

Pearson

Edexcel Level 3 Diploma in

Clinical Healthcare Support

Specification

Competence-based qualification

For first registration January 2011

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 3 Diploma in Clinical Healthcare Support (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 3 Diploma in Clinical Healthcare Support specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	4
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	19 - 511

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

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

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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 Clinical Healthcare Support

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Diploma in Clinical Healthcare Support	501/1779/8	01/01/11

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

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

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma – a qualification with a TQT value of 370 or more

Key features of the Pearson Edexcel Level 3 Diploma in Clinical Healthcare Support

This qualification:

- is nationally recognised
- is based on the Health and Social Care 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 Clinical Healthcare Support has been approved as a component for the Advanced Apprenticeship frameworks.

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 clinical healthcare support skills.

Who is this qualification for?

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

Pearson's policy is that the qualification should:

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

What are the benefits of 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.

What is the qualification structure for the Pearson Edexcel Level 3 Diploma in Clinical Healthcare Support?

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

Key Information

1. Total Qualification Time: 650
2. Guided Learning Hours: 371
3. Credit value: minimum of 65 credits
4. Minimum credits to be achieved at or above the level of the qualification: 39 credits

Learners must achieve 35 credits from the mandatory units and a minimum of 30 credits from the optional competence units.

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

Mandatory units

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

Optional units

Unit reference number	Unit number	Title	Level	Credit	GLH
F/502/3412	13	Maintaining quality standards in the health sector (Barred combination with J/502/3413)	3	2	13
J/502/3413	14	Service improvement in the health sector (Barred combination with F/502/3412)	3	3	20
L/502/1212	15	Introduction to the role and responsibilities of a Health Trainer	3	4	20
R/502/1213	16	Establishing and developing relationships with communities while working as a Health Trainer	3	3	10
F/502/1224	17	Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer	3	3	15
L/502/1226	18	Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer	3	5	25
F/602/0097	19	Understand mental wellbeing and mental health promotion	3	3	14
J/602/0103	20	Understand mental health problems	3	3	14
J/601/3538	21	Understand the process and experience of dementia	3	3	22
D/504/6101	22	First aid essentials	2	1	10
J/601/8979	23	Undertake urethral catheterisation processes	3	4	28
M/602/2671	24	Care for individuals with urethral catheters	3	4	30

Unit reference number	Unit number	Title	Level	Credit	GLH
F/601/2551	25	Deliver, monitor and evaluate customer service to external customers	3	3	12
D/601/2542	26	Plan and organise meetings	3	5	25
F/601/2467	27	Manage own performance in a business environment	2	2	9
A/601/9420	28	Assist in the administration of medication (Barred combination with Y/501/0598)	2	4	25
Y/501/0598	29	Administer medication to individuals, and monitor the effects (Barred combination with A/601/9420)	3	5	30
Y/601/9022	30	Undertake tissue viability risk assessments	3	3	26
R/602/2677	31	Undertake stoma care	3	4	30
A/602/3094	32	Carry out personal hygiene for individuals unable to care for themselves	2	3	23
J/602/3101	33	Undertake treatments and dressings of lesions and wounds	3	4	25
K/602/3169	34	Carry out wound drainage care	3	4	32
Y/602/3538	35	Remove wound closure materials	2	3	24
A/602/0972	36	Insert and secure nasogastric tubes	3	4	30
K/602/3995	37	Care for individuals with nasogastric tubes	2	3	20
A/601/8980	38	Prepare for and carry out extended feeding techniques	3	4	27
R/601/8662	39	Undertake physiological measurements	3	3	23
H/602/4000	40	Conduct external ear examinations	3	4	28

Unit reference number	Unit number	Title	Level	Credit	GLH
F/602/4005	41	Conduct hearing assessments	3	5	38
M/602/1004	42	Perform intravenous cannulation	3	4	34
L/602/1009	43	Carry out intravenous infusion	3	4	30
Y/602/1028	44	Carry out arterial puncture and collect arterial blood	3	4	30
R/602/0959	45	Carry out blood collection from fixed or central lines	3	4	30
J/602/0960	46	Perform routine electrocardiograph (ECG) procedures	3	4	30
T/601/8850	47	Obtain and test capillary blood samples	3	4	30
D/601/8860	48	Obtain venous blood samples	3	3	24
T/602/3093	49	Remove wound drains	3	4	27
F/602/3095	50	Carry out vision screening	3	4	27
J/602/4006	51	Administer oral nutritional products to individuals	3	5	35
R/601/8063	52	Provide agreed support for foot care	2	3	23
L/602/4007	53	Support individuals to manage dysphagia	3	5	35
R/602/4008	54	Assist others to monitor individuals' progress in managing dysphagia	3	5	38
T/602/4325	55	Obtain a client history	3	3	22
Y/602/0963	56	Manufacture equipment or medical devices for individuals within healthcare	3	4	30
J/602/3521	57	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	3	6	37
L/602/2676	58	Reprocess endoscopy equipment	3	4	30

Unit reference number	Unit number	Title	Level	Credit	GLH
K/602/1034	59	Select and wear appropriate personal protective equipment for work in healthcare settings	2	2	15
J/602/3096	60	Prepare individuals for healthcare activities	2	3	17
L/601/8725	61	Support individuals undergoing healthcare activities	2	3	22
K/602/3883	62	Monitor and maintain the environment and resources during and after clinical/therapeutic activities	2	3	20
J/602/3924	63	Assist the practitioner to carry out healthcare activities	2	2	13
R/602/3943	64	Advise and inform individuals on managing their condition	3	5	31
H/602/3980	65	Support individuals in undertaking their chosen activities	3	4	24
J/602/4071	66	Inform an individual of discharge arrangements	2	2	13
D/602/4092	67	Contribute to the discharge of individuals to carers	2	2	14
H/602/3168	68	Give presentations to groups	3	4	26
H/602/4188	69	Assist others to plan presentations	2	2	16
R/602/4011	70	Support carers to meet the care needs of individuals	3	5	30
Y/601/8825	71	Interact with and support individuals using telecommunications	3	5	36
H/602/0965	72	Monitor own work practices in health, social care or children's and young people's settings	3	3	20
Y/602/2678	73	Carry out transactions in a health facility	3	4	30

Unit reference number	Unit number	Title	Level	Credit	GLH
T/602/0968	74	Contribute to effective multi-disciplinary team working (Barred combination with L/601/3430)	3	3	20
L/601/3430	75	Contribute to the effectiveness of teams (Barred combination with T/602/0968)	2	3	5
D/602/1029	76	Liaise between primary, secondary and community teams	3	2	20
D/602/1032	77	Collate and communicate health information to individuals	3	3	20
T/602/4521	78	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33
D/602/4013	79	Make recommendations for the use of physical resources in a health setting	3	5	33
H/602/4014	80	Control the use of physical resources in a health setting	3	3	25
K/602/2720	81	Prepare and reproduce permanent radiographic images	3	4	23
R/602/2680	82	Assure the effective functioning of radiographic image processing equipment	3	4	25
H/602/1033	83	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20
M/602/2685	84	Conduct routine maintenance on clinical equipment	3	4	30

Unit reference number	Unit number	Title	Level	Credit	GLH
A/602/2687	85	Coordinate the progress of individuals through care pathways	3	4	30
K/602/2684	86	Identify information requirements in a health context	3	4	30
T/602/2686	87	Analyse and present health-related data and information	3	4	30
A/602/2690	88	Produce coded clinical data for external audit purposes	3	5	38
J/602/2692	89	Prepare, conduct and report the results of a clinical coding audit	3	5	38
Y/602/4009	90	Examine the feet of individuals with diabetes	3	4	32
L/602/4010	91	Provide advice on foot care for individuals with diabetes	3	3	23
T/601/8637	92	Support independence in the tasks of daily living	2	5	33
H/601/9024	93	Provide support for mobility	2	2	14
F/601/7927	94	Support individuals to access and use services and facilities	3	4	25
Y/601/7903	95	Support individuals to live at home	3	4	25
L/601/8028	96	Provide support to maintain and develop skills for everyday life	3	4	28
A/601/9028	97	Provide support to continue recommended therapies	3	3	20
M/601/7907	98	Support individuals during a period of change	3	4	29
A/601/7909	99	Support individuals who are bereaved	3	4	30
T/601/9495	100	Support individuals at the end of life	3	7	53

Unit reference number	Unit number	Title	Level	Credit	GLH
H/601/8147	101	Work in partnership with families to support individuals	3	4	27
D/601/9491	102	Implement therapeutic group activities	3	4	25
H/601/9492	103	Support individuals to develop and run support groups	3	3	24
R/601/3526	104	Develop and sustain effective working relationships with staff in other agencies	3	4	24
M/601/9494	105	Support the development of community partnerships	4	5	33
J/601/1515	106	Monitor and solve customer service problems	3	6	40
M/602/4520	107	Deliver training through demonstration and instruction	3	3	21
D/501/3826	108	Influencing others at work	3	1	6
R/501/3774	109	Planning and monitoring work	2	2	8
J/502/1631	110	Contribute to the prevention of aggressive and abusive behaviour of people	3	4	26
Minimum credit for optional units = 30					

How is the qualification graded and assessed?

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

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment principles

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

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

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

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

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

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met.

Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations.

Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

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

What resources are required?

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

Unit content

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

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learners certificate
Unit reference number:					This is the unit owner's reference number for the specified unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

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

Unit reference number: A/601/1429

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

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

Assessment methodology

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

Content

1 Understand what is required for competence in own work role

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

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

2 Be able to reflect on practice

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

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

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

3 Be able to evaluate own performance

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

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

4 Be able to agree a personal development plan

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: J/601/1434

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

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

Equivalency

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

Assessment methodology

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

Content

1 **Understand why effective communication is important in the work setting**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: Y/601/1437

Level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

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

Equivalency

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

Assessment methodology

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

Content

1 Understand the importance of diversity, equality and inclusion

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

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

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

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

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

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

2 Be able to work in an inclusive way

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

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

3 Be able to promote diversity, equality and inclusion

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> – diversity – equality – inclusion 1.2 Describe the potential effects of discrimination 1.3 Explain how inclusive practice promotes equality and supports diversity			
2	Be able to work in an inclusive way	2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences			
3	Be able to promote diversity, equality and inclusion	3.1 Demonstrate actions that model inclusive practice 3.2 Demonstrate how to support others to promote equality and rights 3.3 Describe how to challenge discrimination in a way that promotes change			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: F/601/8138

Level: 3

Credit value: 6

Guided learning hours: 43

Unit summary

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

Assessment methodology

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

Content

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

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

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

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

Responsibilities of employers and others for health and safety: analyse the responsibility of employers to provide information eg about risks to health and safety from working practices, changes that may harm or affect health and safety, how to do the job safely, what is done to protect health and safety, how to get first-aid treatment, what to do in an emergency; the responsibility of employers to provide training to do the job safely; protection eg special clothing, gloves or masks; health

checks eg vision testing; the responsibility of others including team members, other colleagues, families and carers to be mindful of health and safety issues in relation to observation, practice, reporting and recording procedures; understand the advantages and disadvantages of others taking responsibility for health and safety issues

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

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

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

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

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

- 1 Identify the hazards (differentiate between a hazard ie anything that may cause harm, such as chemicals or working at a height, and a risk ie the chance that somebody could be harmed by the identified hazard)
- 2 Decide who might be harmed and how (eg staff may be injured by using improper lifting procedures, family members or visitors may be harmed by faulty equipment)
- 3 Evaluate the risks and decide on precautions in order to minimise the risk (eg deciding what is reasonably practical, eliminating the hazard, minimising or controlling the risk by using a less risky option, using protective clothing or equipment, organising work to reduce exposure to the hazard, providing facilities such as first aid or hand washing facilities)

- 4 Record your findings and implement them (eg using agreed procedures and documentation)
- 5 Review your assessment and update if necessary on a regular basis

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

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

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

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

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

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

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

- 1 Wet hands and apply soap. Rub palms together until soap is bubbly
- 2 Rub each palm over the back of the other hand
- 3 Rub between your fingers on each hand
- 4 Rub backs of fingers (interlocked)
- 5 Rub around each of your thumbs
- 6 Rub both palms with finger tips

7 Rinse hands under clean running water

8 Dry hands with a clean towel

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

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

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

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

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

6 Be able to handle hazardous substances and materials

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

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

7 Be able to promote fire safety in the work setting

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

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

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

8 Be able to implement security measures in the work setting

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

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

9 Know how to manage stress

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
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: <ul style="list-style-type: none"> – 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	<p>7.1 Describe practices that prevent fires from:</p> <ul style="list-style-type: none"> – starting – spreading <p>7.2 Demonstrate measures that prevent fires from starting</p> <p>7.3 Explain emergency procedures to be followed in the event of a fire in the work setting</p> <p>7.4 Ensure that clear evacuation routes are maintained at all time</p>			
8	Be able to implement security measures in the work setting	<p>8.1 Demonstrate use of agreed procedures for checking the identity of anyone requesting access to:</p> <ul style="list-style-type: none"> – premises – information <p>8.2 Demonstrate use of measures to protect own security and the security of others in the work setting</p> <p>8.3 Explain the importance of ensuring that others are aware of own whereabouts</p>			
9	Know how to manage stress	<p>9.1 Describe common signs and indicators of stress</p> <p>9.2 Describe signs that indicate own stress</p> <p>9.3 Analyse factors that tend to trigger own stress</p> <p>9.4 Compare strategies for managing stress</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: A/601/8574

Level: 2

Credit value: 3

Guided learning hours: 26

Unit summary

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

Assessment methodology

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

Content

1 Know how to recognise signs of abuse

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

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

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

2 Know how to respond to suspected or alleged abuse

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

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

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

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

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

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

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

4 Understand ways to reduce the likelihood of abuse

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to recognise signs of abuse	<p>1.1 Define the following types of abuse:</p> <ul style="list-style-type: none"> – physical abuse – sexual abuse – emotional/psychological abuse – financial abuse – institutional abuse – self-neglect – neglect by others <p>1.2 Identify the signs and/or symptoms associated with each type of abuse</p> <p>1.3 Describe factors that may contribute to an individual being more vulnerable to abuse</p>			
2	Know how to respond to suspected or alleged abuse	<p>2.1 Explain the actions to take if there are suspicions that an individual is being abused</p> <p>2.2 Explain the actions to take if an individual alleges that they are being abused</p> <p>2.3 Identify ways to ensure that evidence of abuse is preserved</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 3.3 Identify reports into serious failures to protect individuals from abuse 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse			
4	Understand ways to reduce the likelihood of abuse	4.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> – working with person-centred values – encouraging active participation – promoting choice and rights 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse			
5	Know how to recognise and report unsafe practices	5.1 Describe unsafe practices that may affect the wellbeing of individuals 5.2 Explain the actions to take if unsafe practices have been identified 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: Y/601/8145

Level: 3

Credit value: 6

Guided learning hours: 41

Unit summary

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

Assessment methodology

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

Content

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

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

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

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

2 Be able to work in a person-centred way

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

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

3 Be able to establish consent when providing care or support

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

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

4 Be able to implement and promote active participation

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

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

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

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

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

6 Be able to promote individuals' wellbeing

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

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the application of person-centred approaches in health and social care	1.1 Explain how and why person-centred values must influence all aspects of health and social care work 1.2 Evaluate the use of care plans in applying person-centred values			
2	Be able to work in a person-centred way	2.1 Work with an individual and others to find out the individual's history, preferences, wishes and needs 2.2 Demonstrate ways to put person-centred values into practice in a complex or sensitive situation 2.3 Adapt actions and approaches in response to an individual's changing needs or preferences			
3	Be able to establish consent when providing care or support	3.1 Analyse factors that influence the capacity of an individual to express consent 3.2 Establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established			
4	Be able to implement and promote active participation	4.1 Describe different ways of applying active participation to meet individual needs 4.2 Work with an individual and others to agree how active participation will be implemented 4.3 Demonstrate how active participation can address the holistic needs of an individual 4.4 Demonstrate ways to promote understanding and use of active participation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to support the individual's right to make choices	5.1 Support an individual to make informed choices 5.2 Use own role and authority to support the individual's right to make choices 5.3 Manage risk in a way that maintains the individual's right to make choices 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others			
6	Be able to promote individuals wellbeing	6.1 Explain the links between identity, self-image and self-esteem 6.2 Analyse factors that contribute to the wellbeing of individuals 6.3 Support an individual in a way that promotes their sense of identity, self-image and self-esteem 6.4 Demonstrate ways to contribute to an environment that promotes wellbeing			
7	Understand the role of risk assessment in enabling a person-centred approach	7.1 Compare different uses of risk assessment in health and social care 7.2 Explain how risk taking and risk assessment relate to rights and responsibilities 7.3 Explain why risk assessments need to be regularly revised			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: J/601/8576

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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

Assessment methodology

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

Content

1 Understand working relationships in health and social care

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

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

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

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

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

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

3 Be able to work in partnership with others

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand working relationships in health and social care	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in health and social care settings			
2	Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Access full and up-to-date details of agreed ways of working 2.3 Implement agreed ways of working			
3	Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others 3.2 Demonstrate ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts 3.4 Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> – partnership working – resolving conflicts 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: J/601/9470

Level: 3

Credit value: 2

Guided learning hours: 16

Unit summary

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

Assessment methodology

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

Content

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

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

Legal requirements and codes of practice: issues relating to the legal requirements for secure recording of information eg the common law duty of confidence, the legal requirements for accuracy of information and for information to 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, practising strict security measures, like shredding paper-based information, logging out of electronic data systems and operating effective incident reporting processes; ensure the security of access to records and reports according to legal and organisational procedures, ethical codes or professional standards; the importance of keeping legible, accurate, complete and up-to-date records eg signed and dated, specifying individual needs and preferences, indicating any changes in condition or care needs

3 Be able to support others to handle information

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: **The principles of infection prevention and control**

Unit reference number: L/501/6737

Level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Causes and spread of infection

Unit reference number: H/501/7103

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Date: _____

(if sampled)

Unit 11: Cleaning, decontamination and waste management

Unit reference number: R/501/6738

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: R/601/1436

Level: 3

Credit value: 1

Guided learning hours: 5

Unit summary

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

Assessment methodology

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

Content

1 Understand how duty of care contributes to safe practice

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

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

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

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

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

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

3 Know how to respond to complaints

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

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 13: Maintaining quality standards in the health sector

Unit reference number: F/502/3412

Level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

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

Forbidden combination

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 14: Service improvement in the health sector

Unit reference number: J/502/3413

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Forbidden combination

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 15: Introduction to the role and responsibilities of a Health Trainer

Unit reference number: L/502/1212

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit introduces learners to the role and responsibilities of a Health Trainer. Learners will be introduced to legislation and policies relating to the role, as well as elements of time management.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the role of a Health Trainer	1.1 Describe the role of a Health Trainer 1.2 Outline the role of the Health Trainer in the context of local and national health and wellbeing policies 1.3 Describe the limits of the Health Trainer role 1.4 Analyse the consequences of acting beyond competence as a Health Trainer 1.5 Identify appropriate routes for referring matters beyond competence 1.6 Identify individuals who can advise on the Health Trainer role			
2	Understand legislation and policies related to the role of the Health Trainer	2.1 Identify the legislation that relates to the role of a Health Trainer 2.2 Identify organisational policies and procedures 2.3 Outline potential consequences of non compliance to organisational policies, procedures and protocol 2.4 Explain the importance of confidentiality 2.5 Explain key issues relating to equality and diversity and antidiscriminatory practice 2.6 Explain the importance of assessing and managing risks 2.7 Identify risks to self and others 2.8 Use organisational data collection, storage and retrieval systems			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Collect accurate information on clients	3.1 Explain issues around handling confidential and sensitive information			
		3.2 Explain the importance of systematic and accurate record keeping			
		3.3 Record information in a systematic and accurate way to inform evaluation and future work			
4	Manage and organise own time effectively	4.1 Agree working arrangements with a line manager			
		4.2 Explain the importance of making realistic commitments			
		4.3 Plan work to ensure that commitments are met			
		4.4 Explain the importance of knowing who to seek guidance and advice from			
		4.5 Complete records of work activities when needed			
5	Improve own competence, knowledge and skills	5.1 Explain the benefits of improving own competence, knowledge and skills			
		5.2 Identify areas for improvement of own competence			
		5.3 Plan for improvement of own competence, knowledge and skills			

Learner name: _____

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(if sampled)

Unit 16: Establishing and developing relationships with communities while working as a Health Trainer

Unit reference number: R/502/1213

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is concerned with helping to establish and develop joint working relationships between people, organisations and groups in the community. The unit will also introduce candidates to the roles and responsibilities of Health Trainers in relation to communities and will outline the skills needed when making contact with individuals and developing and understanding of the context of their lives and work.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Make contact with communities, organisations and groups	1.1 Identify people within a community to make contact with 1.2 Explain the benefits and importance of making contact with different people, organisations and groups 1.3 Use appropriate methods and styles of making contact with different people, organisations and groups 1.4 Identify the most appropriate person to contact within an organisation. 1.5 Explain the role of a Health Trainer to different people, organisations and groups			
2	Collect accurate information on communities, organisations and groups	2.1 Identify services and sources of information 2.2 Check that information is up to date and accurate 2.3 Record information in a way that can be used in future work 2.4 Explain the importance of regularly updating information and methods for achieving this 2.5 Outline the consequences of using out of date or inaccurate information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Develop working relationships with communities	3.1	Develop working relationships within communities		
		3.2	Explain the importance of demonstrating respect for others		
		3.3	Explain the importance of clearly agreeing ways of keeping in contact and reporting back		
		3.4	Explain the importance of fulfilling commitments		
		3.5	Identify potential barriers to developing working relationships within communities		
		3.6	Identify ways of referring matters or issues beyond the Health Trainer role to a more appropriate person		

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 17: **Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer**

Unit reference number: F/502/1224

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

The unit introduces candidates to the concepts of health and wellbeing and the ways of communicating key messages to individuals, in order to support them with choices they could make to improve their health and wellbeing.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Analyse concepts of health and wellbeing	1.1 Explain the terms 'health and wellbeing' 1.2 Define the term 'lifestyle' 1.3 Explain the links between lifestyle and health and wellbeing			
2	Understand factors influencing health and wellbeing	2.1 Identify the factors influencing individuals' health and wellbeing 2.2 Identify wider determinants of health and wellbeing 2.3 Understand and communicate key health promotion messages and the benefits of making lifestyle changes 2.4 Identify other people and agencies who might be able to help individuals to improve their health and wellbeing			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Encourage individuals to address issues relating to their health and wellbeing	3.1	Raise individuals' awareness of the key issues relating to their health and wellbeing		
		3.2	Describe a range of approaches that apply to promoting health and wellbeing		
		3.3	Use a range of methods for providing information on health and wellbeing		
		3.4	Help individuals identify factors affecting their health and wellbeing		
		3.5	Explore individuals' knowledge and beliefs about health and wellbeing		
		3.6	Encourage individuals to take responsibility for changing their behaviour		
		3.7	Help individuals to get hold of reliable and up-to-date information and advice		
		3.8	Help individuals access appropriate support		
4	Communicate appropriately with individuals	4.1	Select and use ways to communicate appropriately with individuals		
		4.2	Encourage an open and frank exchange of views		
		4.3	Identify barriers to communication		
		4.4	Use appropriate methods to reduce barriers to communications		
		4.5	Acknowledge individuals' right to make their own decisions		
		4.6	Support individuals to make their own decisions		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: **Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer**

Unit reference number: L/502/1226

Level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit introduces learners to the process of engaging individuals to enable behaviour change and encourage health improvements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Encourage individuals to assess their behaviour	1.1 Help individuals to assess how their behaviour is affecting their health and wellbeing 1.2 Help individuals to identify the changes needed to improve their health and wellbeing 1.3 Use behaviour changes techniques to encourage individuals to identify their motivation for change and opportunities for change 1.4 Help individuals to identify potential barriers to change and ways of managing them			
2	Establish one-to-one relationships with clients	2.1 Explain the importance of establishing the ground rules for the relationship 2.2 Establish ground rules for the relationship 2.3 Build rapport with clients 2.4 Identify the key factors to be considered when choosing a suitable environment for one-to-one contact			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Develop personal health plans for individuals	3.1 Support individuals to prioritise their goals 3.2 Support individuals to identify SMART goals for changing their behaviour 3.3 Support individuals to develop a Personal Health Plan 3.4 Identify key individuals who will be involved in the personal health plan 3.5 Use a range of techniques to ensure that individuals receive the appropriate support 3.6 Review and record individuals' progress in achieving their plan			
4	Support individuals to achieve their plan	4.1 Take actions to help individuals achieve their goals 4.2 Support individuals to develop confidence in achieving change 4.3 Use methods to support individuals to strengthen their own motivation for change 4.4 Explain how measures of behaviour are used in monitoring behaviour change 4.5 Support individuals to review their progress and adapt their personal health plan 4.6 Provide feedback, support and encouragements to individuals 4.7 Recognise and value individuals' achievements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Support individuals to establish and maintain change	5.1 Support individuals to prepare for setbacks			
		5.2 Support individuals to manage setbacks			
		5.3 Support individuals evaluate the effects of the changes implemented			
		5.4 Support individuals to become their own health trainer			
		5.5 Help individuals identify broader learning and development needs			
6	Keep records of work in line with organisational procedures	6.1 Keep accurate and complete records of work with individuals			
		6.2 Report problems and concerns to the line manager			
		6.3 Work within own role and competences			
		6.4 Explain the importance of working within own role and competences			
		6.5 Explain the potential consequences of working outside own role and competences			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Understand mental wellbeing and mental health promotion

Unit reference number: F/602/0097

Level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

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

Assessment requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the different views on the nature of mental wellbeing and mental health and the factors that may influence both across the life span</p>	<p>1.1 Evaluate two different views on the nature of mental wellbeing and mental health</p> <p>1.2 Explain the range of factors that may influence mental wellbeing and mental health problems across the life span, including:</p> <ul style="list-style-type: none"> – biological factors – social factors – psychological factors <p>1.3 Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health:</p> <ul style="list-style-type: none"> – risk factors including inequalities, poor-quality social relationships – protective factors including socially valued roles, social support and contact 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Understand mental health problems

Unit reference number: J/602/0103

Level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

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

Assessment requirements

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know the impact of mental ill health on individuals and others in their social network	<p>2.1 Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health</p> <p>2.2 Explain how mental ill health may have an impact on the individual including:</p> <ul style="list-style-type: none"> - psychological and emotional - practical and financial - the impact of using services - social exclusion - positive impacts <p>2.3 Explain how mental ill health may have an impact on those in the individual's familial, social or work network including:</p> <ul style="list-style-type: none"> - psychological and emotional - practical and financial - the impact of using services - social exclusion - positive impacts <p>2.4 Explain the benefits of early intervention in promoting an individual's mental health and wellbeing</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Understand the process and experience of dementia

Unit reference number: J/601/3538

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

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

Assessment methodology

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

Content

1 Understand the neurology of dementia

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

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

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

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

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

2 Understand the impact of recognition and diagnosis of dementia

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the neurology of dementia	<p>1.1 Describe a range of causes of dementia syndrome</p> <p>1.2 Describe the types of memory impairment commonly experienced by individuals with dementia</p> <p>1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia</p> <p>1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia</p> <p>1.5 Explain why the abilities and needs of an individual with dementia may fluctuate</p>			
2	Understand the impact of recognition and diagnosis of dementia	<p>2.1 Describe the impact of early diagnosis and follow up to diagnosis</p> <p>2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working</p> <p>2.3 Explain the process of reporting possible signs of dementia within agreed ways of working</p> <p>2.4 Describe the possible impact of receiving a diagnosis of dementia on:</p> <ul style="list-style-type: none"> - the individual - their family and friends 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: First aid essentials

Unit reference number: D/504/6101

Level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

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

Simulation is allowed for this unit.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to manage an unresponsive casualty who is not breathing normally	4.1 Recognise the need to commence Cardio Pulmonary Resuscitation 4.2 Demonstrate Cardio Pulmonary Resuscitation using a manikin 4.3 Identify the accepted modifications to Cardio Pulmonary Resuscitation for children			
5	Be able to recognise and assist a casualty who is choking	5.1 Describe how to identify a casualty with a <ul style="list-style-type: none"> 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 urethral catheterisation processes

Unit reference number: J/601/8979

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is about insertion of urethral catheters, including re-catheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation	1.1 Describe the current legislation, national guidelines, and local policies and protocols which affect work practice 1.2 Identify the correct procedures relating to urethral catheterisation 1.3 Explain the conditions and constraints which might denote who undertakes this procedure and why 1.4 Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff 1.5 Describe the ethical issues surrounding catheterisation, as applied to males and females			
2	Understand the relevant anatomy and physiology	2.1 Describe the anatomy and physiology of the male and/or female genito-urinary system			
3	Be able to prepare to insert urethral catheters	3.1 Identify the types of catheters that can be used 3.2 Select an appropriate catheter 3.3 Describe the local anaesthetic agents available for use when inserting urethral catheters 3.4 Confirm the individual's identity and obtain valid consent			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to insert urethral catheters	<p>4.1 Ensure the individual's privacy and dignity is maintained at all times</p> <p>4.2 Apply standard precautions for infection control</p> <p>4.3 Apply health and safety measures relevant to the procedure and environment</p> <p>4.4 Insert the catheter safely and correctly, with minimal trauma to the individual including</p> <ul style="list-style-type: none"> - securing the catheter - adjust it correctly - attach it correctly to the appropriate drainage system 			
5	Be able to monitor and care for the urethral catheter after insertion	<p>5.1 Monitor the catheterisation equipment and materials to check they are functioning correctly</p> <p>5.2 Empty draining bags</p> <p>5.3 Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan</p> <p>5.4 Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required</p> <p>5.5 Take appropriate action to remedy any problems when these arise</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to care for and support the individual during and after the procedure	6.1	Assess how comfortable the individual taking steps to improve the individual's comfort during and after the procedure		
		6.2	Identify adverse effects and appropriate actions		
		6.3	Communicate information to the individual on the care of the catheter and attachments		
		6.4	Demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Care for individuals with urethral catheters

Unit reference number: M/602/2671

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is aimed at those who care for individuals with urethral catheters. It includes monitoring the individual's condition relevant to the catheter care programme and recognising adverse effects and potential complications. It also covers monitoring hygiene and caring for the catheter.

Additional information

Catheter care equipment may include:

- catheters
- urethral drainage bags
- link systems
- catheter valves
- support methods including garments, straps and stands.

Catheter care advice may include:

- lifestyle advice
- maintaining catheter function
- reducing infection
- what to do in the event of problems with equipment
- how to deal with common complications
- short- and long-term health risks.

Relevant others may include:

- family
- carers
- colleagues
- other individuals involved with the care or wellbeing of the individual.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters	<p>1.1 Summarise the current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters</p> <p>1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out care activities</p>			
2	Understand the procedure of urethral catheterisation	<p>2.1 Describe the anatomy and physiology of the male and female lower urinary tract</p> <p>2.2 Describe lower urinary tract functions and continence status</p> <p>2.3 Describe the causative factors which determine the need for urethral urinary catheters</p> <p>2.4 Explain the effects of urethral catheterisation on an individual's comfort and dignity</p> <p>2.5 Describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi-resistant bacteria</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand the use and application of catheter care equipment	<p>3.1 Describe catheter care equipment that can be used to meet individuals specific needs</p> <p>3.2 Describe the types of catheter care advice to give to individuals</p> <p>3.3 Describe the indications, mode of action, side-effects, cautions, contraindications and potential interactions of urethral catheter care</p> <p>3.4 Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters</p>			
4	Be able to prepare individuals to carry out urethral catheters care	<p>4.1 Confirm the individual's identity and gain valid consent</p> <p>4.2 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual</p> <p>4.3 Agree the level of support required with the individual</p> <p>4.4 Apply standard precautions for infection prevention and control</p> <p>4.5 Apply health and safety measures relevant to the procedure and environment</p> <p>4.6 Carry out preparatory checks against the individual's care plan</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to carry out care for individuals with urethral catheters	5.1 Support the individual and relevant others to carry out catheter care in accordance with local policy and protocol			
		5.2 Use catheter care equipment in line with manufacturer's guidance; reporting any failure/malfunction in line with local policy and protocol			
		5.3 Use and store equipment and materials in accordance with local policy and protocol			
		5.4 Dispose of catheter related equipment in accordance with local policy and protocol			
		5.5 Measure and record any urethral output within local policy and protocol			
6	Be able to monitor and check individuals undergoing urethral catheter care	6.1 Monitor the individual's condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol			
		6.2 Observe and maintain cleanliness of the meatus			
		6.3 Terminate the use of a urethral catheter in accordance with local policy and protocol			
		6.4 Record information in the ongoing catheter care records in line with local policy and protocol			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Deliver, monitor and evaluate customer service to external customers

Unit reference number: F/601/2551

Level: 3

Credit value: 3

Guided learning hours: 12

Unit summary

This unit is about providing and continuously improving customer services to external customers.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the meaning of external customers	1.1 Describe what is meant by external customers			
2	Know the types of products and services relevant to external customers	2.1 Describe the products and services offered by the organisation to external customers			
3	Understand how to deliver customer service that meets or exceeds external customer expectations	3.1 Explain the purpose and value of identifying customer needs and expectations 3.2 Explain why customer service must meet or exceed customer expectations 3.3 Explain the value of meeting or exceeding customer expectations 3.4 Explain the purpose and value of building positive working relationships			
4	Understand the purpose of quality standards and timescales for customer service to external customers	4.1 Identify quality standards for own organisation and work 4.2 Explain the value of agreeing quality standards and timescales 4.3 Explain how to set and meet quality standards and timescales with external customers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how to deal with customer service problems for external customers	5.1 Describe the types of problems that external customers may have 5.2 Explain the consequences of not meeting external customer needs and expectations 5.3 Explain ways of dealing with external customer services problems 5.4 Explain the purpose and value of a complaints procedure			
6	Understand how to monitor and evaluate external customer service and the benefits of this	6.1 Explain the purpose and benefits of monitoring external customer satisfaction and how to do so 6.2 Describe techniques for collecting and evaluating external customer feedback 6.3 Explain the benefits of continuous improvement			
7	Be able to build positive working relationships with external customers	7.1 Identify external customers 7.2 Confirm external customer needs in terms of products and services 7.3 Confirm external customer needs in terms of quality standards and timescales 7.4 Agree procedures to be followed if external customer needs are not met			
8	Be able to deliver external customer services to agreed quality standards and timescales	8.1 Provide external customer service(s) to agreed quality standards 8.2 Provide external customer service(s) to agreed timescales 8.3 Check external customer needs and expectations have been met			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
9	Be able to deal with customer service problems and complaints for external customers	9.1 Follow procedures, within agreed timescale, to: <ul style="list-style-type: none"> – process problems and complaints – resolve problems and complaints – refer problems and complaints, where necessary 			
10	Be able to monitor and evaluate services to external customers	10.1 Obtain and record external customer feedback 10.2 Analyse and evaluate external customer feedback 10.3 Take actions that will lead to improvement in service(s) to external customers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Plan and organise meetings

Unit reference number: D/601/2542

Level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.12 Describe the types of information, advice and support that may be need to be provided during a meeting</p> <p>1.13 Describe the types of problems that may occur during a meeting and how to solve them</p> <p>1.14 Explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved</p> <p>1.15 Explain how to record actions and follow up, if required</p> <p>1.16 Explain the purpose of collecting and evaluating participant feedback from the meeting</p> <p>1.17 Describe how to agree learning points to improve the organisation of future meetings</p>			
<p>2 Be able to prepare for a meeting</p>	<p>2.1 Agree and prepare the meeting brief, checking with others, if required</p> <p>2.2 Agree a budget for the meeting, if required</p> <p>2.3 Prepare and agree an agenda and meeting papers</p> <p>2.4 Organise and confirm venue, equipment and catering requirements, when necessary</p> <p>2.5 Invite attendees, confirm attendance and identify any special requirements</p> <p>2.6 Arrange catering, if required</p> <p>2.7 Arrange the equipment and layout of the room, if required</p> <p>2.8 Make sure the chair receives appropriate briefing</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to support running a meeting	3.1 Welcome attendees and offer suitable refreshments (if required)			
		3.2 Make sure attendees have full set of papers			
		3.3 Make sure a person has been nominated to take minutes, if required			
		3.4 Provide information, advice and support when required			
4	How to follow up a meeting	4.1 Produce a record of the meeting			
		4.2 Seek approval for the meeting record, amend as required			
		4.3 Respond to requests for amendments and arrange recirculation of a revised meeting record			
		4.4 Follow up action points, if required			
		4.5 Evaluate meeting arrangements, and external services where used			
		4.6 Evaluate participant feedback from the meeting and share results with relevant people, where used			
		4.7 Summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Manage own performance in a business environment

Unit reference number: F/601/2467

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to plan work and be accountable to others	1.1 Outline guidelines, procedures codes of practice relevant to personal work 1.2 Explain the purpose of planning work, and being accountable to others for own work 1.3 Explain the purpose and benefits of agreeing realistic targets for work 1.4 Explain how to agree realistic targets 1.5 Describe ways of planning work to meet agreed deadlines 1.6 Explain the purpose of keeping other people informed about progress 1.7 Explain the purpose and benefits of letting other people know work plans need to be changed 1.8 Describe types of problems that may occur during work 1.9 Describe ways of seeking assistance with getting help to resolve problems 1.10 Explain the purpose and benefits of recognising and learning from mistakes			
2	Understand how to behave in a way that supports effective working	2.1 Explain the purpose and benefits of agreeing and setting high standards for own work 2.2 Describe ways of setting high standards for work 2.3 Explain the purpose and benefits of taking on new challenges if they arise			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.4 Explain the purpose and benefits of adapting to change 2.5 Explain the purpose and benefits of treating others with honesty, respect and consideration 2.6 Explain why own behaviour in the workplace is important 2.7 Describe types of behaviour at work that show honesty, respect and consideration and those that do not			
3	Be able to plan and be responsible for own work, supported by others	3.1 Agree realistic targets and achievable timescales for own work 3.2 Plan work tasks to make best use of own time and available resources 3.3 Confirm effective working methods with others 3.4 Identify and report problems occurring in own work, using the support of other people when necessary 3.5 Keep other people informed of progress 3.6 Complete work tasks to agreed deadlines or renegotiate timescales and plans in good time 3.7 Take responsibility for own work and accept responsibility for any mistakes made 3.8 Follow agreed work guidelines, procedures and, where needed, codes of practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Behave in a way that supports effective working	4.1 Set high standards for own work and show commitment to achieving these standards 4.2 Agree to take on new challenge(s) if they arise 4.3 Adapt to new ways of working 4.4 Treat other people with honesty, respect and consideration 4.5 Help and support other people in work tasks			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 28: Assist in the administration of medication

Unit reference number: A/601/9420

Level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role.

This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

Forbidden combination

This unit must not be taken with Unit 29: *Administer medication to individuals, and monitor the effects* (Y/501/0598).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication			
		1.2 Outline the organisational policies for the management and administration of medication			
2	Understand own role in assisting in the administration of medication	2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication			
		2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication			
		2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand the requirements and procedures for assisting in the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication			
		3.2 Describe the different routes for the administration of medication			
		3.3 Describe the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility			
		3.4 Describe the various aids which can be used to help individuals take their medication			
		3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice			
		3.6 Explain why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice			
4	Understand the requirements and procedures for ensuring patient safety	4.1 Explain the importance of identifying the individual for whom the medications are prescribed			
		4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to prepare for the administration of medication	5.1 Obtain or confirm valid consent for the administration of medication 5.2 Apply standard precautions for infection control 5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet 5.4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist 5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered			
6	Be able to assist in the administration of medication	6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan 6.2 Assist the individual to be as self-managing as possible 6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication 6.4 Monitor the individual's condition throughout the administration process 6.5 Explain the kinds of adverse effects that may occur and the appropriate action to take 6.6 Check and confirm that the individual actually takes the medication and does not pass medication to others			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to contribute to the management of medications and administration records	7.1	Explain the importance of keeping accurate and up-to-date records of the administration of medication		
		7.2	Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely		
		7.3	Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage		
		7.4	Maintain the confidentiality of information relating to the individual at all times		
		7.5	Check the stock level of medications and take appropriate action to obtain new stocks when required		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Administer medication to individuals, and monitor the effects

Unit reference number: Y/501/0598

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Forbidden combination

This unit must not be taken with Unit 28: *Assist in the administration of medication* (A/601/9420).

Evidence requirements for this unit:

The learner must provide the assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learners/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of learner performance can be established.

- **Work products:** These are non-confidential records made, or contributed to, by the learner eg information leaflets on medication services.
- **Confidential records:** These may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio eg case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and the learner's answer will need to be recorded eg describe the common types of medication including their effects and potential side effects.
- **Professional discussion:** This should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application eg identify the current legislation, guidelines policies and protocols relevant to the administration of medication.
- **Original certificates:** Certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of the learner's work:** These methods are most appropriately used to cover any outstanding areas of the qualification.
- Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required.
- **Witness testimony:** Colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of their performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- the observation of the learner working with an individual
- confidential care plans and case records
- the learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand legislation, policy and procedures relevant to administration of medication	1.1 Identify current legislation, guidelines policies and protocols relevant to the administration of medication			
2	Know about common types of medication and their use	2.1 Describe common types of medication including their effects and potential side effects 2.2 Identify medication which demands the measurement of specific physiological measurements 2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required 2.4 Explain the different routes of medicine administration			
3	Understand procedures and techniques for the administration of medication	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes 3.2 Identify the required information from prescriptions/medication administration charts			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Prepare for the administration of medication	<p>4.1 Apply standard precautions for infection control</p> <p>4.2 Explain the appropriate timing of medication eg check that the individual has not taken any medication recently</p> <p>4.3 Obtain the individuals consent and offer information, support and reassurance throughout, in a manner which encourages their cooperation and which is appropriate to their needs and concerns</p> <p>4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Administer and monitor individuals' medication	5.1 Select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary 5.2 Safely administer the medication: <ul style="list-style-type: none"> - in line with legislation and local policies - in a way which minimises pain, discomfort and trauma to the individual 5.3 Describe how to report any immediate problems with the administration 5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay 5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others 5.6 Maintain the security of medication and related records throughout the process and return them to the correct place for storage 5.7 Describe how to dispose of out-of-date and part-used medications in accordance with legal and organisational requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: Undertake tissue viability risk assessments

Unit reference number: Y/601/9022

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is aimed at health and social care staff undertaking tissue viability risk assessment in relation to pressure area care and the risk of skin breakdown.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the need for tissue viability risk assessment	1.1 Describe the anatomy and physiology of healthy skin			
		1.2 Describe the changes that occur when damage caused by pressure develops			
		1.3 Explain when an initial tissue viability risk assessment may be required			
		1.4 Describe what to look for when assessing the skin			
		1.5 Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown			
		1.6 Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to undertake tissue viability risk assessment	2.1	Identify individuals who may be at risk of impaired tissue viability and skin breakdown		
		2.2	Apply standard precautions for infection prevention and control		
		2.3	Inspect the general condition of an individual's skin		
		2.4	Identify the sites where pressure damage might occur using appropriate assessment tools		
		2.5	Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy		
		2.6	Use safe handling techniques when assisting the individual to move during the assessment		
		2.7	Encourage the active participation of the individual and others where possible and appropriate		
3	Be able to record and report on tissue viability risk assessment	3.1	Complete tissue viability risk assessment documentation		
		3.2	Share findings with appropriate staff and the individual		
		3.3	Notify appropriate staff of any immediate concerns		
4	Understand when the risk assessment should be reviewed	4.1	Explain why the tissue viability risk assessment should be regularly reviewed and repeated		
		4.2	Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate due to changes in the individual's condition or environment		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 31: Undertake stoma care

Unit reference number: R/602/2677

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is aimed at those who provide care to individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care.

This unit is applicable in a variety of care environments including hospitals, care homes, the individuals own home or other community environments such as GP surgeries.

Additional information

Active support encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation national guidelines, policies, protocols and good practice related to assessment for stoma care	<p>1.1 Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care</p> <p>1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care</p>			
2	Understand the anatomy and physiology in relation to conditions requiring stoma care	<p>2.1 Describe the reasons why a stoma may be fashioned</p> <p>2.2 Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy</p> <p>2.3 Describe the potential consequences of contamination of stoma drainage systems</p> <p>2.4 Describe the effects of diet and mobility on stoma function</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare individuals for stoma care	3.1	Confirm the individual's identity and gain valid consent		
		3.2	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual		
		3.3	Carry out preparatory checks against the individual's care plan		
		3.4	Apply standard precautions for infection prevention and control		
		3.5	Apply health and safety measures relevant to the procedure and environment		
		3.6	Prepare equipment and materials for stoma care as prescribed/detailed in the individual's plan of care		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to carry out stoma care for individuals	4.1 Describe the factors which will affect the level of assistance required			
		4.2 Agree the level of support required with the individual			
		4.3 Demonstrate techniques to carry out stoma care in line with local policy and protocol			
		4.4 Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable			
		4.5 Assist individuals to select and consume food and drink			
		4.6 Assist individuals to take any medication prescribed to maintain effective stoma function			
		4.7 Give individuals the opportunity to dispose of their own used stoma care equipment			
		4.8 Give individuals the opportunity to maintain their personal hygiene			
		4.9 Provide active support for individuals to manage their own stoma			
		4.10 Dispose of equipment and soiled linen in line with local policy and protocol			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to monitor and check individuals following stoma care	5.1 Monitor the individual's condition throughout the stoma care			
		5.2 Check for any adverse effects and potential complications			
		5.3 Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred			
		5.4 Record the outcomes of stoma care activity in line with local policy and protocol			
		5.5 Report findings to colleagues in line with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: Carry out personal hygiene for individuals unable to care for themselves

Unit reference number: A/602/3094

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology.

Application of infection prevention and control is required. The ability to follow a care plan is central to carrying out the activities.

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know about safety measures specific to undertaking personal hygiene for individuals	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking personal care for individuals</p> <p>1.2 Explain the importance of maintaining compliance with health and safety guidance at all times</p> <p>1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures</p>			
2	Know the anatomy and physiology of the skin, nose, mouth, eyes and ears.	<p>2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears relevant to cleansing these areas</p>			
3	Be able to prepare to undertake personal hygiene activities for individuals	<p>3.1 Confirm the individual's identity and gain valid consent</p> <p>3.2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual</p> <p>3.3 Explain why resources should be identified and prepared before commencing the procedure</p> <p>3.4 Confirm all equipment and materials to be used are appropriate and fit for purpose as outlined in the care plan</p> <p>3.5 Explain the importance of following the care plan and the potential consequences of failing to do so</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to undertake personal hygiene activities for individuals	4.1			
		4.2			
		4.3			
		4.4			
		4.5			
		4.6			
5	Be able to record and report the outcome of the activity	5.1			
		5.2			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 33: Undertake treatments and dressings of lesions and wounds

Unit reference number: J/602/3101

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit develops the learner in carrying out treatments and dressings for the care of individuals' lesions and wounds.

A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/lesions. An insight into the process of wound healing is also required.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand safety measures specific to undertaking treatments and dressings of lesions and wounds	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds</p> <p>1.2 Explain the importance of maintaining compliance with health and safety guidance at all times</p> <p>1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures</p> <p>1.4 Explain the importance of wearing personal protective equipment</p>			
2	Understand wound infection and healing	<p>2.1 Define and explain asepsis, antisepsis and cross-infection</p> <p>2.2 Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings</p> <p>2.3 Explain the process of wound healing and identify factors which promote and delay the process</p> <p>2.4 Outline potential sources and consequences of wound contamination and appropriate measures to avoid and deal with these</p>			
3	Understand the rationale for carrying out procedures when treating wounds/lesions	<p>3.1 Identify the types and functions of equipment, materials and dressings used in own work area</p> <p>3.2 Explain the importance of following procedures outlined in the care plan and the potential consequences of poor practice</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to prepare to treat and dress lesions and wounds	4.1 Identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/wounds			
		4.2 Confirm the individual's identity and gain valid consent to carry out the procedure			
		4.3 Provide information, support and reassurance to address the individual's needs and concerns			
		4.4 Confirm all equipment and materials to be used are fit for purpose as outlined in the care plan			
		4.5 Maintain the sterility of dressings prior to and during application			
5	Be able to carry out treatments and dressings to lesions/wounds	5.1 Apply standard precautions for infection control			
		5.2 Implement health and safety measures relevant to the procedure and environment			
		5.3 Scrutinise the lesion/wound for any change in appearance			
		5.4 Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner			
		5.5 Carry out treatments using techniques as outlined in the care plan			
		5.6 Observe the individual for adverse reactions while carrying out treatment in accordance with the care plan			
		5.7 Apply/attach dressings in line with the care plan			
		5.8 Dispose of hazardous waste before leaving the care area			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to record and report outcomes of the activities	6.1 Record outcomes of the activity in line with national/local policy			
		6.2 Report the outcomes of the activity to a member of the care team in line with national/local policy			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 34: Carry out wound drainage care

Unit reference number: K/602/3169

Level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

This unit develops the learner's ability in undertaking wound drainage care and monitoring. It focuses on an understanding of the principles of wound drainage, the use of related equipment and the application of infection prevention and control procedures.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand safety measures specific to undertaking wound drainage care	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking wound drainage care</p> <p>1.2 Explain the importance of maintaining compliance with health and safety guidance at all times</p> <p>1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures.</p>			
2	Understand the principles of wound drainage and use of related equipment	<p>2.1 Explain the principles of wound drainage</p> <p>2.2 Describe the types, purposes and function of wound drainage measurement materials and equipment</p> <p>2.3 Describe the aspects of the anatomy and physiology of the skin and underlying structures which affect the positioning of wound drains and care</p> <p>2.4 Describe methods and techniques for preparing and applying drains and dressings and the potential consequences of their contamination</p>			
3	Understand procedures and techniques involved in wound drainage	<p>3.1 Explain the importance of following the care plan and the potential effects of poor practice</p> <p>3.2 Explain the purpose of measuring wound drainage and how to avoid potential hazards</p> <p>3.3 Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.4 Describe the process of disposal of hazardous waste and equipment			
4	Be able to prepare for wound drainage care	4.1 Confirm the individual's identity and gain valid consent to carry out the activity 4.2 Communicate information in a way that is reassuring and sensitive to the personal beliefs and preferences of the individual 4.3 Implement health and safety measures relevant to the procedure and the environment 4.4 Apply standard precautions for infection control 4.5 Confirm all equipment and materials are fit for purpose 4.6 Apply standard precautions for infection control and prevention 4.7 Support and reassure the individual prior to wound drainage.			
5	Be able to carry out wound drainage care	5.1 Use techniques and equipment to observe and measure wound drainage in line with the care plan 5.2 Explain the importance of referring any changes or adverse reactions which are outside own competence to the practitioner 5.3 Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity 5.4 Check drains and seals are secure, intact and functioning			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.5 Dispose of hazardous waste and equipment in line with local policies and procedures			
6	Be able to record and report outcomes from procedure	6.1 Record and report measurement and outcomes of the activity in line with national/local policy			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35: Remove wound closure materials

Unit reference number: Y/602/3538

Level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit develops the learner's ability to remove wound closure materials from individuals when directed by a health practitioner, following local guidelines and procedures.

Emphasis is placed on knowledge of general infection control and the specific application to the removal of wound closures. An insight into the anatomy and physiology of the skin and the process of wound healing is also required.

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know the anatomy and physiology of the skin and underlying tissues	1.1 Describe the aspects of the anatomy and physiology of the skin and underlying tissues which inform wound closures and their removal			
2	Understand wound healing and contamination	2.1 Define and explain asepsis, antisepsis and cross infection 2.2 Explain the process of wound healing and identify factors which promote and delay the process 2.3 Describe potential sources of wound contamination and the required measures to avoid and deal with them 2.4 Describe the consequences of wound contamination			
3	Understand the rationale for following approved procedures and techniques to remove wound closures	3.1 Summarise the legislation, policies and protocols which inform own role when removing wound closures 3.2 Explain the importance of following procedures specified in the care plan and the consequences of poor practice 3.3 Explain the procedure for dealing with any problems encountered while removing wound closures 3.4 Explain the procedure and rationale for the disposal of waste from the removal of wound closures in line with local policy			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to prepare to remove wound closure materials	4.1			
		4.2			
		4.3			
		4.4			
		4.5			
		4.6			
5	Be able to remove wound closure materials	5.1			
		5.2			
		5.3			
		5.4			
6	Be able to record and report outcomes of procedures	6.1			
		6.2			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Insert and secure nasogastric tubes

Unit reference number: A/602/0972

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

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

Additional information

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

Adverse reactions may include:

- fear/apprehension
- pain
- failure to pass the nasogastric tube
- asphyxiation.

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare the insertion of a nasogastric tube	3.1			
		3.2			
		3.3			
		3.4			
		3.5			
		3.6			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to insert a nasogastric tube	4.1 Maintain compliance with health and safety guidance at all times			
		4.2 Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube			
		4.3 Ensure that an individual's privacy and dignity is maintained at all times			
		4.4 Insert the nasogastric in accordance with local policy and protocol			
		4.5 Observe the individual throughout the procedure, reporting any adverse reactions in line with local policy			
		4.6 Ensure the nasogastric tube is correctly positioned in the stomach			
		4.7 Ensure the drainage bag is securely attached in a way that prevents discomfort and promotes dignity of the individual			
5	Be able to provide aftercare for individuals following nasogastric tube insertion	5.1 Observe, report and document any changes in appearance to nasogastric aspirate			
		5.2 Measure and record the volume of aspirate in line with local policy			
		5.3 Seek assistance promptly from an appropriate person should it be required at any stage			
		5.4 Ensure the comfort of the individual following insertion of the nasogastric tube			
		5.5 Dispose of waste according to local procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Care for individuals with nasogastric tubes

Unit reference number: K/602/3995

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is aimed at those who care for individuals with nasogastric tubes. The learner will have the opportunity to develop knowledge, understanding and skills in order to aspirate stomach/intestinal contents via the nasogastric tube, measure output and remove tubes when directed to.

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know the anatomy and physiology of the upper gastrointestinal system and its relevance to nasogastric procedures	<p>2.1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of nasogastric tubes</p> <p>2.2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition</p> <p>2.3 Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of nasogastric tubes</p> <p>2.4 Describe the potential consequences of contamination of nasogastric tubes and equipment used for aspiration</p>			
3	Be able to prepare to carry out nasogastric procedures	<p>3.1 Apply standard precautions for infection control</p> <p>3.2 Apply health and safety measures relevant to the procedure and environment</p> <p>3.3 Prepare resources, equipment and materials needed for the aspiration and removal of nasogastric tubes prior to starting the activity</p> <p>3.4 Confirm the individual's identity and gain valid consent prior to carrying out nasogastric procedures</p> <p>3.5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs</p> <p>3.6 Position the individual and self so that the procedure can be carried out safely and comfortably</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to support individuals undergoing nasogastric procedures	4.1			
		4.2			
		4.3			
		4.4			
		4.5			
		4.6			
		4.7			
		4.8			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 38: Prepare for and carry out extended feeding techniques

Unit reference number: A/601/8980

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is aimed at those working in a wide range of settings.

It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake.

Additional information

Conditions may be:

- temporary
- permanent.

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

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

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

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

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

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

Others may include:

- the individual
- family members
- advocate
- line manager

- other professionals.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand anatomy and physiology in relation to extended feeding	<p>1.1 Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding</p> <p>1.2 Explain the importance of fluid and nutritional balance to the health of individuals</p> <p>1.3 Describe conditions where feeding may be undertaken by extended methods</p>			
2	Understand extended feeding techniques	<p>2.1 Explain techniques for extended feeding</p> <p>2.2 Describe equipment and materials that may be used for extended feeding</p> <p>2.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences</p> <p>2.4 Describe how to recognise and deal with adverse reactions which may occur</p> <ul style="list-style-type: none"> – during procedures – following procedures 			
3	Understand legislation and agreed ways of working when using extended feeding techniques	<p>3.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding</p> <p>3.2 Explain the importance of following procedures exactly as specified</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to manage risks relating to extended feeding	4.1 Identify potential risks associated with extended feeding 4.2 Describe the potential sources and consequences of contamination 4.3 Explain why it is important to: <ul style="list-style-type: none"> – maintain the correct level of cleanliness – pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area 4.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure 4.5 Dispose of: <ul style="list-style-type: none"> – used equipment, materials and feeds – body fluids including those aspirated prior to feeding – in accordance with legislation and agreed ways of working 	G273		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to prepare for extended feeding	5.1 Ensure that adequate and relevant fluids, feeds and equipment are available 5.2 Confirm the identity of the individual prior to carrying out the activity 5.3 Obtain valid consent from the individual prior to carrying out the planned activity 5.4 Confirm equipment and materials are: – appropriate to the procedure – fit for purpose 5.5 Position an individual to ensure safety and comfort and facilitate the method of extended feeding			
6	Be able to carry out and complete extended feeding techniques	6.1 Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual 6.2 Carry out extended feeding safely and according to the individual's plan of care 6.3 Observe an individual throughout the activity and respond to any adverse reactions 6.4 Ensure the comfort of the individual following extended feeding			
7	Be able to maintain records and report on extended feeding	7.1 Complete required records 7.2 Identify others who may be involved in reviewing the nutritional and fluid intake of an individual 7.3 Report any findings about the process and the individual which may have an impact on the care plan			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Undertake physiological measurements

Unit reference number: R/601/8662

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

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

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand 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	<p>2.1 Explain the principles of blood pressure to include:</p> <ul style="list-style-type: none"> – blood pressure maintenance – differentiation between systolic and diastolic blood pressure – normal limits of blood pressure – conditions of high or low blood pressure <p>2.2 Explain the principles of body temperature to include:</p> <ul style="list-style-type: none"> – body temperature maintenance – normal body temperature – pyrexia, hyper-pyrexia and hypothermia <p>2.3 Explain the principles of respiratory rates to include:</p> <ul style="list-style-type: none"> – normal respiratory rates – factors affecting respiratory rates in ill and well individuals 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Explain the principles of pulse rates to include:</p> <ul style="list-style-type: none"> - 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 <p>2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control</p> <p>2.6 Explain the major factors that influence changes in physiological measurements</p> <p>2.7 Explain the importance of undertaking physiological measurements</p>			

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			
5	Be able to record and report results of physiological measurements	5.1 Explain the necessity for recording physiological measurements			
		5.2 Explain a few common conditions which require recording of physiological measurements			
		5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels			
		5.4 Record physiological measurements taken accurately using the correct documentation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 40: Conduct external ear examinations

Unit reference number: H/602/4000

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is aimed at those who conduct examinations of the external ear in a variety of care settings. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake examinations in a safe manner.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines	<p>1.1 Summarise how current legislation, national guidelines, policies, protocols and good practice affect practice related to conducting ear examinations</p> <p>1.2 Describe how to prepare an environment for ear examinations in line with local policy and protocol</p> <p>1.3 Describe how to prepare individuals for external ear examinations in line with local policy and protocol</p> <p>1.4 Explain the importance of positioning the individual and self correctly prior to undertaking the ear examination</p> <p>1.5 Describe how to maintain the privacy, safety, dignity and comfort of individuals throughout the examination</p> <p>1.6 Explain how to use an otoscope to examine the external ear</p>			
2	Know the anatomy of the ear as related to conducting ear examinations	<p>2.1 Identify the main components of the external ear</p> <p>2.2 Identify the main components of the middle and inner ear</p>			
3	Understand reasons for conducting an examination of the external ear	<p>3.1 Describe potential effects of abnormalities of the external ear</p> <p>3.2 Describe the signs and symptoms which may indicate an abnormality of the external ear</p> <p>3.3 Explain why it is important to examine the external ear only</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to prepare to conduct external ear examinations	4.1 Apply standard precautions for infection control			
		4.2 Apply health and safety measures relevant to the procedure and environment			
		4.3 Prepare equipment for the ear examination			
		4.4 Confirm the individual's identity and gain valid consent prior to beginning the examination			
		4.5 Position the individual and self so that the examination can be conducted safely and comfortably			
5	Be able to conduct external ear examinations	5.1 Explain the procedure to the individual/carer in a way that is sensitive to their personal beliefs and preferences			
		5.2 Conduct an examination of the external ear			
		5.3 Monitor the individual for adverse reactions throughout the examination, taking action in line with local policy and protocol			
		5.4 Explain findings to the individual/carer			
6	Be able to record and report results from external ear examinations	6.1 Record findings in line with local policy and protocol			
		6.2 Report any further actions to the appropriate member of staff in line with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 41: Conduct hearing assessments

Unit reference number: F/602/4005

Level: 3

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is aimed at those who conduct hearing tests in a variety of care settings, under the direction of a healthcare professional. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake hearing assessments in a safe manner.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines	<p>1.1 Summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to assessing an individual's hearing</p> <p>1.2 Explain how to maintain the privacy, safety, dignity and comfort of individuals throughout the hearing assessment</p> <p>1.3 Explain how to prepare for and administer a hearing assessment in line with local policy and protocol</p> <p>1.4 Identify reasons for not conducting a hearing assessment on an individual</p> <p>1.5 Identify potential adverse reactions to hearing assessments</p>			
2	Know the anatomy and physiology of the ear related to hearing	<p>2.1 Describe the anatomy and physiology of the ear</p> <p>2.2 Outline the reasons for hearing impairment</p> <p>2.3 Describe the levels of hearing loss</p> <p>2.4 Describe the effects that hearing loss can have on an individual</p>			
3	Understand how to maintain equipment required to assess individuals' hearing	<p>3.1 Identify materials and equipment required to assess an individual's hearing</p> <p>3.2 Explain how to maintain equipment</p> <p>3.3 Describe procedures and timescales for the calibration of equipment</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to prepare to conduct hearing assessments	4.1 Apply standard precautions for infection control 4.2 Apply health and safety measures relevant to conducting hearing assessments 4.3 Prepare equipment for the hearing assessment 4.4 Confirm the individual's identity and gain valid consent prior to beginning the hearing assessment 4.5 Position the individual and self so that the assessment can be conducted safely and comfortably			
5	Be able to conduct hearing assessments	5.1 Explain the procedure to the individual/carer in a way that is sensitive to the individual's personal beliefs and preferences 5.2 Conduct the hearing assessment 5.3 Monitor the individual for adverse reactions throughout the assessment, taking action in line with local policy and protocol 5.4 Provide follow-up advice and instructions, referring to healthcare professionals in line with local policy and protocol			
6	Be able to record and report the results of hearing assessments	6.1 Complete the audiology report in line with local policy and protocol 6.2 Update individual's records 6.3 Report results to the referring clinician, carrying out any post-procedural instructions in line with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 42: Perform intravenous cannulation

Unit reference number: M/602/1004

Level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

This unit covers the insertion of intravenous cannula to facilitate access to the blood system for treatment or diagnostic purposes. Access may be required for serial sampling, or for administration of fluid or drug treatments.

This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving healthcare. It may also take place in a therapeutic, research or emergency situation.

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own role in relation to performing intravenous cannulation</p> <p>1.2 Explain the importance of working within own role and of seeking advice when faced with situations outside this role</p>			
2	Understand the purpose and functions of intravenous cannulation	<p>2.1 Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannulae</p> <p>2.2 Summarise the indications and reasons for intravenous cannulation</p> <p>2.3 Explain the factors which influence the choice of cannulae and the site to be used</p> <p>2.4 Explain the preparation and positioning of an individual for insertion of intravenous cannulae</p> <p>2.5 Explain the risks associated with the insertion of intravenous cannulae</p> <p>2.6 Evaluate current evidence-based practice related to the management of risks associated with the insertion of intravenous cannulae</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare to carry out intravenous cannulation	3.1 Implement health and safety measures relevant to the procedure and environment 3.2 Apply standard precautions for infection control 3.3 Confirm the individual's identity and gain valid consent 3.4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual 3.5 Check that an individual's privacy and dignity is maintained at all times 3.6 Prepare equipment for intravenous cannulation in line with local policy and protocol 3.7 Assess and take relevant action for risks identified prior to and during the procedure 3.8 Seek clinical advice and support when events or risks are beyond agreed level of competence			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to carry out intravenous cannulation	4.1 Prepare an appropriate site for cannulation, using the cannula of correct size and type			
		4.2 Position and use a tourniquet to engorge the selected vein with blood			
		4.3 Insert the cannula into the selected vein using the approved technique and confirm correct siting, positioning and patency of cannula			
		4.4 Apply an approved dressing to fix the cannula in position			
		4.5 Flush the cannula when in situ according to local protocols and guidelines			
		4.6 Attach and secure the correct giving set to where infusion is required following approved procedures			
5	Be able to monitor and report on the intravenous cannulation	5.1 Report any condition or behaviour which may signify adverse reactions to the procedure, in line with local policy and protocol			
		5.2 Report and record the cannulation procedure in accordance with agreed procedures			
		5.3 Maintain the cannulation site at regular intervals to avoid infection and maintain access			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 43: Carry out intravenous infusion

Unit reference number: L/602/1009

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers setting up equipment and attaching prescribed intravenous fluids to existing intravenous cannulae. This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving healthcare. It may also take place in a therapeutic, research or emergency situation.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice for performing intravenous cannulation	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing intravenous cannulation</p> <p>1.2 Explain responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines</p> <p>1.3 Explain the importance of working within own role and of seeking advice when faced with situations outside this role</p>			
2	Understand the purpose and functions of intravenous infusion	<p>2.1 Explain the anatomy and physiology of the circulatory system in relation to the administration of intravenous fluids</p> <p>2.2 Explain the reasons for intravenous infusion</p> <p>2.3 Explain the clinical indications of infection in the cannula site and the actions that should be taken if signs of infection are evident</p> <p>2.4 Explain the possible risks and adverse reactions to intravenous fluids and actions that should be taken</p> <p>2.5 Explain the possible risks and adverse reactions to infusion of incorrect volumes of intravenous fluids and actions that should be taken</p> <p>2.6 Explain the range of materials and equipment used for intravenous infusion</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare to carry out intravenous infusion	3.1 Implement health and safety measures relevant to the procedure and environment			
		3.2 Apply standard precautions for infection control			
		3.3 Confirm the individual's identity and gain valid consent			
		3.4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual			
		3.5 Confirm the required intravenous fluid to be administered in line with local protocols			
4	Be able to carry out intravenous infusion	4.1 Check the intravenous fluid to be administered is in date and clear, with all seals intact			
		4.2 Ensure the administration set is primed and connected to the fluid container and cannula in a way that ensures no contamination or leakage			
		4.3 Adjust the fluid administration rate according to the needs of the individual and the fluid being administered			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to monitor and report on the intravenous infusion	5.1 Monitor the individual's condition and seek support and guidance from a member of the team if events or risks are outside sphere of competence			
		5.2 Report any condition which may indicate adverse reactions to the procedure, taking action in accordance with local policy and protocol			
		5.3 Record the administration in accordance with local policy and protocol			
		5.4 Monitor the cannulation site at regular intervals, taking action in accordance with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 44: Carry out arterial puncture and collect arterial blood

Unit reference number: Y/602/1028

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers obtaining arterial blood samples by arterial puncture. This would normally be an investigative procedure, and may be performed in respiratory laboratories, in hospital, and in outpatient clinics. It would not be performed in the individual's home.

The procedure will be performed with adults and children and with individuals in critical care areas such as intensive care units. It may include the use of a range of equipment, blood collection systems and techniques relating to arterial sites.

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice in arterial puncture and collecting arterial blood	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice in relation to carrying out arterial puncture and collecting arterial blood</p> <p>1.2 Explain the importance of applying standard precautions to the preparation of materials and equipment and the potential consequences of poor practice</p>			
2	Understand the procedures involved in carrying out arterial puncture and the collection of arterial blood	<p>2.1 Describe the types and categories of risks which may be encountered when performing arterial puncture, and explain their implications</p> <p>2.2 Explain the different types of blood collection equipment and explain the factors affecting choice of equipment for collecting arterial blood specimens</p> <p>2.3 Explain the importance of correctly identifying the individual's current level of oxygen intake and its impact upon the arterial puncture process</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare to carry out arterial puncture and collect arterial blood	3.1 Confirm the individual's identity and gain valid consent 3.2 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual 3.3 Apply standard precautions for infection control 3.4 Implement health and safety measures relevant to the procedure and environment 3.5 Follow protocols in accordance with local policy to prepare the selected site for arterial puncture			
4	Be able to carry out arterial puncture and collect arterial blood	4.1 Position the individual for arterial puncture 4.2 Check to ensure local anaesthetic has been effective 4.3 Insert the blood collection equipment, avoiding blockage or damage to arteries or blood vessels 4.4 Obtain the arterial blood sample in the correct volume and of suitable quality for purpose 4.5 Apply sufficient pressure and for a sufficient timescale to stop the blood flow and ensure haemostasis			
5	Be able to monitor and report on arterial puncture and the collection of arterial blood	5.1 Report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local policy and protocol 5.2 Seek immediate assistance when remedial action is required and is beyond own scope of practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to record, report and forward on blood samples	6.1 Label the arterial blood sample according to local policy and protocol 6.2 Request analysis of the blood sample in line with local policy and protocol 6.3 Ensure that sample is in position for collection in line with local policy and protocol 6.4 Document arterial blood collection procedure in accordance with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 45: Carry out blood collection from fixed or central lines

Unit reference number: R/602/0959

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers the collection of blood from fixed or central lines that have already been inserted by a registered practitioner, for individuals usually undergoing some form of treatment.

This activity must be carried out following agreed clinical protocols and the application of principles of asepsis is of paramount importance. The activity may be undertaken in hospital, hospices, in clinics or at the individual's home. It may require assistance from another member of the care team. The learner will be working without direct supervision but according to local policy and protocol.

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for collecting blood from fixed or central lines</p> <p>1.2 Explain the importance of applying standard precautions to the preparation of materials and equipment and identify the potential consequences of poor practice</p>			
2	Understand the procedures involved in the collection of arterial blood	<p>2.1 Explain the types and categories of risks which may be involved when carrying out blood collection and the action to take if these occur</p> <p>2.2 Describe the different types of fixed or central line blood collection systems and equipment and explain the situations in which they may be used</p> <p>2.3 Explain the importance of disposing of used equipment and clinical waste from collection of blood from fixed or central lines in line with local policy and protocol</p>			
3	Be able to prepare to carry out blood collection	<p>3.1 Confirm the individual's identity and gain valid consent</p> <p>3.2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual</p> <p>3.3 Apply standard precautions for infection control</p> <p>3.4 Apply health and safety measures relevant to the procedure and environment</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to carry out blood collection procedures	4.1 Control the blood flow throughout the collection procedure in line with local policy and protocol			
		4.2 Attach the blood collection equipment to the blood collection site in the fixed or central line			
		4.3 Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol			
		4.4 Follow local protocols when unable to collect the required sample of blood			
		4.5 Flush the line with sterile solution to maintain patency on completion of the blood collection			
5	Be able to record, report and forward on blood samples	5.1 Label the blood sample according to local protocol			
		5.2 Request analysis of the blood sample in line with local policy and protocol			
		5.3 Request analysis of the blood sample in line with local policy and protocol			
		5.4 Document blood collection procedure in accordance with local policy and protocol			
6	Be able to monitor and report on blood collection	6.1 Monitor the individual and report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local policy and protocol			
		6.2 Seek immediate assistance when remedial action is required and is beyond own scope of practice			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 46: Perform routine electrocardiograph (ECG) procedures

Unit reference number: J/602/0960

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers the performance of recording electrocardiograph (ECG) at rest and ambulatory electrocardiograph (ECG) procedures. The unit includes connection and disconnection of electrodes and acquisition of data ready for analysis.

The procedures may be performed in a number of care settings such as outpatient departments, ward areas and GP practices.

Additional information

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

Special needs may include the need to use alternative positions for placing the electrodes due to dressings, sound supports, limbs missing etc.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine electrocardiograph procedures</p> <p>1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines</p> <p>1.3 Explain the duty to report any acts or omissions in care that could be detrimental</p>			
2	Understand the purpose and functions of electrocardiographs	<p>2.1 Explain the purpose of electrocardiograph procedures</p> <p>2.2 Describe the type, common characteristics and set up requirements of recording devices used in electrocardiograph procedures</p> <p>2.3 Explain the structure and function of the heart</p> <p>2.4 Identify a normal electrocardiograph and relate this to the conduction system of the heart</p> <p>2.5 Describe the correct positioning of electrodes for at rest and ambulatory procedures</p> <p>2.6 Explain why it is important to position electrodes correctly</p> <p>2.7 Identify potential sources of artefact and explain how to recognise them</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare to carry out routine electrocardiograph procedures	3.1 Implement health and safety measures relevant to routine electrocardiograph procedures			
		3.2 Apply standard precautions for infection control			
		3.3 Confirm the individual's identity, reason for referral and obtain valid consent			
		3.4 Confirm the individual is fit to undergo the procedure			
		3.5 Inform the individual and carers on the procedure and requirements for their compliance			
		3.6 Identify any factors or special needs which may affect the test or test results			
		3.7 Seek guidance where alternative arrangements are required to meet special needs			
		3.8 Establish the suitability of the equipment for the procedure			
		3.9 Prepare sites and position electrodes, considering any special needs that have been identified			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to carry out routine electrocardiograph procedures	4.1			
		4.2			
		4.3			
		4.4			
		4.5			
		4.6			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 47: Obtain and test capillary blood samples

Unit reference number: T/601/8850

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 .

Additional information

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

Assessment methodology

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

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 capillary 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			
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			
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Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual</p> <p>4.5 Use the selected materials, equipment and containers/slides in accordance with agreed procedures correctly</p> <p>4.6 Obtain blood samples in the correct sequence when obtaining multiple samples</p> <p>4.7 Ensure stimulation of blood flow</p> <p>4.8 Select alternative sites where necessary</p> <p>4.9 Carry out the correct procedure for encouraging closure and blood clotting at the site</p> <p>4.10 Respond to any indication of an adverse reaction, complication or problem during the procedure</p> <p>4.11 Demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation in relation to blood samples to include:</p> <ul style="list-style-type: none"> – legibility of labelling and documentation – temperature control of storage – immediacy of transportation <p>4.12 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contraindications</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
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			
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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 48: Obtain venous blood samples

Unit reference number: D/601/8860

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 methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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 anticoagulant 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – legibility of labelling and documentation – temperature control of storage – immediacy of transportation 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 49: Remove wound drains

Unit reference number: T/602/3093

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is about the removal of wound drains, following agreed protocols and procedures.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, policy and good practice related to removing wound drains	<p>1.1 Summarise the current legislation, national guidelines and local policies and protocols which affect own role</p> <p>1.2 Identify the procedures relating to removing wound drains</p> <p>1.3 Explain when good practice suggests it may be necessary to seek assistance</p>			
2	Understand factors related to the removal of wound drains	<p>2.1 Describe the anatomy and physiology of the skin and underlying structures</p> <p>2.2 Identify the types, purpose and function of materials and equipment required in relation to removing wound drains</p> <p>2.3 Summarise the methods and techniques for preparing and applying dressings and wound supports</p> <p>2.4 Explain how to measure the individual's wound drainage prior to removal as directed by an appropriate person</p> <p>2.5 Explain the hazards associated with measuring wound drainage and removing wound drains</p>			
3	Be able to prepare to remove wound drains	<p>3.1 Select relevant equipment and check that it is fit for purpose</p> <p>3.2 Prepare the drainage system in accordance with local policies and procedures and manufacturer's guidance</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to remove wound drains	4.1			
		4.2			
		4.3			
		4.4			
		4.5			
		4.5			
5	Be able to care for and support the individual during and after the procedure	5.1			
		5.2			
		5.3			
		5.4			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 50: Carry out vision screening

Unit reference number: F/602/3095

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is about assessing the visual acuity of individuals as a routine element of locally planned child health surveillance programmes, or other community/health settings, as part of a health assessment for individuals of all ages.

Additional information

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

Individuals may include children.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, policy and good practice related to carrying out vision screening	1.1 Describe the current legislation, national guidelines and local policies, protocols and guidance which affect own role 1.2 Identify the procedures related to carrying out vision screening 1.3 Summarise when good practice suggests it may be necessary to seek assistance			
2	Understand the factors related to vision screening	2.1 Describe the structure and function of the eyes 2.3 Identify the types, purpose and function of materials and equipment required in relation to carrying out vision screening 2.4 Explain the methods and techniques for carrying out vision screening			
3	Be able to prepare to carry out vision screening	3.1 Select equipment and check that it is fit for purpose 3.2 Identify any needs the individual has which may affect the accuracy of screening and describe the relevant actions to take to meet these needs			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to carry out vision screening	4.1 Apply health and safety measures relevant to vision screening			
		4.2 Apply standard precautions for infection control			
		4.3 Confirm the individual's identity and obtain valid consent			
		4.4 Explain the procedure to the individual according to their level of understanding, age and development			
		4.5 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual			
		4.6 Carry out vision screening in accordance with local policy and protocol			
5	Be able to support individuals during and after the procedure	5.1 Reassure the individual throughout the activity			
		5.2 Refer the individual to the relevant service in accordance with local policy and protocol			
		5.3 Record and report outcomes of the activity in line with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 51: Administer oral nutritional products to individuals

Unit reference number: J/602/4006

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

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

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 52: Provide agreed support for foot care

Unit reference number: R/601/8063

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is aimed at those who working in a wide range of settings.

It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

Additional information

Medical conditions may include:

- diabetes
- arthritis
- peripheral vascular disease
- eczema
- hallux abductovalgus operations.

Assessed foot care needs are the needs and treatments specified for an individual by a podiatrist .

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

Equipment may include:

- rasps
- files
- scissors
- forceps
- drills
- probes.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the signs and causes of foot and toenail abnormalities	1.1 Describe the effects of common medical conditions on the feet and toenails 1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toenails			
2	Be able to prepare to provide support for assessed foot care needs	2.1 Ascertain information about an individual's assessed foot care needs 2.2 Ensure the setting for foot care meets the individual's preferences and maintains privacy 2.3 Prepare the equipment required for treatment 2.4 Prepare the individual's feet for treatment, in a way that promotes active participation 2.5 Describe how and when to access additional guidance about assessed foot care needs			
3	Be able to promote the individual's engagement in their own foot care	3.1 Support the individual's understanding of any treatments, equipment or dressings to be used 3.2 Invite feedback from the individual on how their foot care is carried out 3.3 Explain why advice should not be given unless agreed with the podiatrist			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to provide foot care safely	4.1 Carry out agreed foot care treatments in accordance with instructions			
		4.2 Operate equipment safely and in accordance with instructions			
		4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks			
		4.4 Dispose of waste products safely			
5	Be able to record and report on foot care	5.1 Record the condition of the individual's feet before treatment			
		5.2 Record treatments carried out			
		5.3 Explain how to record any adverse reactions or responses to treatments or dressings			
		5.4 Report on foot care treatments, conditions and reactions in agreed ways			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 53: Support individuals to manage dysphagia

Unit reference number: L/602/4007

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

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

Additional information

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

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

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines	<p>1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia</p> <p>1.2 Describe why individuals with dysphagia should be encouraged to promote their own health and wellbeing</p> <p>1.3 Describe the types of skill development activities that can be carried out with individuals to help them develop swallowing skills</p>			
2	Understand how dysphagia affects individuals	<p>2.1 Describe the main clinical causes of dysphagia</p> <p>2.2 Outline how to recognise the main types of dysphagia</p> <p>2.3 Identify major risks and secondary difficulties associated with dysphagia</p> <p>2.4 Describe the anatomy and physiology relevant to maintaining a safe swallow</p> <p>2.5 Explain how an individual's ability to swallow is affected by:</p> <ul style="list-style-type: none"> – sensory impairment – loss of bodily function – loss of cognition <p>2.6 Explain how to provide a suitable environment for affected individuals</p>			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 54: Assist others to monitor individuals' progress in managing dysphagia

Unit reference number: R/602/4008

Level: 3

Credit value: 5

Guided learning hours: 38

Unit summary

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

Additional information

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

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

Others can be members of the care team.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring individuals with dysphagia			
2	Understand how to assist others in monitoring the progress of individuals with dysphagia	2.1 Explain the importance of regularly monitoring an individual's progress in managing dysphagia 2.2 Explain how to assist others to monitor an individual's progress 2.3 Explain the importance of monitoring an individual's progress in a constructive and encouraging manner 2.4 Outline how to create an environment where open and confidential discussions with the individual can take place 2.5 Explain the importance of the environmental conditions required by the individual 2.6 Explain the importance of the support required by the individual			
3	Know the action to take as a result of the monitoring undertaken	3.1 Outline the action to take if adverse issues and risks emerge 3.2 Outline how and when information should be fed back and to whom 3.3 Outline record keeping practices and procedures in relation to diagnostic and therapeutic programmes			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to assist others in monitoring individual's progress in managing dysphagia	4.1 Confirm the individual's identity and gain valid consent prior to carrying out the monitoring activity			
		4.2 Work with the individual and others to identify areas of progress and difficulty			
		4.3 Assist others in recording information			
		4.4 Assist others in setting goals with the individual			
		4.5 Reinforce positive feedback and advice provided by others, regarding the individual's approach to managing their dysphagia			
		4.6 Assist others to support the individual's active participation in managing their dysphagia			
		4.7 Assist others to support the individual to increase their understanding of dysphagia			
5	Be able to report and record an individual's progress in managing their dysphagia	5.1 Provide regular feedback on the individual's progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention			
		5.2 Update records in line with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 55: Obtain a client history

Unit reference number: T/602/4325

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

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

Additional information

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 56: Manufacture equipment or medical devices for individuals within healthcare

Unit reference number: Y/602/0963

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers the manufacture and assembly of customised and/or rehabilitation equipment, medical devices and assistive technology.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand current legislation, national guidelines, policies, protocols and good practice related to manufacture of medical devices</p>	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the manufacture of equipment or medical devices</p> <p>1.2 Explain how the prescription requirement is integrated in the manufacture of equipment or medical devices</p> <p>1.3 Describe how to assess and manage risks within the manufacturing environment and for the item under construction</p>			
<p>2 Prepare to carry out the manufacturing of equipment or medical devices</p>	<p>2.1 Identify and assess existing manufacturing components for suitability</p> <p>2.2 Select the materials, tools and techniques for producing the equipment or device</p> <p>2.3 Interpret the specification for the manufacture of the equipment or device</p> <p>2.4 Determine those aspects of specification which relate to an adaptation of existing equipment and/or device to meet the prescribed customised solution</p>			
<p>3 Carry out the manufacturing of equipment or medical devices</p>	<p>3.1 Work with stakeholders and others involved in the manufacture process</p> <p>3.2 Implement health and safety measures relevant to the manufacturing of equipment or medical devices</p> <p>3.3. Manufacture and assemble the component parts to</p>			

	the agreed specification			
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Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Monitor operations and conditions	4.1	Maintain environmental conditions as required by the manufacturing procedure		
		4.2	Carry out the testing, monitoring, inspection and risk assessment for the operation of equipment and materials		
		4.3	Respond to any faults or breakdowns to equipment in line with local policy and protocol		
5	Test and adjust the finished equipment or medical device	5.1	Confirm that the product meets agreed specification, prescription and performance parameters		
		5.2	Apply standard precautions for infection control		
		5.3	Test the product with the individual		
		5.4	Adapt the product to meet the customised solution		
		5.5	Compile and maintain records and user information for the equipment or medical device in line with local policy and protocol		
		5.6	Store records in line with local policy and protocol		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 57: Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs

Unit reference number: J/602/3521

Level: 3

Credit value: 6

Guided learning hours: 37

Unit summary

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

Additional information

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products	3.1 Identify the measurements and limits of use for the prescribed items encountered in own work practice to ensure any adaptation maintains its <ul style="list-style-type: none"> – integrity – safety – fitness for purpose 			
		3.2 Identify the range of measurements used in adaptations of prescribed items encountered in own work practice, to ensure specification of the original prescription is met			
		3.3 Explain the importance of checking the impact of a prescribed item on other devices and systems used by the individual			
		3.4 Identify the parameters used when assessing the fit of prescribed items encountered in own role			
		3.5 Describe the process of making minor adjustments to ensure best fit and comfort for prescribed items			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 58: Reprocess endoscopy equipment

Unit reference number: L/602/2676

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is aimed at those who reprocess endoscopy equipment. This involves preparing and testing the reprocessing equipment prior to use, and then reprocessing the endoscopy equipment, including the endoscope itself.

Additional information

Endoscopy equipment may include:

- accessories
- diathermy
- disposable items
- emergency
- endoscopes
- fluoroscopy
- imaging systems
- lasers
- light sources
- monitoring systems
- oxygen supply
- recording systems
- suction devices
- ultrasound.

Endoscopic procedure could be one of the following:

- colonoscopy
- enteroscopy
- ERCP
- EUS
- flexible sigmoidoscopy
- gastroscopy
- PEG insertion.

Reprocessing includes:

- cleaning
- decontamination
- disposal
- preparation for re-use
- storage.

Health and safety guidance may include:

- cleaning of equipment, furniture, facilities, and surfaces
- decontamination procedures
- disposal of waste and hazardous materials
- emergency equipment
- incident response and reporting
- infection control procedures, including hand washing
- radiation protection
- risk assessment
- safe moving and handling techniques
- storage of clean and sterile equipment
- use of personal protective clothing and additional protective equipment.

Relevant others may include:

- family
- colleagues
- other individuals involved with the care or wellbeing of the individual.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to the reprocessing of endoscopy equipment	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the reprocessing of endoscopy equipment</p> <p>1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out the reprocessing of endoscopy equipment</p>			
2	Understand the procedures involved in reprocessing endoscopy equipment	<p>2.1 Explain the endoscopic procedures, equipment, and sedation that are used</p> <p>2.2 Describe the admission and discharge procedures for reprocessing endoscopy equipment</p> <p>2.3 Explain the sources of authoritative information on endoscopic procedures, including evidence based information</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Carry out the reprocessing procedure	3.1			
		3.2			
		3.3			
		3.4			
		3.5			
		3.6			
4	Report and record on the reprocessing of endoscopy equipment	4.1			
		4.2			
		4.3			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 59: **Select and wear appropriate personal protective equipment for work in healthcare settings**

Unit reference number: K/602/1034

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 60: Prepare individuals for healthcare activities

Unit reference number: J/602/3096

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

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

Additional information

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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: <ul style="list-style-type: none"> – optimal position of the individual – optimal position of medical equipment – secure storage of personal articles 		
		2.8	Explain how to respond to any issue or emergency situation that arises		
3	Be able to record and report healthcare activities	3.1	Record information in line with national and local policy and protocol		
		3.2	Describe how to report any issues that arise to the appropriate person		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 61: Support individuals undergoing healthcare activities

Unit reference number: L/601/8725

Level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

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

Additional information

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

Others may include:

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand healthcare activities in order to support individuals	<p>1.1 Describe relevant anatomy and physiology in relation to the healthcare activity</p> <p>1.2 Explain the purposes and use of medical equipment and devices required for the procedure</p> <p>1.3 Explain the roles and responsibilities of team members</p> <p>1.4 State protection/precautionary measures:</p> <ul style="list-style-type: none"> - appropriate to the procedure being carried out - how they should be applied - the implications and consequences of not applying these measures <p>1.5 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states</p> <p>1.6 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity</p>			

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 62: Monitor and maintain the environment and resources during and after clinical/therapeutic activities

Unit reference number: K/602/3883

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 63: Assist the practitioner to carry out healthcare activities

Unit reference number: J/602/3924

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

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

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

Additional information

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

Assessment methodology

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

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Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 64: Advise and inform individuals on managing their condition

Unit reference number: R/602/3943

Level: 3

Credit value: 5

Guided learning hours: 31

Unit summary

This unit develops the learner's ability to establish the information and advice needs of individuals in order to change their lifestyle.

Knowledge and understanding of the effects of change is required as is knowledge of health conditions encountered and information-gathering techniques.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand good practice in identifying information requirements	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role in advising and informing individuals on how to manage their condition			
		1.2 Explain the importance of identifying appropriate information to enable individuals to make informed lifestyle choices			
		1.3 Explain how to recognise the information and advice an individual may require but be unable to express			
		1.4 Explain the procedures for dealing with issues beyond own role, in accordance with local protocol			
2	Understand health conditions	2.1 Describe the range of conditions encountered within the scope of own role			
		2.2 Describe the effects of health conditions on individuals and their families			
3	Understand the effects of change on individuals' lifestyles	3.1 Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change			
		3.2 Identify how adapting a lifestyle can empower an individual			
		3.3 Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to ascertain the information and advice needs of individuals	4.1	Maintain the individual's privacy and dignity at all times		
		4.2	Explain to the individual who you are and what your role is in providing confidential advice and information		
		4.3	Access information about the individual's lifestyle		
		4.4	Work with the individual to identify their information and advice requirements relating to their health condition		
		4.5	Review the range of local and national advice and information services		
		4.6	Explain how to refer the individual to other sources of information and advice		
5	Be able to agree plans with individuals to adapt their lifestyle	5.1	Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions		
		5.2	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual		
		5.3	Develop realistic plans and objectives with the individual to adapt their lifestyle		
		5.4	Agree targets with the individual to optimise their health and wellbeing		
		5.5	Discuss with the individual any concerns raised about adapting their lifestyle		
		5.6	Agree dates to review the individual's progress		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit reference number:	H/602/3980
Level:	3
Credit value:	4
Guided learning hours:	24

This unit aims to develop the learner's ability to work with the individual and/or significant other to identify chosen activities to enhance wellbeing. Research on the ability of the individual to achieve the activities is required as well as the provision of support to carry out the activities.

- S – specific
- M – measurable
- A – achievable
- R – realistic
- T – time-bound.

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to make plans with individuals to undertake chosen activities	<p>3.1 Maintain the individual's privacy and dignity at all times</p> <p>3.2 Access and interpret any previous assessment of the individual's needs to inform future requirements</p> <p>3.3 Communicate sensitively and actively listen to the individual or relevant other to establish an understanding of their needs, interests, values and beliefs</p> <p>3.4 Identify the physical, social, safety and psychological demands of the chosen activities</p> <p>3.5 Agree with the individual, steps to develop their ability to undertake their chosen activities</p> <p>3.7 Identify the range of local services and facilities available</p> <p>3.8 Check availability and evaluate the relevance with the individual</p> <p>3.9 Identify and agree with the individual any information, resources, adaptations and assistance required to access and use chosen services and facilities</p>			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 66: Inform an individual of discharge arrangements

Unit reference number: J/602/4071

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

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

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 67: Contribute to the discharge of individuals to carers

Unit reference number: D/602/4092

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 68: Give presentations to groups

Unit reference number: H/602/3168

Level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

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

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 69: Assist others to plan presentations

Unit reference number: H/602/4188

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

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

Additional information

Background information may include:

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to assist others to plan presentations	2.1			
		2.2			
		2.3			
		2.4			
		2.5			
		2.6			
		2.7			
		2.8			
		2.9			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 70: Support carers to meet the care needs of individuals

Unit reference number: R/602/4011

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

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

Additional information

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which influence practice related to supporting individuals in the community			
2	Understand why some individuals may need to be supported	2.1 Identify the potential future pattern of disorders which may affect the lifestyle of individuals 2.2 Describe the potential effects of dysfunction on the lifestyle of individuals 2.3 Explain how increased dependence may affect individuals , carers and the provision of services			
3	Understand how to ensure individuals receive the support they need from carers	3.1 Explain reasons for linking support with need 3.2 Explain the importance of establishing partnerships with carers 3.3 Describe reasons for assessing a carer's strengths and weaknesses with regard to supporting individuals 3.4 Describe the demands placed on a carer 3.5 Describe potential tensions between the demands placed on a carer and other commitments 3.6 Identify signs which would indicate potential problems with service delivery 3.7 Explain how to report concerns regarding the care of an individual			

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 71: Interact with and support individuals using telecommunications

Unit reference number: Y/601/8825

Level: 3

Credit value: 5

Guided learning hours: 36

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to engage with individuals using telecommunications	<p>3.1 Engage with the individual without face-to-face interaction including:</p> <ul style="list-style-type: none"> – providing opportunities to sustain the interaction – providing reassurance of continued interest – encouraging individuals to share their concerns – responding to the individual's immediate requirements at each stage during the interaction – recognising where anonymity may encourage them to respond <p>3.2 Provide information about the service and confirm its appropriateness to the individual</p> <p>3.3 Identify the significance of the circumstances the individual is in</p> <p>3.4 Encourage callers to provide additional information about their situation or requirements</p> <p>3.5 Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service</p> <p>3.6 Comply with legal and organisational requirements and policies relevant to the functions being carried out</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to identify and evaluate any risks or dangers for individuals during the interaction	<p>4.1 Identify the types of risks or dangers different individuals might face</p> <p>4.2 Evaluate the implications of any risk or dangers facing an individual, including;</p> <ul style="list-style-type: none"> – the circumstances in which the interaction is being made – the types of problems which could occur – the significance of any signs of increased stress during interactions – whether there are any constraints on individuals – the appropriate action to deal with any risks, dangers or problems 			
5	Be able to terminate the interaction	<p>5.1 Demonstrate how to end interactions including:</p> <ul style="list-style-type: none"> – identifying when to close the interaction – providing clear information to the individual on the reasons for ending the interaction – operating to the guidelines and procedures of the organisation – explaining what further action may be taken <p>5.2 Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction</p> <p>5.3 Record and check the individual's demographic details</p> <p>5.4 Identify why recording and checking details might be required before ending/transferring the call</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 72: Monitor own work practices in health, social care or children's and young people's settings

Unit reference number: H/602/0965

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 73: Carry out transactions in a health facility

Unit reference number: Y/602/2678

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers dealing with financial transactions within the learner's work area. This involves receiving payments in, making withdrawals and dealing with payment schemes.

The learner will be expected to keep accurate account of the money under their own responsibility. This unit is applicable if the learner is required to deal with financial transactions such as petty cash, patient accounts, voluntary and charity shops in a health 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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to the carrying out of transactions in a health facility	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for carrying out transactions in a health facility			
2	Carry out financial transactions	2.1 Check monies are available and within the limits of responsibility before making a withdrawal 2.2 Complete transactions in line with local policy and protocol to ensure cash flow 2.3 Store monies and documentation according to local policy and protocols 2.4 Bank monies according to local policy and protocols			
3	Check completed financial transactions for accuracy	3.1 Balance bookkeeping entries in line with local policy and protocol 3.2 Record and receipt received and withdrawn monies using bookkeeping methods in accordance with local policy and protocol 3.3 Check all transactions comply with the local policy and protocols 3.4 Explain the potential consequences of failing to check payments and withdrawals			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Deal with any discrepancies in transactions	4.1	Identify any discrepancies in transactions		
		4.2	Deal with any discrepancies in transactions in accordance with local policy and protocol		
		4.3	Describe actions to take in line with local policy and protocol if there is any possibility of theft or fraud		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 74: **Contribute to effective multi-disciplinary team working**

Unit reference number: T/602/0968

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Forbidden combination

This unit must not be taken with Unit 75: *Contribute to the effectiveness of teams* (L/601/3430).

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 75: **Contribute to the effectiveness of teams**

Unit reference number: L/601/3430

Level: 2

Credit value: 3

Guided learning hours: 5

Unit summary

The aim of this unit is to introduce candidates to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The unit also addresses time management, legislations and policies.

Forbidden combination

This unit must not be taken with Unit 74: *Contribute to effective multi-disciplinary team working* (T/602/0968).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Explain the importance of own role and how it contributes to the team performance	1.1 Describe the team's overall objectives and purpose 1.2 Explain how own role and responsibilities contribute to team activities, objectives and purposes 1.3 Identify other team members, their roles and responsibilities within the team 1.4 Inform other members in the team of their activities and ideas			
2	Use feedback to improve personal team performance	2.1 Use feedback or suggestions from others to enable them to improve own practice within the team 2.2 Propose suggestions or ideas to benefit team members and improve team working 2.3 Agree, seek support and take responsibility for any development and learning that can help them to interact with the team more effectively			
3	Manage time and commitments effectively	3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities 3.2 Inform appropriate team members when they cannot fulfil commitments within specified timescales			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Establish effective working relationships with all members of the team	4.1 Behave towards other team members in a way that supports the effective functioning of the team			
		4.2 Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view			
		4.3 Select appropriate advice and guidance in order to resolve issues with other team members			
		4.4 Support other team members in the completion of activities or objectives			
5	Comply with organisational, national and European legislation	5.1 Comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities			
		5.2 Comply with current local, UK and European legislation, and organisational requirements, procedures and practices			
		5.3 Access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 76: Liaise between primary, secondary and community teams

Unit reference number: D/602/1029

Level: 3

Credit value: 2

Guided learning hours: 20

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the relationships and tensions between primary, secondary and community teams	<p>1.1 Describe roles and responsibilities of those working in primary, secondary and community teams</p> <p>1.2 Summarise the potential opportunities and benefits that can arise from cooperation between teams</p> <p>1.3 Identify potential conflicts between those who are providing services</p> <p>1.4 Identify strategies to deal with any potential conflicts</p>			
2	Understand the needs of individuals receiving treatment	<p>2.1 Evaluate the effects of dependence and independence on the individual, carers and the provision of service</p> <p>2.2 Describe the significance of an individual's care plan</p> <p>2.3 Explain the safe conditions required for effective treatment in a setting outside of the hospital environment</p> <p>2.4 Describe the equipment and materials which may be needed by an individual who is receiving treatment at home</p> <p>2.5 Identify the potential problems related to equipment and materials which the individual may encounter when carrying out treatment at home</p> <p>2.6 Explain how to deal with any potential problems relating to the treatment</p> <p>2.7 Summarise local policies and procedures for dealing with any emergency calls from individuals and carers</p>			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 77: Collate and communicate health information to individuals

Unit reference number: D/602/1032

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Additional information

Clinical governance

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

Information governance

- covers information quality, confidentiality, data protection, information security, freedom and records management.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals</p>	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with information governance</p> <p>1.2 Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information</p> <p>1.3 Explain the ethics concerning confidentiality, and the tensions which may exist between an individual's request for information and the organisation's responsibilities within information governance</p>			
<p>2 Be able to identify the information to be collated and communicated</p>	<p>2.1 Respond to individual needs in accordance with clinical governance and local policies and protocols</p> <p>2.2 Confirm the purpose of the communication and needs of the recipients</p> <p>2.3 Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to information governance</p> <p>2.4 Use relevant secure sources to access the required health information</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to communicate health information	3.1			
		Communicate with the individual and relevant carers or family at a pace and level appropriate to their understanding			
		3.2			
		Identify and overcome any barriers to communication			
		3.3			
		Present health information in a format that is consistent with the individual's level of understanding, culture, background and preferred ways of communicating			
		3.4			
		Actively listen to the recipients' reactions to information provided and clarify any issues raised			
		3.5			
		Confirm that the information needs of the recipient have been met			
		3.6			
		Record the outcome of the communication by updating records in line with policies and protocols			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 78:

Manage the availability of physical resources to meet service delivery needs in a health setting

Unit reference number:

T/602/4521

Level:

3

Credit value:

5

Guided learning hours:

33

Unit summary

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet service delivery needs in a health setting.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to manage the availability and use of physical resources in a health setting	<p>1.1 Describe legal and organisational requirements for selecting suppliers</p> <p>1.2 Explain the need for confidentiality in the use of physical resources</p> <p>1.3 Identify links between work activities and the supplies needed</p> <p>1.4 Describe methods of monitoring supplies to ensure quality and quantity</p> <p>1.5 Explain why team members should be empowered to take responsibility for their own use of physical resources</p> <p>1.6 Discuss the corrective action to take when experiencing problems with obtaining supplies</p> <p>1.7 Describe ways of agreeing amendments to orders when resource needs cannot be fully met</p>			
2	Know factors which may have an effect on use of resources in a health setting	<p>2.1 Describe the potential impact of resource usage of the environment</p> <p>2.2 Describe legal and organisational requirements for minimising the impact resources usage has on the environment</p> <p>2.3 Describe organisational requirements for controlling resource usage</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage the availability and use of physical resources to meet service delivery needs	3.1 Identify specific physical resources to meet service delivery needs 3.2 Select a supplier/s in line with local policy and protocol 3.3 Negotiate with a supplier/s in a way that maintains good relations with them 3.4 Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full 3.5 Monitor the use of resources at appropriate intervals in line with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 79: **Make recommendations for the use of physical resources in a health setting**

Unit reference number: D/602/4013

Level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet health service delivery needs. The learner will have the opportunity to develop knowledge, understanding and skills required to prepare budgetary proposals for expenditure for physical resources needed to meet health service delivery needs.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to make recommendations for the use of physical resources in a health setting	1.1 Explain own role and responsibilities in relation to making recommendations for the use of physical resources 1.2 Explain the types of information required in order to make recommendations for the use of physical resources 1.3 Explain local plans and objectives in relation to programmes of work 1.4 Identify possible trends and developments which might influence future expenditure 1.5 Explain the principles and methods which underpin budgetary control			
2	Be able to gather and interpret information to inform expenditure proposals, in line with organisational plans and objectives	2.1 Gather information to inform proposals for expenditure 2.2 Identify the level of physical resources required to maintain an effective service 2.3 Demonstrate the use of cost – benefit analysis 2.4 Collate suggestions for future expenditure from key stakeholders 2.5 Interpret any data gathered to inform expenditure proposal 2.6 Set targets and standards for the use of resources 2.7 Outline proposed methods of monitoring expenditure			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to present proposals for expenditure for physical resources to stakeholders	3.1 Prepare and present proposals for expenditure to stakeholders 3.2 Summarise the expected benefits and any potential negative consequences of proposed expenditure 3.3 Justify financial proposals, based on information gathered 3.4 Provide an explanation to stakeholders why any other options for future expenditure have been rejected			
4	Be able to negotiate proposals for expenditure for physical resources with stakeholders	4.1 Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary 4.2 Conclude negotiations with stakeholders within the agreed timescale 4.3 Use verbal and non-verbal skills to maintain positive relations with stakeholders			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 80: Control the use of physical resources in a health setting

Unit reference number: H/602/4014

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is aimed at those who are responsible for controlling the use of physical resources in a health service.

The learner will have the opportunity to develop knowledge, understanding and skills required to manage and monitor expenditure and resource usage, in line with local policy and protocol.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to control the use of physical resources in a health setting in line with local policy and protocol	<p>1.1 Explain the principles and systems which underpin expenditure control</p> <p>1.2 Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions</p> <p>1.3 Describe corrective action to take in response to actual variations from agreed budget</p> <p>1.4 Describe corrective action to take in response to potential variations from agreed budgets</p> <p>1.5 Describe how to respond to requests for additional expenditure, in line with local policy and protocol</p> <p>1.6 Describe the importance of effective expenditure control</p> <p>1.7 Describe the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this</p>			
2	Be able to advise team members on the control of expenditure and physical resource usage in a health setting	<p>2.1 Prepare advisory information for team members on the control of expenditure and resource usage</p> <p>2.2 Set targets for team members to take responsibility for monitoring and controlling expenditure</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to monitor expenditure and physical resource usage in a health setting	3.1 Monitor expenditure and physical resource use against local targets 3.2 Control expenditure and physical resource use in line with budgets and local requirements, including taking action in response to actual or potential variations from budget			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 81: Prepare and reproduce permanent radiographic images

Unit reference number: K/602/2720

Level: 3

Credit value: 4

Guided learning hours: 23

Unit summary

This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures. It includes the production and reproduction of original and duplicate images (such as copies, slides and miniatures) for all radiographic imaging modalities. This unit is designed to be applicable in all settings where permanent radiographic images are produced.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the legislation and codes of practice related to the preparation and reproduction of radiographic images	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for preparing and reproducing permanent radiographic images			
2	Understand the materials and techniques involved in preparing and reproducing permanent images	2.1 Explain why radiographic images and other materials must be handled carefully 2.2 Explain why radiographic images and other materials must be correctly identified and labelled 2.3 Explain the types and amounts of materials to use with different processors 2.4 Explain how to prepare materials for use with different processors 2.5 Explain the equipment, materials and systems to use for different radiographic image production and reproduction processes 2.6 Explain the different stages of film processing and preparation 2.7 Explain the procedures associated with using different radiographic image production and reproduction equipment and materials			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Prepare equipment and materials to process radiographic images	3.1 Confirm that the equipment is in good working order and fully operational prior to use			
		3.2 Select image production and reproduction materials or systems appropriate to the modality, type of permanent image required and the method of image storage			
		3.3 Monitor and maintain heating, lighting, ventilation and humidity at correct levels for the process and the materials being used			
4	Carry out the processing of radiographic images	4.1 Operate and handle equipment, materials or systems in line with local policy and protocol			
		4.2 Explain how to identify and remedy any faults or minimise any damage to equipment and materials			
		4.3 Label images where they are not automatically identified in line with local policy and protocol			
		4.4 Prepare radiographic images for distribution			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Monitor the processing procedure for radiographic images	5.1 Monitor heating, lighting, ventilation and humidity at correct levels for the process and the materials being used throughout procedure			
		5.2 Confirm the quality of permanent radiographic images in line with local standards and protocol			
		5.3 Record where the quality of permanent radiographic images does not meet local standards and protocol			
		5.4 Explain the remedial action to take if the quality of any image does not meet local standards and protocol			
		5.5 Explain why the quality of processing equipment and procedures must be regularly monitored			

Learner name: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 82: **Assure the effective functioning of radiographic image processing equipment**

Unit reference number: R/602/2680

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures.

It covers the monitoring and maintenance work required for quality assurance within an imaging department, though it does not include actual repairs to equipment. This unit is designed to be applicable in all environments where permanent images are produced.

Additional information

Maintain refers to the routine maintenance of effective functioning, including cleaning, but does not include carrying out repairs to equipment

Processing equipment and environments include:

- image processors
- packs for digital images
- processing areas.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the legislation, policy and good practice guidelines related to assuring the effective functioning of radiographic image processing equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the functioning of radiographic image processing equipment			
2	Understand the procedures and techniques involved in radiographic image processing equipment	2.1 Explain how to prepare and handle quality assurance equipment and materials 2.2 Explain the optimum frequency of quality control tests on equipment 2.3 Explain how to monitor radiographic image processing equipment and memory 2.4 Explain how to maintain radiographic image processing equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Monitor the functioning of radiographic image processing equipment and environments	3.1 Prepare monitoring equipment and materials in line with health and safety guidance			
		3.2 Use monitoring equipment and materials in line with health and safety guidance			
		3.3 Obtain sufficient information to allow the quality and reliability of equipment and procedures to be accurately assessed			
		3.4 Monitor the functioning of radiographic image processing equipment and environments in line with local policy and protocol			
		3.5 Carry out any digital cleansing in line with local policy and procedures			
4	Report on the functioning of radiographic image processing equipment	4.1 Record the results of monitoring in line with local policy and procedures			
		4.2 Describe how to investigate where any monitoring reveals actual or potential defects in equipment			
		4.3 Describe how to report results of any investigation into actual or potential defects in line with local policy and procedure			
		4.4 Store monitoring records in line with local policy and procedure			

Learner name: _____

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Internal verifier signature: _____

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(if sampled)

Unit 83: Perform first line calibration on clinical equipment to ensure it is fit for use

Unit reference number: H/602/1033

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit relates to first line calibration of specific equipment prior to clinical use. Individuals will be able to calibrate equipment for use in their own healthcare context. Individuals can use the standard for each type of equipment within the scope of their normal work activity.

This is not intended for use following major repair or service.

Additional information

Equipment:

depending on the setting and use, equipment can be a mechanical or electronic device which can be used to monitor, diagnose, maintain or improve a clinical condition.

Calibration eg:

- daily
- weekly
- monthly
- new kits
- new reagents
- quality control protocols.

Reference material may be:

- solutions
- test strips
- electronic sensors.

Assessment requirements

Learning outcomes 3 and 4 must be assessed in a real work environment. Simulation is not acceptable. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect clinical practice in relation to first line calibration</p> <p>1.2 Describe the standard operating procedures and policies and explain their importance</p>			
2	Understand the procedures involved in the calibration of equipment	<p>2.1 Explain the importance of accuracy and precision when calibrating equipment</p> <p>2.2 Explain how to check for validity and reliability when calibrating equipment</p> <p>2.3 Identify the common faults in equipment and explain the corrective action that should be taken</p> <p>2.4 Explain how to recognise the factors which could affect safety or pose a risk associated with the use of equipment</p> <p>2.5 Identify the corrective action that should be taken</p>			
3	Be able to run tests on equipment	<p>3.1 Undertake tests/checks to confirm the operational status of equipment</p> <p>3.2 Select reference material to calibrate equipment for operation</p> <p>3.3 Use standards to undertake the calibration of equipment for the intended purpose</p> <p>3.4 Follow procedures to confirm the accuracy, precision and operational effectiveness of equipment</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.5 Confirm the equipment is suitable and ready to use			
4	Be able to conclude and report on tests on equipment	4.1 Record the validity and reliability of the calibration procedure 4.2 Identify any equipment that does not meet calibration standards and take action to prevent accidental use 4.3 Notify the appropriate person of the status of equipment following calibration , seeking advice as necessary			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 84: Conduct routine maintenance on clinical equipment

Unit reference number: M/602/2685

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the carrying out of routine preventative and/or first line corrective maintenance activities for clinical equipment within the individual's own working context. It ensures that clinical equipment in use remains safe and fit for its intended purpose.

Additional information

Routine preventative and/or first line corrective maintenance: maintenance which is predicted, regular, expected and scheduled within the scope of the learner.

Standard precautions for infection control include: correct procedures for hand washing, using gloves and aprons, using sharps safely, educating patients and their carers about infection.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for conducting routine maintenance on clinical equipment			
2	Understand the procedures involved in conducting routine maintenance on clinical equipment	2.1 Describe the frequency of maintenance for clinical equipment in own scope of activity 2.2 Explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment 2.3 Explain the requirements for routine preventative and/or first line corrective maintenance 2.4 Explain the factors affecting decisions on maintenance activity 2.5 Explain a fault and error message diagnosis and actions to take 2.6 Explain the type and range of records required for maintenance of equipment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Prepare to carry out routine maintenance on clinical equipment	3.1 Prioritise action based on maintaining services 3.2 Access relevant data from technical or supporting manuals to assist with routine maintenance 3.3 Apply standard precautions for infection control prior to maintenance 3.4 Confirm equipment is correctly set up for preventive and/or first line corrective maintenance/fault diagnosis activities			
4	Carry out routine maintenance on clinical equipment	4.1 Notify any issues affecting the preventive and/or first line corrective maintenance and their impact on delivery of services to colleagues in line with local policy and protocol 4.2 Assess decontamination status and requirements of the equipment to be maintained 4.3 Conduct planned preventive and/or first line corrective maintenance in line with local policy and protocol 4.4 Check equipment is functioning against operational parameters to confirm operational status 4.5 Seek advice or support when preventive and/or first line corrective maintenance activity falls outside own level of expertise 4.6 Dispose of waste materials in accordance with local policy and protocol			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Report and record on routine maintenance carried out on clinical equipment	5.1 Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule			
		5.2 Update/maintain records in line with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 85: Coordinate the progress of individuals through care pathways

Unit reference number: A/602/2687

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about coordinating the effective management of individuals through care or patient pathways within any health or social care environment or context. Pathways are determined by the specific needs of the individual and their condition.

Additional information

Care pathway:

Represents every aspect of the individual's care from their initial presentation through to the successful resolution of their healthcare needs, their discharge or their death.

Resources may include:

- people/practitioners
- physical resources
- services and facilities.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to coordinating the progress of individuals through care pathways	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the coordination of the progress of individuals through care pathways</p> <p>1.2 Explain the roles and responsibilities of self and others involved in the delivery of care pathways</p> <p>1.3 Explain why individuals' priorities are reviewed and the frequency with which this should be undertaken</p> <p>1.4 Describe the protocols for prioritising care and treatment in relation to own role</p>			
2	Understand the requirements for the coordination of individuals through care pathways	<p>2.1 Describe the stages of an individual's care pathway</p> <p>2.2 Describe ways in which individuals accessing services can be managed and optimised</p> <p>2.3 Describe ways to maintain individual safety when supporting the operation of care pathways</p> <p>2.4 Identify the resources required for the transfer of individuals along care pathways</p> <p>2.5 Identify any actions required to overcome these problems</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to coordinate the progress of individuals through care pathways	3.1			
		3.2			
		3.3			
		3.4			
		3.5			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 86: Identify information requirements in a health context

Unit reference number: K/602/2684

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about identifying and specifying data and information requirements. The work covered in this unit could be carried out on a routine basis or could be for ad hoc requirements. The data and information provided is specific to clinical and health environments.

Additional information

Health and business context may include:

- clinical impact
- patient safety issues
- productivity measures.

Data standards may include consistency regarding:

- sources
- validity
- reliability
- completeness
- terminology
- acronyms
- purpose
- templates
- conventions.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to identifying data requirements in a health context	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for information management in a health context</p> <p>1.2 Describe the health and business context for data and information requirements</p> <p>1.3 Explain the different ways in which routine and ad hoc data and information are used in a health context</p>			
2	Be able to find and select data requirements in a health context	<p>2.1 Respond to the target audience's needs for the data and information</p> <p>2.2 Consult with colleagues and the target audience to identify requirements for data and information</p> <p>2.3 Describe the objectives and purpose of the data</p> <p>2.4 Describe any sensitivity of the data and information involved</p> <p>2.5 Identify the data and information available</p> <p>2.6 Gain agreement to access the sources of data and information identified</p> <p>2.7 Select the data and information relevant to the target audience</p> <p>2.8 Describe any data limitations which may constrain the audiences requirements</p> <p>2.9 Describe any system limitations which may constrain the audiences requirements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare resources to retrieve the agreed data and information	3.1 Identify any variables that may affect the data and information to be provided			
		3.2 Check the audience understands the meaning and significance of any variables			
		3.3 Agree conformity with information governance in line with local policy and protocol			
		3.4 Identify the resources required and the limitations, assumptions, costs and timescales that will affect the work to be carried out			
		3.5 Record the details required for the specification in line with local policy and protocol			
		3.6 Agree reporting responsibilities and mechanisms with the target audience			
		3.7 Describe the classification systems, coding classifications and terminology used in a health context			
		3.8 Explain how to identify audience requirements for data and information			
		3.9 Describe ways in which it is or is not possible to meet requirements for data and information			
		3.10 Describe ways in which data and information is grouped in a health context			

Learner name: _____

Date: _____

Learner signature: _____

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Date: _____

(if sampled)

Unit 87: Analyse and present health-related data and information

Unit reference number: T/602/2686

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about analysing data and information in a health context, and presenting the outputs of the analysis to key people. The unit also involves reviewing and presenting outputs of analysis carried out.

Additional information

Tools and techniques are used to analyse data and information. These will vary according to the data and information that is being analysed and the learner's area of work.

Health and business context may include:

- clinical impact
- patient safety issues
- productivity measures.

Data standards may include consistency regarding:

- sources
- validity
- reliability
- completeness
- terminology
- acronyms
- purpose
- templates
- conventions.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to the analysis and presentation of health-related data and information	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the analysis and presentation of health-related data and information</p> <p>1.2 Describe the health and business context for data and information requirements</p> <p>1.3 Explain the importance of the quality of data and information in a health context</p>			
2	Prepare to analyse data and information and present outputs in a health context	<p>2.1 Describe tools and techniques data and information</p> <p>2.2 Assess the available tools and techniques for their relevance and applicability to the work being carried out</p> <p>2.3 Select tools and techniques paying attention to the quality of the data and information available</p> <p>2.4 Determine the resources required to apply the selected tools and techniques</p> <p>2.5 Record the rationale for the selection of tools and techniques</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Carry out analysis of data and information	3.1 Check conformity with information governance in line with local policy and protocol			
		3.2 Analyse the data and information using the selected tools and techniques			
		3.3 Identify and highlight any anomalies and limitations in the data analysis or information			
		3.4 Summarise and draw justifiable conclusions from the analysis			
4	Review and present outputs of the analysis	4.1 Inform the appropriate person(s) where there are any implications that require decision making			
		4.2 Clarify any assumptions made and degrees of uncertainty in the data and information			
		4.3 Record changes to the source data and information in line with local policy and protocol			
		4.4 Select a presentation method that is appropriate to the data and information and audience			
		4.5 Present the outputs of the analysis in line with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 88: Produce coded clinical data for external audit purposes

Unit reference number: A/602/2690

Level: 3

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is about producing coded clinical data to comply with an external audit of data and information. Clinical data can include patient, subject or research information. The standard does not cover carrying out an audit, which is dealt with separately.

Additional information

A **range of uses** of clinical coded data may include:

- national statistics
- clinical audit
- clinical research
- epidemiology
- managerial decision making
- cost referencing.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to producing coded clinical data for an external audit	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for clinical coding at local and national levels			
2	Understand procedures involved in producing clinical data	2.1 Explain the meaning of a range of clinical terminology 2.2 Describe the importance of the sequence of codes, the primary diagnosis and procedures/interventions 2.3 Describe a range of uses of clinical coded data 2.4 Describe ways in which health records are assembled and used 2.5 Describe where to find a range of sources of clinical data			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Prepare to produce coded clinical data	3.1 Explain how and where to access information relating to clinical terminology			
		3.2 Describe how rules and conventions are applied to clinical data to achieve clinical codes			
		3.3 Explain the ways in which classifications and nomenclatures are used in clinical coding			
		3.4 Agree a timescale for producing coded clinical data			
		3.5 Identify clinical data after searching the health records			
		3.6 Extract the clinical data identified			
		3.7 Identify any requirements for additional clinical data			
		3.8 Access any additional clinical data			
4	Be able to carry out the production of coded clinical data	4.1 Explain when and how to refer any issues concerning the clarity and accuracy of the clinical data to the appropriate person for resolution			
		4.2 Evaluate any procedures, interventions and investigations carried out to establish the primary procedure and any relevant secondary procedures			
		4.3 Establish the level of detail of clinical data to meet national standards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Complete the production procedure	5.1 Establish the correct sequence and order of codes related to a single episode in accordance with national standards 5.2 Record data in line with local policy and protocol 5.3 Enter data into the system in line with local policy and protocol 5.4 Complete the process of assigning the correct codes from clinical data within agreed timescales 5.5 Select the classification cross map in accordance with national rules and standards from an identified clinical concept			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 89: Prepare, conduct and report the results of a clinical coding audit

Unit reference number: J/602/2692

Level: 3

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is about conducting a clinical coding audit. The learner will need to be able to prepare for the audit by carrying out pre-audit interviews, analysing pre-audit questionnaires and agreeing aims and objectives with health professionals. The learner will then need to implement agreed audit methodologies looking at both the clinical coding and the supporting operational processes that facilitate the coding function. Analysis of the audit findings will inform the outline of conclusions and recommendations.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to reporting on the results of a clinical coding audit	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the production of a clinical coding audit at local and national levels 1.2 Describe the clinical coding audit process in accordance with local and national standards 1.3 Describe the impact of the clinical audit process on data validation			
2 Prepare to carry out a clinical coding audit	2.1 Conduct pre-interviews with health professionals 2.2 Analyse pre-audit questionnaires 2.3 Agree the scope of the piece of work with health professional(s) 2.4 Agree a timescale for the piece of work 2.5 Define the audit methodologies 2.6 Implement the audit methodologies 2.7 Locate and abstract the specified audit data according to national standards 2.8 Describe how clinical data is indexed, stored and cross mapped to clinical terms within classification systems 2.9 Describe how to use information systems and technologies to analyse and present data 2.10 Explain the importance of sequence codes and the primary diagnosis			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to carry out a clinical coding audit	3.1	Carry out data validation according to national standards		
		3.2	Examine supporting operational processes		
		3.3	Analyse the audit data		
		3.4	Complete auditing processes within the agreed timescale		
		3.5	Describe where the best sources of clinical data may be found		
4	Be able to record and present the results of a clinical coding audit	4.1	Complete records in line with local policy and protocol		
		4.2	Explain how health records are assembled and used		
		4.3	Present the audit data		
		4.4	Produce a final report in line with local policy and protocol		

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 90: Examine the feet of individuals with diabetes

Unit reference number: Y/602/4009

Level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is aimed at those who conduct foot examinations on individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to conduct a foot examination and to communicate with individuals regarding how diabetes can affect foot health.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand good practice in diabetic foot care	1.1 Summarise national and local guidelines on diabetes healthcare 1.2 Describe local referral pathways for foot health 1.3 Explain how to gather necessary information from the individual prior to conducting an examination 1.4 Explain how to inform the individual/carer about the relationship between diabetes and foot health 1.5 Explain how to work in partnership with individuals/carers			
2 Understand the factors affecting foot health in individuals with diabetes	2.1 Explain the causes of diabetes 2.2 Describe the signs and symptoms of diabetes 2.3 Identify the risks of diabetes to foot health 2.4 Explain the importance of footwear to foot health for individuals with diabetes 2.5 Explain the impact of nutrition, health and physical exercise on an individual with diabetes			
3 Be able to prepare to conduct an examination on the feet of individuals who have diabetes	3.1 Confirm the individual's identity and gain valid consent prior to beginning the examination 3.2 Gather information about the individual's general health, including any relevant symptoms 3.3 Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to conduct an examination on the feet of an individual with diabetes	4.1 Apply health and safety measures relevant to the procedure and environment			
		4.2 Apply standard precautions for infection control			
		4.3 Explain the foot examination process to the individual			
		4.4 Select the equipment used to examine foot health			
		4.5 Use tools to assess for peripheral sensory neuropathy			
		4.6 Palpate pedal pulses to assess for peripheral vascular disease			
		4.7 Check feet for gross deformities, trauma, current infection and ulcerations			
		4.8 Examine the individual's footwear to assess suitability and risk status			
		4.9 Advise the individual/carer about how diabetes can affect foot health			
		4.10 Assess factors which may limit an individual's ability to self-care			
5	Be able to report the outcome of foot examinations	5.1 Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified			
		5.2 Obtain and pass on relevant information on individual's care requirements to other team members in line with local policy and protocol			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 91: Provide advice on foot care for individuals with diabetes

Unit reference number: L/602/4010

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is aimed at those who care for individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to provide advice to individuals with diabetes in order to help them care for their feet.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand good practice in diabetic foot care	1.1 Summarise national and local guidelines on diabetes healthcare 1.2 Describe local referral pathways for foot health			
2	Understand the factors affecting foot health in individuals with diabetes	2.1 Explain the causes of diabetes 2.2 Describe the signs and symptoms of diabetes – identify the risks of diabetes to foot health 2.4 Explain the importance of footwear to foot health for individuals with diabetes 2.5 Explain the impact of nutrition, health and physical exercise on an individual with diabetes 2.6 Explain the treatment options for specific foot disorders often experienced by individuals with diabetes			
3	Be able to discuss foot examination results with individuals/carers	3.1 Discuss the results of the foot examination with the individual/carer 3.2 Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests			
4	Be able to advise individuals/carers on the management of foot health	4.1 Discuss with the individual/carer the best options for managing foot health 4.2 Provide written information on foot health to support the individual/carer			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to complete records	5.1 Update records in line with local policy and protocol 5.2 Record any actions to be taken by the individual/carer and other members of the care team			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 92: Support independence in the tasks of daily living

Unit reference number: T/601/8637

Level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.

Additional information

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

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

A **care plan** may be known by other names eg support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

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

Others may include:

- family or friends of the individual
- advocate
- line manager.

Difficulties or concerns may include:

- risks to the individual's health, safety or security
- concerns about the ability, skills or willingness of the individual to participate in daily living tasks
- insufficient time, equipment or other resources to provide agreed support.

A **healthy diet** is one that:

- follows current guidelines for healthy eating
- meets any specific nutritional requirements for the individual.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand principles for supporting independence in the tasks of daily living	<p>1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living</p> <p>1.2 Explain how active participation promotes independence in the tasks of daily living</p> <p>1.3 Describe how daily living tasks may be affected by an individual's culture or background</p> <p>1.4 Explain the importance of providing support that respects the individual's culture and preferences</p> <p>1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living</p> <p>1.6 Explain why it is important to establish roles and responsibilities for providing support</p>			
2	Be able to establish what support is required for daily living tasks	<p>2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working</p> <p>2.2 Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks</p> <p>2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to provide support for planning and preparing meals	3.1 Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences			
		3.2 Support the individual to store food safely			
		3.3 Support the individual to prepare food in a way that promotes active participation and safety			
4	Be able to provide support for buying and using household and personal items	4.1 Identify different ways of buying household and personal items			
		4.2 Work with the individual to identify household and personal items that are needed			
		4.3 Support the individual to buy items in their preferred way			
		4.4 Support the individual to store items safely			
		4.5 Support the individual to use items safely			
5	Be able to provide support for keeping the home clean and secure	5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety			
		5.2 Describe different risks to home security that may need to be addressed			
		5.3 Support the individual to use agreed security measures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to identify and respond to changes needed in support for daily living tasks	6.1	Enable the individual to express views about the support provided to increase independence in daily living tasks		
		6.2	Record changes in the individual's circumstances that may affect the type or level of support required		
		6.3	Adapt support in agreed ways to address concerns, changes or increased independence		

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 93: Provide support for mobility

Unit reference number: H/601/9024

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Additional information

Mobility activities may include:

- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities.

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

Others may include:

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

Mobility equipment and appliances may include:

- wheel chairs
- sticks
- walking frames
- custom-made appliances.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of mobility	1.1 Define mobility 1.2 Explain how different health conditions may affect and be affected by mobility 1.3 Outline the effects that reduced mobility may have on an individual's wellbeing 1.4 Describe the benefits of maintaining and improving mobility			
2	Be able to prepare for mobility activities	2.1 Agree mobility activities with the individual and others 2.2 Remove or minimise hazards in the environment before a mobility activity 2.3 Check the suitability of an individual's clothing and footwear for safety and mobility 2.4 Check the safety and cleanliness of mobility equipment and appliances			
3	Be able to support individuals to keep mobile	3.1 Promote active participation during a mobility activity 3.2 Assist an individual to use mobility appliances correctly and safely 3.3 Give feedback and encouragement to the individual during mobility activities			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to observe, record and report on activities to support mobility	4.1 Observe an individual to monitor changes and responses during a mobility activity 4.2 Record observations of mobility activity 4.3 Report on progress and/or problems relating to the mobility activity including: <ul style="list-style-type: none"> – choice of activities – equipment – appliances – the support provided 			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 94: Support individuals to access and use services and facilities

Unit reference number: F/601/7927

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.

Additional information

Services and facilities may include:

- services provided within an individual's home
- services to enable an individual to meet their social care needs
- community facilities.

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

Information to be challenged may include information that is:

- misleading
- inaccurate
- discriminatory
- inaccessible
- excluding individuals.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand factors that influence individuals' access to services and facilities	<p>1.1 Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing</p> <p>1.2 Identify barriers that individuals may encounter in accessing services and facilities</p> <p>1.3 Describe ways of overcoming barriers to accessing services and facilities</p> <p>1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation</p>			
2	Be able to support individuals to select services and facilities	<p>2.1 Work with an individual to identify a range of services and facilities likely to meet their assessed needs</p> <p>2.2 Agree with an individual their preferred options for accessing services and facilities</p> <p>2.3 Work with an individual to select services or facilities that meet their assessed needs and preferences</p>			
3	Be able to support individuals to access and use services and facilities	<p>3.1 Identify with an individual the resources, support and assistance required to access and use selected services and facilities</p> <p>3.2 Carry out agreed responsibilities to enable the individual to access and use services and facilities</p> <p>3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to support individuals' to review their access to and use of services and facilities	4.1 Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences			
		4.2 Support an individual to provide feedback on their experience of accessing and using services or facilities			
		4.3 Work with an individual to evaluate the support provided for accessing and using services or facilities			
		4.4 Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 95: Support individuals to live at home

Unit reference number: Y/601/7903

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

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

Additional information

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

Others may include:

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

Needs may include:

- personal
- physical
- financial
- social
- environmental
- safety.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Circumstances may include:

- health
- social situation
- financial circumstances
- legal status.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of supporting individuals to live at home	1.1 Describe how being supported to live at home can benefit an individual 1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home 1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home 1.4 Explain how risk management contributes to supporting individuals to live at home			
2 Be able to contribute to planning support for living at home	2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home 2.2 Identify with an individual their needs that may require additional support and their preferences for how the needs may be met 2.3 Agree with the individual and others the risks that need to be managed in living at home and ways to address them			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to work with individuals to secure additional services and facilities to enable them to live at home	<p>3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home</p> <p>3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks</p> <p>3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation</p> <p>3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities</p>			
4	Be able to work in partnership to introduce additional services for individuals living at home	<p>4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home</p> <p>4.2 Introduce the individual to new resources, services, facilities or support groups</p> <p>4.3 Record and report on the outcomes of additional support measures in required ways</p>			
5	Be able to contribute to reviewing support for living at home	<p>5.1 Work with the individual and others to agree methods and timescales for ongoing review</p> <p>5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support</p> <p>5.3 Work with the individual and others to agree revisions to the support provided</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 96: Provide support to maintain and develop skills for everyday life

Unit reference number: L/601/8028

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

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

Additional information

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

Others may include:

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

The plan may include:

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

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the context of supporting skills for everyday life	<p>1.1 Compare methods for developing and maintaining skills for everyday life</p> <p>1.2 Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life</p> <p>1.3 Explain how maintaining, regaining or developing skills can benefit individuals</p>			
2	Be able to support individuals to plan for maintaining and developing skills for everyday life	<p>2.1 Work with an individual and others to identify skills for everyday life that need to be supported</p> <p>2.2 Agree with the individual a plan for developing or maintaining the skills identified</p> <p>2.3 Analyse possible sources of conflict that may arise when planning and ways to resolve them</p> <p>2.4 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it</p>			
3	Be able to support individuals to retain, regain or develop skills for everyday life	<p>3.1 Provide agreed support to develop or maintain skills, in a way that promotes active participation</p> <p>3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills</p> <p>3.3 Describe actions to take if an individual becomes distressed or unable to continue</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support 4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used 4.3 Agree revisions to the plan 4.4 Record and report in line with agreed ways of working			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 97: Provide support to continue recommended therapies

Unit reference number: A/601/9028

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Additional information

Therapies may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy.

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

Information may include:

- intended outcomes of the therapy
- activities needed to continue the therapy
- learner's role and responsibilities
- how to set up the environment and use equipment and materials
- most effective ways of supporting an individual.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Ways to **address difficulties** may include:

- making adjustments to the level or type of support provided
- stopping therapy activities if individual is in pain or distress
- seeking additional support from therapists and others when problems and difficulties are beyond own competence.

Others may include:

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of supporting individuals to continue recommended therapies	1.1 Analyse the potential benefits of recommended therapies to an individual's health and wellbeing 1.2 Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences			
2	Be able to encourage individuals to complete activities recommended by therapists	2.1 Establish agreement on an individual's needs and preferences about continuing a recommended therapy 2.2 Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy 2.3 Describe how to overcome an individual's fears or concerns about continuing the recommended therapy			
3	Be able to provide support to continue recommended therapy	3.1 Clarify with the therapist the information needed before providing support for the therapy 3.2 Promote active participation during therapy 3.3 Address difficulties encountered during therapy 3.4 Provide constructive feedback and encouragement to the individual during therapy			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to observe, record and report on observations during recommended therapy	4.1			
		4.2			
		4.3			
		4.4			
5	Be able to contribute to evaluation and review of recommended therapies	5.1			
		5.2			
		5.3			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 98: Support individuals during a period of change

Unit reference number: M/601/7907

Level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

Additional information

Types of change include changes that are:

- positive
- negative
- chosen
- unchosen
- temporary
- permanent.

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

Others may include:

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

The **plan** to manage a change may incorporate:

- the individual's preferences associated with the change
- existing skills or knowledge the individual has that will help them manage the change
- new skills or knowledge the individual may need to develop in order to manage the change.
- resources and expertise for managing the change that exist within the individual's personal network
- additional resources, support or expertise needed
- ways to address risks that may arise from a change.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand reasons for and responses to change	<p>1.1 Describe types of change that may occur in the course of an individual's life</p> <p>1.2 Analyse factors that may make change a positive or a negative experience</p> <p>1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively</p>			
2	Be able to support individuals to plan how to manage or adapt to change	<p>2.1 Work with individuals and others to identify recent or imminent changes affecting them</p> <p>2.2 Support the individual to assess the implications and likely impacts of the change identified</p> <p>2.3 Work with the individual and others to plan how to adapt to or manage the change</p> <p>2.4 Explain the importance of both practical support and emotional support during a time of change</p> <p>2.5 Identify and agree roles and responsibilities for supporting a change</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to support individuals to manage or adapt to change	3.1 Carry out agreed role and responsibilities for supporting change, in ways that promote active participation			
		3.2 Provide information and advice to support the individual to manage change			
		3.3 Support the individual to express preferences and anxieties when going through change			
		3.4 Adapt support methods to take account of preferences or anxieties			
		3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change			
4	Be able to evaluate the support provided during a period of change	4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved			
		4.2 Work with the individual and others to identify positive and negative aspects of a change			
		4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process			
		4.4 Record and report on the effectiveness of support for the change process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 99: Support individuals who are bereaved

Unit reference number: A/601/7909

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.

Additional information

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

Active listening includes:

- ability to pick up on non-verbal cues
- listening for key words as signposts to emotions
- understanding the meaning of silence
- using body language and facial expression to indicate interest and empathy.

Others may include:

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

Assessment methodology

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the effects of bereavement on individuals	1.1 Describe how an individual may feel immediately following the death of a loved one 1.2 Analyse how the bereavement journey may be different for different individuals			
2	Understand principles for supporting individuals who are bereaved	2.1 Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved 2.2 Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement 2.3 Explain the importance of empathy in supporting a bereaved individual			
3	Be able to support individuals to express their response to loss	3.1 Create an environment where the individual has privacy to express their emotions 3.2 Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to support individuals who are bereaved	4.1	Assess the individual's level of distress and their capacity for resilience		
		4.2	Agree a programme of support with the individual and others		
		4.3	Carry out own role within the support programme		
		4.4	Support the individual to identify any changes they may need to make as a result of their loss		
		4.5	Explain the importance of working at the individual's pace during the bereavement journey		
		4.6	Support the individual to manage conflicting emotions, indecision or fear of the future		
5	Understand the role of specialist agencies in supporting individuals who are bereaved	5.1	Compare the roles of specialist agencies in supporting individuals who are bereaved		
		5.2	Describe how to assess whether a bereaved individual requires specialist support		
		5.3	Explain the importance of establishing agreement with the individual about making a referral to a specialist agency		
6	Be able to manage own feelings when providing support for individuals who are bereaved	6.1	Identify ways to manage own feelings while providing support for an individual who is bereaved		
		6.2	Use support systems to help manage own feelings		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 100: Support individuals at the end of life

Unit reference number: T/601/9495

Level: 3

Credit value: 7

Guided learning hours: 53

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Additional information

Legislation and agreed ways of working will include policies and procedures where these apply, and may relate to:

- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults.

Systems for **advance care planning** may include:

- Gold Standard Framework
- Preferred Priorities for Care.

An **individual** is the person requiring end of life care.

Key people may include:

- family members
- friends
- others who are important to the wellbeing of the individual.

Support organisations and specialist services may include:

- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors.

Other members of the team may include:

- line manager
- religious representatives
- specialist nurse
- occupational or other therapist
- social worker
- key people.

Actions may include:

- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people.

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

Assessment methodology

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1 Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care 1.2 Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role			
2 Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death 2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care 2.3 Explain why key people may have a distinctive role in an individual's end of life care 2.4 Explain why support for an individual's health and wellbeing may not always relate to their terminal condition			
3 Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care 3.2 Explain the purpose of advance care planning in relation to end of life care 3.3 Describe own role in supporting and recording decisions about advance care planning 3.4 Outline ethical and legal issues that may arise in relation to advance care planning			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to provide support to individuals and key people during end of life care	4.1 Support the individual and key people to explore their thoughts and feelings about death and dying			
		4.2 Provide support for the individual and key people that respects their beliefs, religion and culture			
		4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period			
		4.4 Provide information to the individual and/or key people about the individual's illness and the support available			
		4.5 Give examples of how an individual's wellbeing can be enhanced by: <ul style="list-style-type: none"> – environmental factors – non-medical interventions – use of equipment and aids – alternative therapies 			
		4.6 Contribute to partnership working with key people to support the individual's wellbeing			
5	Understand how to address sensitive issues in relation to end of life care	5.1 Explain the importance of recording significant conversations during end of life care			
		5.2 Explain factors that influence who should give significant news to an individual or key people			
		5.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care			
		5.4 Analyse ways to address such conflicts			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the role of organisations and support services available to individuals and key people in relation to end of life care	6.1 Describe the role of support organisations and specialist services that may contribute to end of life care 6.2 Analyse the role and value of an advocate in relation to end of life care 6.3 Explain how to establish when an advocate may be beneficial 6.4 Explain why support for spiritual needs may be especially important at the end of life 6.5 Describe a range of sources of support to address spiritual needs			
7	Be able to access support for the individual or key people from the wider team	7.1 Identify when support would best be offered by other members of the team 7.2 Liaise with other members of the team to provide identified support for the individual or key people			
8	Be able to support individuals through the process of dying	8.1 Carry out own role in an individual's care 8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways 8.3 Adapt support to reflect the individual's changing needs or responses 8.4 Assess when an individual and key people need to be alone			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
9	Be able to take action following the death of individuals	9.1 Explain why it is important to know about an individual's wishes for their after-death care			
		9.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working			
		9.3 Describe ways to support key people immediately following an individual's death			
10	Be able to manage own feelings in relation to the dying or death of individuals	10.1 Identify ways to manage own feelings in relation to an individual's dying or death			
		10.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 101: Work in partnership with families to support individuals

Unit reference number: H/601/8147

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

Additional information

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

Others may include:

- organisations providing support to family members
- other professionals.

Resources may include:

- materials and equipment
- training
- financial support
- transport
- support groups
- therapeutic services
- other professionals.

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

Assessment methodology

Learning outcomes 2, 3, 4, 5, 6 and 7 are assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification).

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand partnership working with families	1.1 Analyse the contribution of families to the care and/or support of individuals			
		1.2 Identify factors that may affect the level of involvement of family members in care and/or support			
		1.3 Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals			
		1.4 Explain how the attitudes of a worker affect partnership working with families			
2	Be able to establish and maintain positive relationships with families	2.1 Interact with family members in ways that respect their culture, experiences and expertise			
		2.2 Demonstrate dependability in carrying out actions agreed with families			
		2.3 Describe principles for addressing dilemmas or conflicts that may arise in relationships with families			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to plan shared approaches to the care and support of individuals with families	3.1 Agree with the individual, family members and others the proposed outcomes of partnership working with a family 3.2 Clarify own role, role of family members, and roles of others in supporting the individual 3.3 Support family members to understand person centred approaches and agreed ways of working 3.4 Plan ways to manage risks associated with sharing care or support 3.5 Agree with the individual and family members processes for monitoring the shared support plan			
4	Be able to work with families to access support in their role as carers	4.1 Work with family members to identify the support they need to carry out their role 4.2 Provide accessible information about available resources for support 4.3 Work with family members to access resources			
5	Be able to exchange and record information about partnership work with families	5.1 Exchange information with the individual and family members about: <ul style="list-style-type: none"> – implementation of the plan – changes to needs and preferences 5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> – progress towards outcomes – effectiveness of partnership working 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to contribute to reviewing partnership work with families	6.1 Agree criteria and processes for reviewing partnership work with families			
		6.2 Agree criteria and processes for reviewing support for family members			
		6.3 Encourage the individual and family members to participate in the review			
		6.4 Carry out own role in the review of partnership working			
7	Be able to provide feedback about support for families	7.1 Provide feedback to others about the support accessed by family members			
		7.2 Report on any gaps in the provision of support for family members			
		7.3 Describe ways to challenge information or support that is discriminatory or inaccessible			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 102: Implement therapeutic group activities

Unit reference number: D/601/9491

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

Additional information

Therapeutic group activities may include:

- reminiscence therapy
- relaxation and anxiety management
- remedial games
- health-related group activities
- art or music therapy.

Individuals are those requiring care or support.

Others may include:

- carers and family members
- line manager
- therapists or other specialists who may recommend therapeutic group activities.

Risks may include those associated with:

- the health, safety and wellbeing of those in the group
- unintentional exclusion of some group members
- others involved with the group's activities
- the environment
- equipment and resources used.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

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

Assessment methodology

Learning outcomes 2, 3 and 4 must be assessed in a real work environment, in ways that do not intrude on the privacy of individuals. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the principles of therapeutic group activities	<p>1.1 Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and wellbeing</p> <p>1.2 Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances</p> <p>1.3 Compare key points of theories about group dynamics</p>			
2	Be able to plan and prepare for therapeutic group activities	<p>2.1 Work with individuals and others to agree:</p> <ul style="list-style-type: none"> – the nature and purpose of a therapeutic group – specific activities to fit the purpose of the group <p>2.2 Address any risks that may be associated with the planned activities</p> <p>2.3 Prepare the environment for a therapeutic group activity</p> <p>2.4 Prepare equipment or resources needed for the activity</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to support individuals during therapeutic group activities	3.1 Support group members to understand the purpose and proposed activity of the group			
		3.2 Support group members during the activity in ways that encourage effective communication, active participation and cooperation			
		3.3 Give direction, praise, reassurance and constructive feedback during the activity			
		3.4 Support the group to bring the activity to a safe and timely end			
4	Be able to contribute to the evaluation of therapeutic group activities	4.1 Encourage and support individuals to give feedback during and after group activities			
		4.2 Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities			
		4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions			
		4.4 Record and report on outcomes and any revisions in line with agreed ways of working			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 103: Support individuals to develop and run support groups

Unit reference number: H/601/9492

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to develop and run support groups.

Additional information

Support to **set up a group** may include:

- putting individuals in touch with others who have the same interests and purpose
- accessing resources
- providing advice and encouragement.

Support to **run the group** may include:

- providing advice and sharing expertise
- developing guidelines on roles and responsibilities
- developing ground rules
- giving advice on respecting and valuing all members.

Operating **safely** may need to take account of:

- health and safety
- the environment
- equipment and materials
- use and abuse of power
- risk of harm or abuse.

Conflicts may include those relating to:

- rights and responsibilities
- health and safety
- managing risk
- costs
- ethical concerns
- interpersonal relationships.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the role of support groups	1.1 Explain the benefits of support groups to individuals 1.2 Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals 1.3 Compare key points of theories about group dynamics			
2	Be able to support individuals to assess the need for additional support groups	2.1 Work with individuals to identify the support a group could provide for them 2.2 Contribute to accessing sources of information about existing support groups 2.3 Work with individuals to evaluate existing support groups and identify gaps in provision			
3	Be able to support individuals to develop their own support groups	3.1 Work with individuals to identify ways to develop their own support group where there is a gap in provision 3.2 Work with individuals to agree the nature and purpose of the support group 3.3 Establish with individuals the level and type of support they require to set up a group 3.4 Carry out own role as agreed to support the setting up of the group			
4	Be able to support individuals to run support groups	4.1 Establish with group members the support they need to run the group 4.2 Support the group to operate safely 4.3 Support the group to resolve conflicts			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to support individuals to evaluate support groups	5.1	Support the group to monitor its activities and outcomes		
		5.2	Support the group to: <ul style="list-style-type: none"> – agree processes and criteria for evaluating its activities and outcomes – evaluate its activities and outcomes 		
		5.3	Report on the effectiveness of the support group in line with agreed ways of working		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 104: Develop and sustain effective working relationships with staff in other agencies

Unit reference number: R/601/3526

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

Evidence requirements for this unit:

Learner's must provide the assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in their workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of learner performance can be established.

- **Work products:** These are non-confidential records made, or contributed to, by the learner eg minutes of meetings with other agencies.
- **Confidential records:** These may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio eg case records.
- **Questioning:** Questions may be oral or written. In each case the question and the learner's answer will need to be recorded, eg outline the roles and responsibilities of key people who work in the agencies who are involved in joint working arrangements.
- **Professional discussion:** This should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice, policies, procedures and legislation, and that they can critically evaluate their application eg the nature, roles and functions, policies and procedures of principal agencies.
- **Original certificates:** Certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case studies, projects, assignments and candidate/reflective accounts of the learner's work:** These methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit eg explain the methods of identifying and resolving conflict within and between agencies and between individuals.
- **Witness testimony:** Colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of their performance.

The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- the observation of the learner working with staff from other agencies
- minutes of meetings
- the learner's explanation of their work with staff in other agencies recorded either through professional discussion or a reflective account.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of working in partnership	1.1 Identify the nature, roles and functions, policies and procedures of principal agencies 1.2 Identify structures, function, and methods of communication and decision making 1.3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements 1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working 1.5 Identify the effect of agency culture and structure upon policy and practice of working in partnership 1.6 Explain the principles and benefits of working in partnership			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Develop effective working relationships with staff in other agencies	2.1	Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties		
		2.2	Reach agreements about roles and responsibilities and arrangements for decision making		
		2.3	Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies		
		2.4	Confirm arrangements for joint work which are: <ul style="list-style-type: none"> – appropriate to the nature and purpose of the work – likely to be effective in establishing and maintaining relationships – respect confidentiality while balancing risks of sharing or not sharing information 		
		2.5	Identify effective methods to monitor and review the progress of joint work		
		2.6	Obtain advice and support promptly when team discussion and supervision are appropriate		
		2.7	Complete records accurately and clearly and store them according to agency requirements		
		2.8	Communicate information to people who are authorised to have it		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Sustain effective working relationships	3.1	Identify the benefits and advantages of joint working and use these to develop own practice		
		3.2	Identify factors which might hinder joint working		
		3.3	Explain methods of identifying and resolving conflict within and between agencies and between individuals		
		3.4	Demonstrate methods of assessing the effectiveness of joint working relationships		
		3.5	Explain and defend the views of your agency and its policies		
		3.6	Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved		
		3.7	Complete records accurately and clearly and store them according to agency requirements		
		3.8	Communicate information to people who are authorised to have it		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 105: Support the development of community partnerships

Unit reference number: M/601/9494

Level: 4

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

Additional information

Others may include:

- individuals
- families and friends of individuals
- colleagues within the organisation
- colleagues outside the organisation.

Roles and responsibilities may include:

- contribution of resources
- commitment of time
- allocation of tasks.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the role of community partnerships	1.1 Explain the concept of community partnerships 1.2 Analyse the benefits of community partnerships 1.3 Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships			
2	Be able to identify where community partnerships could inform and support practice	2.1 Work with others to identify needs that could be met through community partnerships 2.2 Gather and disseminate information about existing community partnerships that may meet identified needs 2.3 Contribute to evaluating information about existing community partnerships and identifying gaps 2.4 Work with others to determine how a community partnership could fill a gap in provision			
3	Be able to bring people together to set up community partnerships	3.1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision 3.2 Disseminate information about the proposed partnership to those identified 3.3 Invite participation in the proposed partnership			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to support the setting up of community partnerships	4.1 Gather information about good practice from partnerships with similar purposes 4.2 Gather information on potential costs and sources of funding for the partnership 4.3 Provide information gathered to potential members of the partnership 4.4 Work with others to agree: <ul style="list-style-type: none"> – membership of the partnership – aims and objectives – roles and responsibilities – activities and practices 			
5	Be able to contribute to the running of community partnerships	5.1 Carry out own responsibilities to support the purpose of the partnership 5.2 Support the community partnership to operate effectively 5.3 Describe ways to support the partnership when a member disengages			
6	Be able to contribute to the review of community partnerships	6.1 Support members of the partnership to monitor its activities 6.2 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives 6.3 Contribute to evaluating the partnership 6.4 Contribute to agreeing changes to the partnership's practice			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 106: Monitor and solve customer service problems

Unit reference number: J/601/1515

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.

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 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 107: Deliver training through demonstration and instruction

Unit reference number: M/602/4520

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit provides learners with the knowledge and skill to train others using demonstration and instruction as a teaching strategy in the psychomotor domain. It is particularly suitable for the training of others where there may be a requirement for learners to develop practical skills and techniques involving the hand-eye coordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment.

This unit covers the training of individuals or groups of learners.

This unit covers the training of single or multiple-tasked practical activities.

Additional information

Resources: refers to any physical resource that supports demonstration and instruction-led training. This may include technical equipment, people or simulation devices, handouts, workbooks or Information Technology based aides.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to deliver training through demonstration and instruction	1.1 Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered			
		1.2 Describe the resources required to deliver the training			
		1.3 Describe what constitutes an appropriate environment for the delivery of the training			
		1.4 Explain how to overcome barriers that learners may encounter while undertaking training			
		1.5 Assess the use of demonstration and instruction as a teaching strategy			
		1.6 Explain the skills required for the effective delivery of demonstration and instruction as a teaching method			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to deliver training by demonstration and instruction	2.1	Explain the learning aims and objectives of the training session to the learners		
		2.2	Deliver the training programme to the learners through demonstration and instruction		
		2.3	Maintain communication with learners during demonstration and instruction		
		2.4	Check the learners' understanding at regular intervals		
		2.5	Encourage learners to ask questions and seek clarification during training		
		2.6	Provide learners with opportunities and support to demonstrate the learning achieved through the training		
		2.7	Respond to the learners' needs during the training		
		2.8	Provide constructive feedback to learners on their progress		
3	Be able to review learning and training	3.1	Gather feedback from learners on the effectiveness of the training		
		3.2	Assess whether the training programme delivers the required learning outcomes		
		3.3	Review the effectiveness of the training programme		
		3.4	Identify ways to improve or adapt the training		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 108: Influencing others at work

Unit reference number: D/501/3826

Level: 3

Credit value: 1

Guided learning hours: 6

Unit summary

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the 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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 109: Planning and monitoring work

Unit reference number: R/501/3774

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

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 Annex C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to 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)

Unit 110: Contribute to the prevention of aggressive and abusive behaviour of people

Unit reference number: J/502/1631

Level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to take action to discourage aggressive and abusive behaviour of people</p>	<p>1.1 Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints</p> <p>1.2 Communicate with individual/s in a manner which:</p> <ul style="list-style-type: none"> – is free from discrimination and oppression – is not likely to antagonise the situation – encourages an open exchange of information – is appropriate – acknowledges the rights of everyone present <p>1.3 Explain clearly to the individual what own role is and the required outcome of the encounter</p> <p>1.4 Ensure own behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully</p> <p>1.5 Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation</p> <p>1.6 Take appropriate action if the situation deteriorates</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the actions to take to discourage aggressive and abusive behaviour of people	2.1	Describe the signs of potentially disruptive behaviour – verbal and non-verbal		
		2.2	Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping		
		2.3	Explain how to communicate effectively and how this may promote the behaviour wanted		
		2.4	Explain how own behaviour and language could be interpreted		
		2.5	Describe the types of constructive behaviour and techniques which can be taken to diffuse situations		
		2.6	Describe actions that could trigger aggressive or abusive behaviour		
		2.7	Explain the warnings which may be necessary to give people in relation to their behaviour		
		2.8	Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates		
		2.9	Summarise how to report and record incidents of abusive and aggressive behaviour		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

To get in touch with us visit our 'Contact us' pages:

Edexcel: **www.edexcel.com/contactus**

BTEC: **www.btec.co.uk/contactus**

Pearson Work Based Learning: **[www.edexcel.com/about-wbl/Pages/Contact us.aspx](http://www.edexcel.com/about-wbl/Pages/Contact%20us.aspx)**

books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))

Equality Policy (Pearson)

Recognition of Prior Learning Policy and Process (Pearson)

UK Information Manual (Pearson)

UK Quality Vocational Assurance Handbook (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website:
www.edexcel.com/quals/NVQ-competence-based-qcf/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website, www.edexcel.com

How to obtain National Occupational Standards

Skills For Health

2nd Floor, Goldsmiths House, Broad Plain
Bristol BS20JP

Telephone: 01179221155

Fax: 01179251800

Email: office@skillsforhealth.org.uk

Skills For Care and Development

2nd Floor, City Exchange, 11 Albion Street
Leeds LS15ES

Telephone: 01133907666

Fax: 01132468066

Email: sscinfo@skillsforcareanddevelopment.org.uk

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1>). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice.

To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson-recognised centre and must have approval for its qualifications.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

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

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

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

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. qualifications.pearson.com

Annexe C: Assessment principles

Skills for Health QCF assessment principles

1 Introduction

- 1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the regulatory arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements

2 Assessment principles

- 2.1 Assessment decisions for competence units (e.g. those including learning outcomes that begin with 'to be able to' or 'understand') must be made by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment
- 2.2 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualifications assessment strategy
- 2.3 Competence-based units must include direct observation as the primary source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor
- 2.6 Assessment decisions for knowledge - only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal quality assurance

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

4 Definitions

4.1 **Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.2 **Occupationally knowledgeable:**

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

4.3 **Qualified to make assessment decisions:**

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy. Skills for Health will agree with awarding organisations the relevant assessor qualifications or standard for qualifications covered by these principles.

4.4 **Qualified to make quality assurance decisions:**

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

4.5 **Expert witness:**

An expert witness must:

- have a working knowledge of the QCFunits 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.

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 opinion
- Skills 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 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
- QCFQualifications 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
- QCFQualifications 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.

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.

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