them to ask questions to help understanding			
		3.6	describe the different information leaflets available for donors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to conduct blood donor assessments	4.1 explain the **assessment process** to the individual			
	4.2 **communicate** during the assessment process in a way that is sensitive to the personal beliefs and preferences of the individual			
	4.3 follow an interview plan which maintains the sequence to address all selection criteria			
	4.4 explain possible alternative approaches to questioning if the individual displays a lack of understanding			
5 Be able to make and record judgements on the acceptability of individuals for blood donation	5.1 evaluate the individual's verbal responses and behaviour in fulfilling the **donor acceptance criteria**			
	5.2 assess any **risk** to the individual or others which has been indicated by the information disclosed			
	5.3 justify conclusions made in relation to the fulfilment of the donor acceptance criteria, in line with organisational policy			
	5.4 explain the importance of acknowledging the individual's right to self-defer			
	5.5 explain when you might need to seek specialist assistance in order to make an informed judgement			
	5.6 record the judgement, completing all required documentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 14: Communicate the assessment decision regarding an individual's fitness and suitability to donate blood or blood components

Unit reference number: M/602/3142

QCF level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is aimed at those who communicate decisions to accept, defer or refer potential donors following assessment of the fitness and suitability of individuals to donate blood. Learners will be required to exercise sensitivity and confidentiality when communicating assessment decisions.

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 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 current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to donor assessment decisions	1.1	summarise current legislation, national guidelines, policies, protocols and good practice guidelines appropriate to the communication of donor assessment decisions			
		1.2	explain the wider political sensitivities of lifestyle questioning and information			
		1.3	explain the principles and methods for interpretation and evaluation of clinical and non-clinical information			
2	Understand factors that affect the communication of blood donor assessment decisions	2.1	describe the implications of an inadequate and incomplete health screening assessment			
		2.2	explain the importance of a specification for acceptance and deferral of prospective donors			
		2.3	explain the importance of gathering information on donor selection areas and referred medical conditions			
		2.4	describe the factors that need to be considered when deciding an appropriate course of action for individuals following donor assessment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to communicate blood donor assessment decisions to individuals	3.1	explain the assessment decision to the individual objectively with sensitivity to the individual's needs and circumstances			
		3.2	provide the individual with the information, advice or instruction on the required course of action			
		3.3	explain how to communicate the assessment decision to an individual who is deferred, in accordance with local policy and protocols			
		3.4	describe how the possible care and social needs of the individual may be addressed following deferral			
4	Be able to support individuals who are referred to blood donation specialists	4.1	explain the reason for the referral to the individual in accordance with policies and procedures			
		4.2	check the availability and accessibility of the specialist prior to referring the individual			
		4.3	obtain the **valid consent** of the individual to the recording and passing on of their information			
		4.4	provide information to the specialist about the individual according to good practice guidelines			
		4.5	describe how to support individuals who do not wish to be referred, respecting their individual right to self defer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to record and report assessment decision	5.1	record the individual's information in line with legal and organisational requirements			
		5.2	report the individual's information in line with legal and organisational requirements			
		5.3	identify and securely dispose of unrequired documentation in accordance with policies and protocols			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Date: _____

Unit 15: Collect venous blood/blood components at donation sessions

Unit reference number: T/602/3143

QCF level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is aimed at those who insert intravenous needles to collect blood at blood donation sessions. Learners will be working without direct supervision but according to agreed protocols.

Additional information

Protocols may include:
- accounting for the individual's comfort and mobility
- the importance of limb immobilisation
- use of tourniquets
- application of dressings.

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 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 current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to collecting venous blood/blood components	1.1	summarise current legislation, national guidelines, policies, **protocols** and good practice guidance appropriate to collecting venous blood/blood components			
2	Understand the anatomy and physiology of the circulatory system in relation to the insertion of intravenous needles to collect venous blood/blood components	2.1	explain the anatomy and physiology of the circulatory system in relation to the insertion of intravenous needles to collect venous blood/blood components			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the principles concerning the comfort, safety and security of individuals during blood donation	3.1 explain the importance of protecting the comfort, safety and security of the individual and self while collecting blood/blood components			
	3.2 explain how to manage risks associated with the practice of intravenous needle insertion			
	3.3 identify potential events or risks where it might be necessary to seek clinical advice and support from a member of the team			
	3.4 explain the importance of maintaining strict asepsis when preparing, inserting and managing intravenous needles			
	3.5 explain how to respond to the identification of clinical indications of infection in the insertion site			
	3.6 describe possible adverse reactions to the insertion of intravenous needles and the correct course of action			
	3.7 explain how to control and stop blood flow			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to prepare to collect blood/blood components from individuals at donation sessions	4.1 confirm the individual's identity and obtain **valid consent**			
	4.2 communicate the process to the individual in a way that is sensitive to the personal beliefs and preferences of the individual			
	4.3 assess risks associated with performing the procedure both pre and post-intravenous needle insertion, taking action to eliminate risks			
	4.4 apply standard precautions for infection prevention and control			
	4.5 apply health and safety measures relevant to the procedure and environment			
	4.6 select and prepare a site for needle insertion in line with policy and protocol			
	4.7 position a tourniquet to engorge the selected vein with blood			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to collect blood/blood components from individuals at donation sessions	5.1	select an intravenous needle which is suitable for the individual and purpose			
		5.2	insert the intravenous needle using techniques in line with policies and protocols			
		5.3	apply an approved dressing to fix the needle in position			
		5.4	explain how to respond to any indication of an adverse reaction, complication or problem during the procedure			
6	Be able to maintain insertion sites	6.1	monitor the needle insertion site to prevent infection			
		6.2	check flow rate of blood			
7	Be able to record the needle insertion procedure	7.1	update records in accordance with national and local policies and procedures			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Obtain and test capillary blood samples

Unit reference number:	T/601/8850
QCF level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is aimed at health and social care workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required.

Assessment requirements

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

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 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 how legislation, policy and good practice guidelines relate to obtaining and testing blood samples	1.1	describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples			
2	Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples	2.1	describe the structure and purpose of capillary blood vessels			
		2.2	explain blood clotting processes and the factors that influence blood clotting			
3	Be able to prepare to obtain capillary blood samples	3.1	confirm the individual's identity and obtain **valid consent**			
		3.2	select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences			
		3.3	provide support and reassurance to address the individual's needs and concerns			
		3.4	communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to obtain capillary blood samples	4.1	apply health and safety measures relevant to the procedure and environment			
	4.2	apply standard precautions for infection prevention and control			
	4.3	describe the different reasons for obtaining capillary blood samples			
	4.4	obtain blood samples of the required volume and quantity causing minimal discomfort to the individual			
	4.5	use the selected materials, equipment and containers/slides in accordance with agreed procedures correctly			
	4.6	obtain blood samples in the correct sequence when obtaining multiple samples			
	4.7	ensure stimulation of blood flow			
	4.8	select alternative sites where necessary			
	4.9	carry out the correct procedure for encouraging closure and blood clotting at the site			
	4.10	respond to any indication of an adverse reaction, complication or problem during the procedure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.11 demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation in relation to blood samples to include: – legibility of labelling and documentation – temperature control of storage – immediacy of transportation 4.12 explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications			
5 Be able to test and record the results of blood samples	5.1 test the sample, using the approved method in line with organisational procedure 5.2 describe normal or expected results for particular tests 5.3 recognise and interpret normal, expected and abnormal results 5.4 ensure that results are passed on to an appropriate staff member for interpretation as required 5.5 record results fully and accurately and forward according to local requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to pass on the results of blood samples	6.1	communicate the results of the tests and any further action required to the individual			
		6.2	respond to questions and concerns from individuals providing accurate information			
		6.3	refer issues outside own responsibility to an appropriate staff member			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 17: Monitor and maintain the environment and resources during and after clinical/ therapeutic activities

Unit reference number: K/602/3883

QCF 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 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 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 18: Monitor own work practice in health, social care or children's and young people's settings

Unit reference number: H/602/0965

QCF 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 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 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 19: Maintaining quality standards in the health sector

Unit reference number: F/502/3412

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

The purpose of this unit is 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 20: *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 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 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 20:   Service improvement in the health sector

Unit reference number: J/502/3413

QCF 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 19: *Service improvement 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 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 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 21: Support individuals undergoing healthcare activities

Unit reference number: L/601/8725

QCF 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.

Assessment requirements

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

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

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 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			
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 22:   First aid essentials

Unit reference number: D/504/6101

QCF 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			
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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
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 23: Undertake physiological measurements

Unit reference number:	R/601/8662
QCF 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.

Assessment requirements

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

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 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 measurements	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 read a physiological measurement			
	4.7 identify any issues outside own responsibility and refer these to other colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)   Date: _____

Unit 24: Select and wear appropriate personal protective equipment for work in healthcare settings

Unit reference number:	K/602/1034
QCF 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 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 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-powdered unsterile gloves and apron should be used			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 25:   Prepare individuals for healthcare activities

Unit reference number: J/602/3096

QCF 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. 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 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 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 pre-procedural 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 26: Control the use of physical resources in a health setting

Unit reference number:	H/602/4014
QCF 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 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 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 27: Perform first line calibration on clinical equipment to ensure it is fit for use

Unit reference number:	H/602/1033
QCF 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.

Assessment requirements

Learning outcomes 3 and 4 must be assessed in a real work environment. Simulation is not acceptable.

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:
a) daily
b) weekly
c) monthly
d) new kits
e) new reagents
f) quality control protocols.

Reference material may be:
a) solutions
b) test strips
c) electronic sensors.

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 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 28: Deliver training through demonstration and instruction

Unit reference number: M/602/4520

QCF 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 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 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 whilst 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 29:

Contribute to the effectiveness of teams

Unit reference number: L/601/3430

QCF 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.

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	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 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 respect 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 30: Monitor and solve customer service problems

Unit reference number: J/601/1515

QCF level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Evidence requirements

1 Learner evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence within this unit.

2 Learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.

3 Learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for the assessor to be confident that they are competent.

4 Learner evidence must include examples of problems which are:

   a   brought to their attention by customers
   b   are identified first by the learner and/or by a colleague.

5   The problems included in learner evidence must include examples of

    a   difference between customer expectations and what is offered by their organisation

    b   problem resulting from a system or procedure failure

    c   problem resulting from a shortage of resources or human error.

6   Learners must show that they have considered the options for solving problems from the point of view of:

    a   their customer

    b   the potential benefits to their organisation

    c   the potential risks to their organisation.

7   Learner must provide evidence that they have made use of options that:

    a   follow organisational procedures or guidelines

    b   make agreed and authorised exceptions to usual 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 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	Solve immediate customer service problems	1.1	respond positively to customer service problems following organisational guidelines			
		1.2	solve customer service problems when they have sufficient authority			
		1.3	work with others to solve customer service problems			
		1.4	keep customers informed of the actions being taken			
		1.5	check with customers that they are comfortable with the actions being taken			
		1.6	solve problems with service systems and procedures that might affect customers before customers become aware of them			
		1.7	inform managers and colleagues of the steps taken to solve specific problems			
2	Identify repeated customer service problems and options for solving them	2.1	identify repeated customer service problems			
		2.2	identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option			
		2.3	work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Take action to avoid the repetition of customer service problems	3.1	obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated			
		3.2	action their agreed solution			
		3.3	keep their customers informed in a positive and clear manner of steps being taken to solve any service problems			
		3.4	monitor the changes they have made and adjust them if appropriate			
4	Understand how to monitor and solve customer service problems	4.1	describe organisational procedures and systems for dealing with customer service problems			
		4.2	describe the organisational procedures and systems for identifying repeated customer service problems			
		4.3	explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers			
		4.4	explain how to negotiate with and reassure customers while their problems are being solved			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 31: Influencing others at work

Unit reference number: D/501/3826

QCF level: 3

Credit value: 1

Guided learning hours: 6

Unit summary

This unit aims to develop knowledge and understanding of influencing others as required by a practising or potential first line manager. Topics covered include understanding the value of networking, and knowing how to influence and negotiate with others to achieve objectives.

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 the value of networking	1.1	explain the value to the first line manager of networking			
	1.2	identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 32: Planning and monitoring work

Unit reference number: R/501/3774

QCF level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit aims to develop an understanding of effective planning and monitoring of work as required by a practising or potential team or cell leader. Topics covered include understanding how to plan work within the organisation's policies, procedures and priorities, and monitoring the team's 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 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 how to work within the organisation's policies, procedures and priorities	1.1	identify one organisational policy that is relevant to the work of the team			
	1.2	give one example of a target or objective that the team is working to achieve			
	1.3	give one example of conflict or incompatibility between different targets or objectives in the workplace			
2 Understand how to plan and allocate work	2.1	explain how work is planned or allocated to meet the target or objective selected in 1.2 above			
	2.2	describe one way of checking that team members understand what work is required of them			
3 Understand how to monitor a team's work	3.1	list two ways to monitor the team's work			
	3.2	describe one action the team leader could take to rectify performance that does not meet the required standard			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally-related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk

Professional development and training

Edexcel 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 (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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: Progression pathways

The Edexcel qualification framework for the Health sector

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
8				
7				
6				
5		BTEC Higher Nationals in Health and Social Care		
4				

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
3	GCE Health and Social Care Higher Diploma in Society, Health and Development	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care		Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland Level 3 Diploma in Maternity and Paediatric Care Support Level 3 Diploma in Pathology Support Level 3 Diploma in Clinical Healthcare Support Level 3 Diploma in Healthcare Support Services Level 3 Diploma in Perioparative Support Level 3 in Allied Healthcare Professional Services

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
2	GCSE (Double and Single Award) in Health and Social Care Advanced Diploma in Society, Health and Development Foundation Diploma in Society, Health and Development	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care		Level 2 Diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Level 2 NVQ Diploma in Clinical Healthcare Support Level 2 NVQ Certificate in Healthcare Support Services
1		BTEC Level 1 Award/Certificate/Diploma in Health and Social Care		
Entry		BTEC Entry Level Award in Health and Social Care (Entry 3)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel-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.
- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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 C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: 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.

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 for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the regulatory arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements

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.

Assessment Principles for First Aid Qualifications

Introduction

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

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

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

- Roles and responsibilities of those involved in the training, assessment and verification processes
- Assessment and sources of evidence
- Simulation
- External Quality Assurance

These principles are in addition to the generic criteria and regulations that awarding organisations/bodies must meet for the delivery of accredited qualifications.

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

Trainers/Assessors

Those involved in the training and assessment of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train and assess based on qualifications and experience

Trainers/Assessors must:

- be occupationally competent in the area of first aid. This can be evidenced by:
- holding a FAW certificate issued by either HSE or an Awarding Organisation/Body
- or having
  - registration as a doctor with the General Medical Council (GMC)
  - registration as a nurse with the Nursing and Midwifery Council (NMC) registration as a paramedic with the Health and Care Professions Council (HCPC)
- be occupationally competent in the area of training and/or assessing in line with the Learning and Development NOS 9 Assess Learner Achievement. This could be evidenced by holding a qualification listed in Appendix 1.

Trainers/Assessors should also be able to provide a detailed, chronological list of evidence to show that they have regularly provided EFAW/FAW assessments during the previous three years. If this is limited, evidence of other first-aid assessments may be provided.

No formal Trainer/Assessor qualifications

It is recognised that trainer/assessors may not hold formal qualifications but may have significant experience in undertaking these roles. It is expected that the trainer/assessors be registered and working towards formal qualifications within one year and that the qualifications are gained within two years.

During this period a portfolio should be maintained and include details of knowledge and experience gained and the time period over which they were applied, and any contributing training undertaken and the learning outcomes achieved

Internal Quality Assurance

Those involved in the internal quality assurance of these qualifications must be occupationally competent in first aid and competent in internal quality assurance.

Internal Quality Assurers must:

- be occupationally competent in the area of first aid. This can be evidenced by:
  - holding a FAW certificate issued by either HSE or an Awarding Organisation/Body

or having

  - registration as a doctor with the General Medical Council (GMC)
  - registration as a nurse with the Nursing and Midwifery Council (NMC)
  - registration as a paramedic with the Health and Care Professions Council (HCPC)

- have working knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
- have a thorough knowledge and understanding of the role of assessors
- visit and observe assessments and carry out other related internal quality assurance

Note: It is understood that not all IQA's will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time centres should ensure that IQA's are following the principles set out in the current Learning and Development NOS 11 Internally monitor and maintain the quality of assessment. This could be evidenced by holding a qualification listed in Appendix 2.

External Quality Assurance

Those involved in the external quality assurance of these qualifications must be occupationally competent in first aid and competent in external quality assurance.

External Quality Assurers must:

- be occupationally competent in the area of first aid. This can be evidenced by:
    - holding a FAW certificate issued by either HSE or an Awarding Organisation/Body

or having

    - registration as a doctor with the General Medical Council (GMC)
    - registration as a nurse with the Nursing and Midwifery Council (NMC)
    - registration as a paramedic with the Health and Care Professions Council (HCPC)
- have working knowledge of the requirements of the qualification they are quality assuring
- have a thorough knowledge and understanding of the role of Assessors and Internal Quality Assurers

Note: It is understood that not all EQA's will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies should ensure that EQA's are following the principles set out in the current Learning and Development NOS 12 Externally monitor and maintain the quality of assessment. This could be evidenced by holding a qualification listed in Appendix 3.

Assessment and Sources of Evidence

Assessment Centres

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

Simulation

Simulation is permitted – Each unit details what may be simulated

Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All Assessment Criteria in the units must be achieved. Summative assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place. You may use formative assessment during delivery of the qualification but this is not to be used in the assessment decisions of competence against the assessment criteria.

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

EFAW & FAW certificates

The minimum requirements for certificates issued must contain the following:

- reference to the Health and Safety (First-Aid) Regulations 1981;
- confirmation that the certificate is valid for three years from the date of issue;
- the name of the training organisation (where permissible by the qualification regulator)

FAW/EFAW Contact Hours

The total contact hours for a FAW qualification excluding breaks should be for a minimum period of 18 hours over three days. If award is for the purposes of re-qualifying then total contact hours should be for a minimum of 12 hours over two days. For EFAW the total contact hours for the qualification excluding breaks should be for a minimum period of 6 hours over one day.

Note: Contact hours means time set aside for direct teaching and practical time

Re-qualifying

EFAW and FAW certificates are valid for 3 years. In order to re-qualify after 3 years learners must be assessed against all learning outcomes and assessment criteria in the units.

For FAW this may allow delivery time to be adjusted based on current HSE guidance for requalification (2 days). It is considered appropriate to reduce the time by 6 hours for re-qualification to 12 hours.

The date of certification is based on the achievement of the final unit and the validity will be three years from that date.

Standards of first aid practice

EFAW and FAW skills and knowledge should be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom. For the qualifications EFAW and FAW e-learning, blended learning or any other form of distance learning is not permitted for any aspect of these qualifications. HSE accepts the first-aid management of injuries and illness, in as far as they relate to the topics covered in an EFAW and FAW training course, as laid down:

- by the Resuscitation Council (UK); and
- in other publications; provided that they are supported by a responsible body of medical opinionSkills for Care and Development QCF Assessment Principles

Publication of Assessment Principles

The assessment principles are owned by Skills for Health and will be published on the SfH website. These will be updated from time to time based on best practice requirements.

Appendix 1

Qualifications suitable for both Trainers and Assessors

- SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33
- SQA Accredited Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Units A2 and D32
- QCF Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement
- Level 3 Award in Assessing Competence in the Work Environment (QCF)
- Level 3 Award in Assessing Vocationally Related Achievement (QCF)
- Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)
- Level 3 Certificate in Assessing Vocational Achievement (QCF)
- A1 or D32/D33
- A2 or D32
- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- S/NVQ level 3 in Training and Development
- S/NVQ level 4 in Training and Development
- IHCD Instructional Methods
- IHCD Instructor Certificate
- English National Board 998

- Training Group A22, B22, C21, C23, C24
- TQFE (Teaching Qualification for Further Education)
- NOCN Tutor Assessor Award

Note: This list is not exhaustive.

Appendix 2

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

Note: This list is not exhaustive.

Appendix 3

Qualifications suitable for External Quality Assurance
- SQA Accredited Learning and Development Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment
- QCF Qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF)
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF
- V2 or D35

Note: This list is not exhaustive.