Pearson Edexcel Level 2 Certificate in Healthcare Support Services

Specification

Competence-based qualification

First registration January 2011

Issue 4

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 2 Certificate in Healthcare Support Services specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 1
TQT value added	Page 4
QCF references removed from unit titles and unit levels in all units	Pages 14–322
Guided learning definition updated	Page 13

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

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

Contents

Introducing Pearson Edexcel Competence-based qualifications

What are Competence-based qualifications?

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

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

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

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

Sizes of Competence-based qualifications

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

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

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

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

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

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

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

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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 Certificate in Healthcare Support Services:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 Certificate in Healthcare Support Services	501/1768/3	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.

Key features of the Pearson Edexcel Level 2 Certificate in Healthcare Support Services

This qualification:

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

The Pearson Edexcel Level 2 Certificate in Healthcare Support Services has been approved as a component for the Apprenticeship framework.

What is the purpose of this qualification?

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

- Administrative assistant/administrator
- Caretaker/maintenance person
- Cleaner
- Customer service assistant/manager
- Database administrator
- Gardener
- Health records clerk
- Hospital porter
- Kitchen assistant/porter
- Library assistant
- Personal assistant (PA)
- Receptionist

- Records manager
- Security officer/manager
- Stock control/replenishment assistant
- Stores assistant
- Technical support person
- Van driver.

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

It is anticipated that learners will progress to the Level 3 Certificate in Healthcare Support Services, or to specialist qualifications reflecting the context in which they work.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 Certificate in Healthcare Support Services?

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

General Information

The Total Qualification Time (TQT) for this qualification is 260.

The Guided Learning Hours (GLH) for this qualification is 150.

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

Learners must achieve a minimum of 26 credits to gain the Pearson Edexcel Level 2 Certificate in Healthcare Support Services. To do this they must achieve:

- 14 credits from the mandatory units
- a minimum of 12 credits from the optional units
- a minimum 16 credits at, or above, Level 2.

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

Mandatory units

Unit reference number	Unit number	Title	Level	Credit	GLH
L/601/5470	1	Introduction to personal development in health, social care or children's and young people's settings	2	3	23
F/601/5465	2	Introduction to communication in health, social care or children's and young people's settings	2	3	23
R/601/8922	3	Contribute to health and safety in health and social care	2	4	33
R/601/5471	4	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	20
J/601/8576	5	The role of the health and social care worker	2	2	14
Total credit for mandatory units = 14					

Optional units

Unit reference number	Unit number	Title	Level	Credit	GLH
Y/502/3674	6	Maintaining quality standards in the health sector (Barred combination with J/502/3413)*	2	1	8
K/502/3680	7	Service improvement in the health sector (Barred combination with F/502/3412)*	2	2	15
J/601/9050	8	Protecting from the risk of violence at work	2	3	22
L/601/3430	9	Contribute to the effectiveness of teams	2	3	5
A/601/8574	10	Principles of safeguarding and protection in health and social care	2	3	26
F/601/2467	11	Manage own performance in a business environment	2	2	9
M/601/5039	12	Maintain and deal with payments	2	4	30
A/601/5030	13	Maintain food safety when storing, holding and serving food	2	4	31
T/600/6312	14	Clean surfaces using correct methods	1	3	18
T/601/2482	15	Produce documents in a business environment	2	4	15
H/601/2493	16	Use office equipment	2	4	18
R/601/2490	17	Store and retrieve information	2	3	17
D/601/2542	18	Plan and organise meetings	3	5	25
Y/601/2457	19	Meet and welcome visitors	2	3	23
Y/601/2491	20	Archive information	2	2	13
D/502/4177	21	Assist with the maintenance of grass surfaces	1	3	27
J/502/1404	22	Transport physical resources within the work area	2	2	15
F/601/4932	23	Prepare and serve hot drinks using specialist equipment	2	4	36

Unit reference number	Unit number	Title	Level	Credit	GLH
L/601/5016	24	Provide a counter and take-away service	1	3	30
A/601/5027	25	Clean and store crockery and cutlery	1	3	27
D/602/4027	26	Transporting passengers, materials and equipment within the health sector	2	3	21
T/602/3000	27	Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment	2	3	18
A/602/3001	28	Administer appointments in a healthcare environment	2	3	18
H/602/4028	29	Collect blood/blood products from storage for transfusion	2	2	17
F/602/3002	30	Store and transport medical gas cylinders	2	3	18
K/602/4029	31	Moving and transporting individuals within a healthcare environment	2	2	18
J/602/3003	32	Collect linen and make beds in a healthcare environment	2	2	15
D/602/4030	33	Checking, connecting and disconnecting medical gas cylinders in a healthcare setting	2	3	22
L/602/3004	34	Deliver a trolley service in a healthcare environment	2	3	*23*
R/602/3005	35	Provide a table/tray service in a healthcare environment	2	3	23
R/602/2999	36	Prepare vehicles for the transport of people, materials and/or equipment within the health sector	2	3	18
L/601/0933	37	Give customers a positive impression of yourself and your organisation	2	5	33
K/602/4032	38	Clean and store care equipment to minimise the risks of spreading infection	2	2	17

Unit reference number	Unit number	Title	Level	Credit	GLH
A/602/4035	39	Minimise the risk of infection when transporting and storing healthcare waste	2	3	20
J/602/4040	40	Minimise the risk of infection during the removal of used linen	2	2	15
J/602/4765	41	Minimise the risks of spreading infection when transporting linen	2	2	19
R/602/4767	42	Minimise the risks of spreading infection when storing and using clean linen	2	2	11
K/600/6324	43	Clean and maintain internal surfaces and areas	2	4	33
K/502/4098	44	Assist with maintaining structures and surfaces	1	2	18
J/600/6332	45	Clean food areas	2	4	32
M/600/6342	46	Clean glazed surfaces and facades	2	3	23
L/502/2294	47	Periodic cleaning of soft floors and furnishings	2	3	22
D/600/8877	48	Repair, alter and maintain fabrics and materials	2	2	7
H/600/8847	49	Classify items and make up loads for cleaning	2	3	10
M/600/8849	50	Carry out the washing process	2	3	14
L/600/8857	51	Press and finish garments following laundry	2	2	10
J/602/4913	52	Administer the current records system	2	3	23
L/602/4914	53	Provide authorised access to records	2	3	23
Y/602/4916	54	Protect records	2	3	23
H/602/4918	55	Maintain the arrangements of records	2	3	23
D/600/6773	56	Sort mail	2	5	26
H/600/6774	57	Deliver mail	2	6	28
F/600/6765	58	Collect mail	2	5	27

Unit reference number	Unit number	Title	Level	Credit	GLH
R/601/9469	59	Provide professional customer service to passengers with additional needs on a bus or coach	2	4	19
L/602/4881	60	Move and transport individuals with special requirements who use community transport vehicles	3	4	31
L/602/4878	61	Drive community transport safely and efficiently	3	4	30
T/502/2287	62	Deep cleaning of internal equipment, surfaces and areas	2	4	32
K/601/7923	63	Receive goods in logistics operations	2	3	15
J/601/7931	64	Assemble orders for dispatch in logistics operations	2	3	12
D/504/6101	65	First aid essentials	2	1	10
L/501/6737	66	The principles of infection prevention and control	2	3	30
H/501/7103	67	Causes and spread of infection	2	2	20
R/501/6738	68	Cleaning, decontamination and waste management	2	2	20
Total minimum credit for optional units = 12					

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

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

Assessment principles

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

Each qualification is designed to support learners working in the 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 learner's certificate.

Unit reference number:
> This code is a unique reference number for the 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:

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

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

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

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

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

Units

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

Unit reference number: L/601/5470

Level: 2

Credit value: 3

Guided learning hours: 23

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 introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Additional information

Standards may include:

- codes of practice
- regulations
- minimum standards
- National Occupational Standards.

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation.

Who should be involved may include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- other professionals.

Assessment methodology

Assessment criteria 2.2, 2.3, 3.3, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace. 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 what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role 1.2 Identify **standards** that influence the way the role is carried out 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work			
2 Be able to reflect on own work activities	2.1 Explain why reflecting on practice is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards 2.3 Demonstrate the ability to reflect on work activities			
3 Be able to **agree a personal development** plan	3.1 Identify **sources of support** for own learning and development 3.2 Describe the process for agreeing a **personal development plan** and **who should be involved** 3.3 Contribute to drawing up own **personal development plan**			
4 Be able to develop knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding 4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding 4.3 Show how feedback from others has developed own knowledge, skills and understanding 4.4 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: Introduction to communication in health, social care or children's and young people's settings

Unit reference number: F/601/5465

Level: 2

Credit value: 3

Guided learning hours: 23

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 introduces the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Equivalency

This unit has equivalency with *Communication skills for working in the health sector* (T/502/3651).

Additional information

Communication methods include:

- non-verbal communication
    - eye contact
    - touch
    - physical gestures
    - body language
    - behaviour
- verbal communication
    - vocabulary
    - linguistic tone
    - pitch.

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services.

Assessment methodology

Assessment criteria 2.1, 2.2, 2.3, 3.2, 3.3, 4.2 and 5.2 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 why communication is important in the work setting	1.1 Identify the different reasons people communicate 1.2 Explain how effective communication affects all aspects of the learner's work 1.3 Explain why it is important to observe an individual's reactions when communicating with them			
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Show how to find out an individual's communication and language needs, wishes and preferences 2.2 Demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication			
3 Be able to overcome barriers to communication	3.1 Identify barriers to effective communication 3.2 Demonstrate ways to overcome barriers to effective communication 3.3 Demonstrate ways to ensure that communication has been understood 3.4 Identify sources of information and support or **services** to enable more effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term confidentiality 4.2 Demonstrate confidentiality in day to day communication 4.3 Describe situations where information normally considered to be confidential might need to be passed on 4.4 Explain how and when to seek advice about confidentiality			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 3: Contribute to health and safety in health and social care

Unit reference number: R/601/8922

Level: 2

Credit value: 4

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 carry out their work safely.

Additional information

Others may include:
- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates.

Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

Policies and procedures may include other agreed ways of working as well as formal policies and procedures.

Tasks that the learner should not carry out without special training may include those relating to:
- use of equipment
- first aid
- medication
- healthcare procedures
- food handling and preparation.

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

Assessment methodology

Learning outcomes 4, 5, and 8 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 own responsibilities, and the responsibilities of **others**, relating to health and safety in the **work setting**	1.1	Identify legislation relating to general health and safety in a health or social care **work setting**			
		1.2	Describe the main points of the health and safety **policies and procedures** agreed with the employer			
		1.3	Outline the main health and safety responsibilities of: – self – the employer or manager – **others** in the **work setting**			
		1.4	Identify tasks relating to health and safety that should not be carried out without special training			
		1.5	Explain how to access additional support and information relating to health and safety			
2	Understand the use of risk assessments in relation to health and safety	2.1	Explain why it is important to assess health and safety hazards posed by the **work setting** or by particular activities			
		2.2	Explain how and when to report potential health and safety risks that have been identified			
		2.3	Explain how risk assessment can help address dilemmas between rights and health and safety concerns			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting			
	3.2 Outline the procedures to be followed if an accident or sudden illness should occur			
4 Be able to reduce the spread of infection	4.1 Demonstrate the recommended method for hand washing			
	4.2 Demonstrate ways to ensure that own health and hygiene do not pose a risk to **others** at work			
5 Be able to move and handle equipment and other objects safely	5.1 Identify legislation that relates to moving and handling			
	5.2 Explain principles for moving and handling equipment and other objects safely			
	5.3 Move and handle equipment or other objects safely			
6 Know how to handle hazardous substances and materials	6.1 Identify hazardous substances and materials that may be found in the **work setting**			
	6.2 Describe safe practices for: – storing hazardous substances – using hazardous substances – disposing of hazardous substances and materials			
7 Understand how to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: – starting – spreading			
	7.2 Outline emergency procedures to be followed in the event of a fire in the **work setting**			
	7.3 Explain the importance of maintaining clear evacuation routes at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to implement security measures in the **work setting**	8.1 Use **agreed ways of working** for checking the identity of anyone requesting access to: – premises – information 8.2 Implement measures to protect own security and the security of **others** in the **work setting** 8.3 Explain the importance of ensuring that **others** are aware of own whereabouts			
9 Know how to manage own stress	9.1 Identify common signs and indicators of **stress** 9.2 Identify circumstances that tend to trigger own **stress** 9.3 Describe ways to manage own **stress**			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 4: Introduction to equality and inclusion in health, social care or children's and young people's settings

Unit reference number: R/601/5471

Level: 2

Credit value: 2

Guided learning hours: 20

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 introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Equivalency

This unit has equivalency with *Equality and diversity in the health sector* (T/502/3665).

Assessment methodology

Assessment criteria 2.1, 2.2 and 2.3 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 importance of equality and inclusion	1.1 Explain what is meant by – diversity – equality – inclusion – discrimination 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting 1.3 Explain how practices that support equality and inclusion reduces the likelihood of discrimination			
2 Be able to work in an inclusive way	2.1 Identify legislation, codes of practice and organisational policies and procedures (where these exist) relating to equality, diversity, discrimination and rights in own role 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences 2.3 Describe how to challenge discrimination in a way that promotes change			
3 Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion 3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 5: 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 nonverbal communication, controlling emotions and behaviour, avoid threatening others, paying attention to the feelings being expressed as well as the spoken words of others, being aware of and respectful of differences, developing a readiness to forgive and forget, having the ability to seek compromise, seeking resolution, being specific with communication, trying not to exaggerate or over-generalise, avoiding accusations, importance of active listening

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

Learning outcomes and assessment criteria

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 6:   Maintaining quality standards in the health sector

Unit reference number: Y/502/3674

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

To gain an understanding of how to deliver quality standards of service that address legislation, policies and procedures in the health sector. Learners will understand the importance of working with others, delivering service within their boundaries of knowledge and expertise and reporting and seeking help to use resources efficiently.

Forbidden combination

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how legislation, policies and procedures determine quality standards of work	1.1 Identify how quality standards link to legislation, policy and procedures 1.2 Describe how personal attitudes and behaviours in a work role impact on service quality			
2 Know the limits of own expertise and knowledge and when to refer to others	2.1 Describe what is meant by being competent 2.2 identify examples of when to seek help from others 2.3 State why it is important to seek help and report issues to others 2.4 Describe the benefits of learning from others			
3 Know how to use resources efficiently to support quality standards	3.1 Describe the importance of using and maintaining resources properly 3.2 State why it is necessary to report issues related to resources 3.3 Identify how efficient use of resources contributes to the quality of service			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 7: Service improvement in the health sector

Unit reference number:	K/502/3680
Level:	2
Credit value:	2
Guided learning hours:	15

Unit summary

To develop the ability to contribute to service improvement in the health sector.

To enable learners to make suggestions relating to improvements to service provision. The unit looks at how to carry out evaluative work, identify issues and improvements and implement changes to practice.

Forbidden combination

This unit must not be taken with *Maintaining Quality Standards in the Health Sector* (F/502/3412).

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to carry out evaluation of services	1.1 State the importance of evaluating service provision 1.2 Describe evaluation tasks to be carried out			
2 Know how to pass on constructive ideas for improving service provision	2.1 Identify factors affecting the service 2.2 Describe factors that could improve service provision 2.3 State how to raise issues and make suggestions about service provision			
3 Know how to make changes to own practice to improve service provision	3.1 Describe circumstances when support may be required to make changes to own practice 3.2 State the importance of keeping to timelines to implement effective improvements			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 8: Protecting from the risk of violence at work

Unit reference number: J/601/9050

Level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

The learner will develop the knowledge, understanding and skills necessary to protect themselves from the risk of violence at work.

Assessment methodology

Assessment criteria should be assessed through naturally occurring evidence from 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 job role, responsibilities and limitations	1.1 Describe the legal duties for an individual to ensure wellbeing and health and safety in the workplace as explained by relevant legislation			
	1.2 Describe the job role, including the responsibilities and limitations			
	1.3 Describe personal capabilities and limitations in terms of protection in potentially violent situations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to use verbal and non-verbal communication to help calm a potentially violent situation	2.1 Describe the importance of showing respect for people, their property and rights			
	2.2 Describe when it is appropriate and possible to maintain a safe distance and avoid physical contact			
	2.3 Maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour			
	2.4 Maintain a safe distance and avoid physical contact			
	2.5 Avoid behaviour or language that may be discriminatory or oppressive when communicating with other people			
	2.6 Interpret simple body language and the importance of acknowledging other people's personal space			
	2.7 Explain clearly to the people involved: – what you will do – what they should do and – the likely consequences if the present situation continues			
	2.8 Communicate with those presenting unacceptable behaviour in a way that: – shows respect for them, their property and their rights – is free from discrimination and oppressive behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to dynamically risk assess a potentially violent situation	3.1	Describe the main signs that a situation could escalate to violent behaviour			
		3.2	Describe the importance of remaining alert to triggers of violent behaviour			
		3.3	Describe the importance of planning how to leave a situation if there is a physical risk including identifying where the nearest exit routes are located			
		3.4	Demonstrate how to keep the situation under review			
		3.5	Act to reduce the risks to the safety of all those affected by the incident			
4	Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety	4.1	Describe the types of action and behaviour that can be taken to calm situations			
		4.2	Describe when to leave the scene of the incident, when to seek help and safe techniques for leaving the situation			
		4.3	Act to calm the situation which will: – not make the situation worse – follow the organisation's policy and procedures and legal responsibilities – minimise the risk of injury to all those involved			
		4.4	Get assistance promptly when the situation is not being resolved			
		4.5	Demonstrate how to end contact with those presenting unacceptable behaviour and leave the situation if the threat to safety cannot be effectively managed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to review an incident and support processes	5.1 Review the sequence of events leading up to the incident			
	5.2 Discuss with relevant people whether organisational procedures helped or hindered the incident			
	5.3 Assess organisation and personal risk assessments relevant to the activities and their adequacy for dealing with similar incidents			
	5.4 Identify areas of personal development			
	5.5 Describe the importance of making use of available support and advice to help prevent any incident-related health problems			
	5.6 Describe the importance of having the opportunity to talk to someone about the incident afterwards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to accurately report an incident	6.1 Describe the organisation's procedures for dealing with violent behaviour			
	6.2 Identify the reports that have to be made and the records that have to be kept about a potential or actual incident of violence			
	6.3 Complete records in accordance with organisational requirements in respect of: – personal actions at the time of the incident – the circumstances and severity of the incident – the measures taken to ensure personal safety and that of other people – the action taken to try to calm the situation down			
	6.4 Produce recommendations for the relevant people in order to reduce the risk of further similar incidents			
	6.5 Contribute to good practice by sharing relevant non-confidential information with others in similar roles			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 9:   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.

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 you 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 10: 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 Record 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's 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 Climbie (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 individual's money or personal property eg failure to witness or record accurately; misuse of authority eg using physical restraint; failure to maintain professional boundaries eg in relationships; failure to ensure supervision eg for lone working situations; inappropriate communication or sharing of information eg breaching confidentiality; failure to update knowledge on safeguarding issues eg through ongoing training; unsafe recruitment practices eg failure to CRB check workers

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to recognise signs of abuse	1.1 Define the following types of abuse: – physical abuse – sexual abuse – emotional/psychological abuse – financial abuse – institutional abuse – self neglect – neglect by others 1.2 Identify the signs and/or symptoms associated with each type of abuse 1.3 Describe factors that may contribute to an individual being more vulnerable to abuse			
2 Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take if there are suspicions that an individual is being abused 2.2 Explain the actions to take if an individual alleges that they are being abused 2.3 Identify ways to ensure that evidence of abuse is preserved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the national and local context of safeguarding and protection from abuse	3.1	Identify national policies and local systems that relate to safeguarding and protection from abuse			
		3.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse			
		3.3	Identify reports into serious failures to protect individuals from abuse			
		3.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse			
4	Understand ways to reduce the likelihood of abuse	4.1	Explain how the likelihood of abuse may be reduced by: – working with person centred values – encouraging active participation – promoting choice and rights			
		4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse			
5	Know how to recognise and report unsafe practices	5.1	describe unsafe practices that may affect the wellbeing of individuals			
		5.2	Explain the actions to take if unsafe practices have been identified			
		5.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 11: Manage own performance in a business environment

Unit reference number: F/601/2467

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 12: Maintain and deal with payments

Unit reference number: M/601/5039

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain and deal with payments	1.1 Make sure payment point is working and that all materials needs are available			
	1.2 Maintain the payment point and restock it when necessary			
	1.3 Enter/scan information into the payment point correctly			
	1.4 Tell the customer how much they have to pay			
	1.5 Acknowledge the customer's payment and validate it where necessary			
	1.6 Follow correct procedure for chip and pin transactions			
	1.7 Put the payment in the right place according to organisational procedures			
	1.8 Give correct change for cash transactions			
	1.9 Carry out transactions without delay and give relevant confirmation to the customer			
	1.10 Make the payment point content available for authorised collection when ask to			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how maintain and deal with payments	2.1 State the legal requirements for operating a payment point and taking payments from customers			
	2.2 Describe organisational security procedures for cash and other types of payments			
	2.3 Describe how to set up a payment point			
	2.4 Describe how to get stocks of materials needed to set up and maintain the payment point			
	2.5 State the importance of telling the customer of any delays and how to do so			
	2.6 Describe the types of problems that might happen with a payment point and how to deal with these			
	2.7 Describe how to change till/debit/credit machine rolls			
	2.8 Describe the correct procedures for handling payments			
	2.9 Describe what to do if there are errors in handling payments			
	2.10 Describe the procedures for dealing with hand held payment devices at tables			
	2.11 State what procedure must be followed with regards to a payment that has been declined			
	2.12 State what might happen if errors are not reported			
	2.13 Describe the types of problems that may happen when taking payments and how to deal with these			
	2.14 Describe the procedure for collecting the content of payment point and who should hand payments over to			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 13: Maintain food safety when storing, holding and serving food

Unit reference number:	A/601/5030
Level:	2
Credit value:	4
Guided learning hours:	31

Unit summary

This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food. Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain food safety	1.1 Describe what might happen if significant food safety hazards are not controlled			
	1.2 Describe the types of significant food safety hazards likely to come across when handling and storing food			
	1.3 Describe how these hazards should be controlled by person hygiene, cleaning, safe storage and the avoidance of cross-contamination			
	1.4 State why some hazards are more important than others in terms of food safety			
	1.5 State who to report significant foods safety hazards to			
2 Be able to keep self clean and hygienic	2.1 Wear clean and suitable clothes appropriate to the jobs to be done			
	2.2 Only wear jewellery and other accessories that do not cause food safety hazards			
	2.3 Change clothes when necessary to prevent bacteria spreading			
	2.4 Wash hands thoroughly at appropriate times			
	2.5 Avoid unsafe behaviour that could contaminate the food			
	2.6 Report any cuts, graze, illness and infections promptly to the proper person			
	2.7 Make sure any cuts and grazes are treated and covered with an appropriate dressing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to keep self clean and hygienic	3.1 State why clean and suitable clothes appropriate to job must be worn			
	3.2 State what types of clothes are appropriate to different jobs in the handling and serving of food			
	3.3 Describe how jewellery and accessories can cause food safety hazards			
	3.4 State when to change clothes to prevent bacteria spreading and why this is important			
	3.5 State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food			
	3.6 State the importance of not handling food with an open wound			
	3.7 State how to deal with open wounds when handling food			
	3.8 State the importance of reporting illnesses and infections promptly			
	3.9 State why it is important to reporting stomach illnesses in particular			
	3.10 State the importance of avoiding touching face, nose, or mouth, chewing gum, eating, smoking when working with food			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to keep working area clean and hygienic	4.1 Make sure surfaces and equipment for displaying and serving food are clean and in good condition			
	4.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks			
	4.3 Remove from use any surfaces and equipment that are damaged or have loose parts			
	4.4 Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety			
	4.5 Dispose of waste promptly, hygienically and appropriately			
	4.6 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings furniture and fittings			
	4.7 Identify, take appropriate action on and report to appropriate person any signs of pests			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to keep working area clean and hygienic	5.1 State why surfaces and equipment must be clean before beginning a new task and how to do so			
	5.2 State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so			
	5.3 State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety			
	5.4 List the types of damaged surfaces and equipment that can cause food safety hazards			
	5.5 Describe how to deal with damaged surfaces and equipment that are dangerous to food safety			
	5.6 State the importance of clearing and disposing of waste promptly and safely			
	5.7 Describe how to clear and dispose of waste safely			
	5.8 State how damage to walls, floors, ceiling , furniture and fittings can cause food safety hazards			
	5.9 State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards			
	5.10 List the types of pests that could be found in catering operations			
	5.11 Describe how to identify the signs that pests are present			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to store food safely	6.1 Check that food is undamaged and within its 'use-by date' once it has been received			
	6.2 Prepare food for storage			
	6.3 Put food in the correct storage area as quickly as necessary to maintain its safety			
	6.4 Make sure storage areas are clean and maintained at the correct temperature for the type of food			
	6.5 Store food so that cross-contamination is prevented			
	6.6 Follow stock rotation procedures			
	6.7 Safely dispose of food that is beyond 'use-by date'			
	6.8 Keep necessary records up-to-date			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know how to store food safely	7.1 State the importance of making sure food deliveries are undamaged and within their 'use-by date'			
	7.2 State why it is important that food is stored at the correct temperature			
	7.3 Describe how to ensure food is stored at the correct temperature			
	7.4 State the importance of preparing food for storage whist retaining important labelling information			
	7.5 State why food must be put in the correct storage area			
	7.6 State what temperature different foods should be stored at			
	7.7 State the importance of clean storage areas			
	7.8 Describe what do to if storage areas are not kept clean			
	7.9 Describe how to check food is stored at the correct temperature			
	7.10 State the importance of separating raw and ready-to-eat food			
	7.11 List what types of food are raw and which are ready-to-eat			
	7.12 Explain why stock rotation procedures are important			
	7.13 State why food beyond its 'use-by-date' must be disposed of			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to hold and serve food safely	8.1 Handle food in a way that protects it from hazards 8.2 Follow organisational procedures for items that may cause allergic reactions 8.3 Use methods, times and temperatures that maintain food safety 8.4 Keep necessary records up-to-date			
9 Know how to hold and serve food safely	9.1 Describe how to check food during holding and serving 9.2 State the importance of knowing that certain foods can cause allergic reactions 9.3 State what procedure to follow to deal with food that can cause allergic reactions 9.4 State what to do if a customer asks if a particular dish is free from a certain food allergen 9.5 Describe how cross contamination can happen between raw food and food that is ready to eat 9.6 Describe how to avoid cross contamination between raw and ready to eat food 9.7 State the holding temperature and times that must be used for the food			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 14: Clean surfaces using correct methods

Unit reference number: T/600/6312

Level: 1

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about applying various cleaning methods to different surfaces. It is designed for cleaning operatives undertaking basic tasks. It is suitable for cleaning furniture, floors, fixtures and fittings.

This unit is NOT suitable for cleaning washrooms.

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 how to prepare for cleaning the work area	1.1 State the uses of different types of personal protective equipment			
	1.2 State the importance of ventilating the work area			
	1.3 State the meaning of different warning signs			
	1.4 Describe how to prepare the surface for cleaning			
2 Know how to prepare equipment and surfaces for cleaning	2.1 Identify equipment that is suitable for cleaning different types of surfaces			
	2.2 State the importance of using the correct colour coded equipment			
	2.3 State how to check that equipment is safe for use			
	2.4 Identify cleaning agents that are suitable for different types of surfaces			
	2.5 State the correct method for preparing cleaning solutions			
3 Know how to clean surfaces and reinstate the work area	3.1 Describe the correct technique for using different types of equipment			
	3.2 State how to ensure full coverage of the surface to be cleaned			
	3.3 State what to look for when carrying out a post-cleaning inspection of the surface			
	3.4 Describe how to reinstate the work area			
	3.5 Identify where equipment should be stored			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to prepare for cleaning the work area	4.1	Select and wear appropriate personal protective equipment for the task			
		4.2	Ventilate the area as appropriate			
		4.3	Select and display appropriate warning signs clearly			
5	Be able to prepare equipment and surfaces for cleaning	5.1	Select appropriate equipment for the task			
		5.2	Perform safety checks on the cleaning equipment			
		5.3	Prepare the surface for cleaning			
		5.4	Select the appropriate cleaning agent for the task			
		5.5	Prepare a cleaning solution			
6	Be able to clean surfaces and reinstate the work area	6.1	Use correct techniques to clean different types of surface and soiling			
		6.2	Clean the surface in a way which ensures full coverage			
		6.3	Carry out a post-cleaning check of the surface			
		6.4	Dispose of left over cleaning agents correctly			
		6.5	Reinstate the work area			
		6.6	Clean and test used equipment			
		6.7	Return equipment to the correct storage area			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 15: Produce documents in a business environment

Unit reference number:	T/601/2482
Level:	2
Credit value:	4
Guided learning hours:	15

Unit summary

This unit is about preparing high quality and attractive documents to agreed layouts, formats, styles to meet agreed deadlines.

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 purpose of producing high quality and attractive documents in a business environment	1.1 Outline different types of documents that may be produced and the different styles that could be used 1.2 Describe different formats in which text may be presented 1.3 Explain the purpose and benefits of producing high quality and attractive documents			
2 Know the resources and technology available and how to use them when producing documents in a business environment	2.1 Describe the types of resources available for producing high quality and attractive documents 2.2 Outline ways of using different resources to produce documents 2.3 Describe different types of technology available for inputting, formatting and editing text, and their main features			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the purpose of following procedures when producing documents in a business environment	3.1	Explain the benefits of agreeing the purpose, content, style, and deadlines for producing documents			
		3.2	Outline different ways of organising content needed for documents			
		3.3	Outline ways of integrating and laying out text and non-text			
		3.4	Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so			
		3.5	Explain the purpose of storing documents safely and securely, and ways of doing so			
		3.6	Explain the purpose of confidentiality and data protection when preparing documents			
		3.7	Explain the purpose and benefits of meeting deadlines			
4	Be able to prepare for tasks	4.1	Confirm the purpose, content, style and deadlines for documents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to produce documents to agreed specifications	5.1 Prepare resources needed to produce documents 5.2 Organise the content required to produce documents 5.3 Make use of technology, as required 5.4 Format and produce documents to an agreed style 5.5 Integrate non-text objects into an agreed layout, if required 5.6 Check texts for accuracy 5.7 Edit and correct texts, as required 5.8 Clarify document requirements, when necessary 5.9 Store documents safely and securely following organisational procedures 5.10 Present documents to the required format and within the agreed deadlines			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 16: Use office equipment

Unit reference number:	H/601/2493
Level:	2
Credit value:	4
Guided learning hours:	18

Unit summary

This unit is about using a variety of different office equipment following manufacturer's and organisational guidelines.

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 different types of office equipment and its uses	1.1 Identify different types of equipment and their uses 1.2 Describe the different features of different types of office equipment 1.3 Explain why different types of equipment are chosen for tasks			
2 Understand the purpose of following instructions and health and safety procedures	2.1 Explain the purpose of following manufacturer's instructions when using equipment 2.2 Explain the purpose of following organisational instructions when using equipment 2.3 Identify health and safety procedures for using different types of equipment 2.4 Explain the purpose of following health and safety procedures when using equipment 2.5 Explain the purpose of keeping equipment clean and hygienic			
3 Understand how to use equipment in a way that minimises waste	3.1 Give examples of waste when using equipment 3.2 Give examples of ways to reduce waste 3.3 Explain the purpose of minimising waste			
4 Know about the different types of problems that may occur when using equipment and how to deal with them	4.1 Give examples of equipment problems 4.2 Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems 4.3 Give examples of how to deal with problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the purpose of meeting work standards and deadlines	5.1	Explain the purpose of meeting work standards and deadlines when using equipment			
6	Understand the purpose of leaving equipment and the work area ready for the next user	6.1	Explain the purpose of leaving equipment and the work area ready for the next user			
7	Be able to use office equipment	7.1	Locate and select equipment needed for a task			
		7.2	Use equipment following manufacturer's and organisational guidelines			
		7.3	Use equipment minimising waste			
		7.4	Keep equipment clean and hygienic			
		7.5	Deal with equipment problems following manufacturer's and organisational procedures			
		7.6	Refer problems, if required			
		7.7	Make sure final work product meets agreed requirements			
		7.8	Make sure that product is delivered to agreed timescale			
		7.9	Make sure equipment, resources and work area are ready for the next user			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 17: Store and retrieve information

Unit reference number:	R/601/2490
Level:	2
Credit value:	3
Guided learning hours:	17

Unit summary

This unit is about storing and retrieving information securely and within confidentiality requirements of the organisation.

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 processes and procedures for storing and retrieving information	1.1 Explain the purpose of storing and retrieving required information			
	1.2 Describe different information systems and their main features			
	1.3 Explain the purpose of legal and organisational requirements for the security and confidentiality of information			
	1.4 Explain the purpose of confirming information to be stored and retrieved			
	1.5 Describe ways of checking information for accuracy			
	1.6 Explain the purpose of checking information for accuracy			
	1.7 Explain the purpose of providing information to agreed format and timescales			
	1.8 Describe the types of information that may be deleted			
	1.9 Describe problems that may occur with information systems and how to deal with them, when necessary			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to store information	2.1	Identify, confirm and collect information to be stored			
	2.2	Follow legal and organisational procedures for security and confidentiality of information to be stored			
	2.3	Store information in approved locations			
	2.4	Check and update stored information, if required			
	2.5	Delete stored information, if required			
	2.6	Deal with, or refer problems, if required			
3 Be able to retrieve information	3.1	Confirm and identify information to be retrieved			
	3.2	Follow legal and organisational procedures for security and confidentiality of information			
	3.3	Locate and retrieve the required information			
	3.4	Check and update information, if required			
	3.5	Provide information in the agreed format and timescale			
	3.6	Deal with, or refer problems if required			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 18: Plan and organise meetings

Unit reference number: D/601/2542

Level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the arrangements and actions required for planning and organising meetings	1.1 Explain the role of the person planning and organising a meeting			
	1.2 Describe the different types of meetings and their main features			
	1.3 Explain how to plan meetings that meet agreed aims and objectives			
	1.4 Explain the purpose of agreeing a brief for the meeting			
	1.5 Explain how to identify suitable venues for different types of meetings			
	1.6 Describe the types of resources needed for different types of meetings			
	1.7. Outline the main points that should be covered by an agenda and meeting papers			
	1.8 Explain the purpose of meeting attendees' needs and special requirements, and providing them with information required for meetings			
	1.9 Describe the health, safety and security requirements that need to be considered when organising meetings			
	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
	1.12 Describe the types of information, advice and support that may be need to be provided during a meeting			
	1.13 Describe the types of problems that may occur during a meeting and how to solve them			
	1.14 Explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved			
	1.15 Explain how to record actions and follow up, if required			
	1.16 Explain the purpose of collecting and evaluating participant feedback from the meeting			
	1.17 Describe how to agree learning points to improve the organisation of future meetings			
2 Be able to prepare for a meeting	2.1 Agree and prepare the meeting brief, checking with others, if required			
	2.2 Agree a budget for the meeting, if required			
	2.3 Prepare and agree an agenda and meeting papers			
	2.4 Organise and confirm venue, equipment and catering requirements, when necessary			
	2.5 Invite attendees, confirm attendance and identify any special requirements			
	2.6 Arrange catering, if required			
	2.7 Arrange the equipment and layout of the room, if required			
	2.8 Make sure the chair receives appropriate briefing			

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 19: Meet and welcome visitors

Unit reference number: Y/601/2457

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit covers the procedures to follow and hospitality to offer when meeting and welcoming visitors to business premises.

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 procedures for meeting and welcoming visitors	1.1 Describe different reasons for people visiting a business, their requirements and how their needs may be met			
	1.2 Explain the purpose of dealing with visitors promptly and courteously			
	1.3 Explain the purpose of presenting a positive image of self and the organisation			
	1.4 Explain the purpose of following health, safety and security procedures when dealing with visitors, including own responsibilities			
	1.5 Describe different types of problems that may occur with visitors including, conflict and aggression			
	1.6 Describe ways of dealing with different problems and when to refer them to an appropriate colleague			
	1.7 Explain the purpose of communicating with visitors			
	1.8 Describe organisation structures and communication channels within the organisation			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to meet and welcome visitors	2.1	Greet visitor(s) and make them feel welcome			
	2.2	Identify visitors and the reason for their visit			
	2.3	Use the organisation's systems to receive and record visitors, as appropriate			
	2.4	Make sure visitors' needs are met			
	2.5	Present positive image of self and the organisation			
	2.6	Follow health, safety and security procedures, as required			
	2.7	Inform others of visitors' arrival, as required, in line with appropriate communication channels			
	2.8	Deal with any problems that may occur, or refer problems to the appropriate person			
	2.9	Follow procedures for departing visitors, as required			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 20: Archive information

Unit reference number:	Y/601/2491
Level:	2
Credit value:	2
Guided learning hours:	13

Unit summary

This unit is about deciding and agreeing the information to be archived and deleted within a business environment, including, working with external archive systems if this function is outsourced from an organisation.

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 procedures for archiving information	1.1 Explain why and when required information should be archived			
	1.2 Explain the purpose of agreeing retention periods for archiving information			
	1.3 Describe procedures to be followed for archiving information, including legal requirements, if required			
	1.4 Explain the purpose of organisational and legal requirements for the security and confidentiality of archived information			
	1.5 Explain the purpose of deciding and agreeing information to be archived			
	1.6 Describe procedures for recording and keeping archived information			
	1.7 Explain how to retrieve archived information			
	1.8 Describe how to delete information from an archive system			
	1.9 Describe problems that may occur with systems containing archived information and how to deal with them or refer them			
	1.10 Describe the purpose of conforming to requirements of an external archive system, if outsourced from the organisation			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to archive information	2.1	Decide and agree the information to be archived, retrieved and deleted			
	2.2	Decide and agree on the retention period for information being archived			
	2.3	Follow legal and organisational policies and procedures for security and confidentiality of information			
	2.4	Archive information to the agreed brief and timescale			
	2.5	Maintain and update a record of information archived			
	2.6	Resolve or refer problems, if required			
	2.7	Retrieve archived information on request			
	2.8	Delete archived information, if required			
	2.9	Conform to requirements of external archive systems, if outsourced from the organisation			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 21: Assist with the maintenance of grass surfaces

Unit reference number: D/502/4177

Level: 1

Credit value: 3

Guided learning hours: 27

Unit summary

The candidate will be able to maintain surfaces by mowing, edging and watering; using pedestrian operated machinery and hand tools; and comply with all health and safety requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assist with maintaining grass surfaces	1.1 Ensure that conditions and the surface are suitable for maintenance in accordance with instruction			
	1.2 Ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained			
	1.3 Use appropriate methods for maintaining grass surfaces safely and in accordance with instructions			
	1.4 Carry out the work so that the grass height and edges meet requirements			
	1.5 Report any problems as soon as possible to the appropriate person			
	1.6 Minimise any damage to grass, features, services and wildlife on the site			
	1.7 Dispose of grass cuttings correctly			
	1.8 Leave the site in a clean and tidy condition			
	1.9 Clean and store tools and equipment promptly and securely			
2 Be able to work safely	2.1 Maintain the health and safety of self and others at all times			
	2.2 Select, prepare and use tools and equipment safely, efficiently, and correctly			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 22: Transport physical resources within the work area

Unit reference number: J/502/1404

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to transport physical resources within the work area. The type of physical resources and methods of transportation can be applied to a number of environments.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to transport physical resources within the work area	1.1 Transport resources using powered or manual transportation equipment			
	1.2 Minimise damage to the resources and environment during manoeuvres and transit			
	1.3 Ensure that load is secure and protected from contamination and adverse weather conditions			
	1.4 Monitor load during transit and take action if required			
	1.5 Provide clear and accurate information for recording purposes			
2 Be able to select, use and maintain relevant equipment	2.1 Select appropriate equipment for this area of work			
	2.2 Use equipment according to relevant legislation			
	2.3 Prepare, maintain and store equipment in a safe and effective working condition			
3 Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to transport physical resources within the work area	4.1	Describe the ways of handling transportation equipment to minimise damage to resources in transit			
		4.2	Describe the methods of protecting resources from contamination and adverse weather conditions during transit			
		4.3	State the reasons for monitoring loads during transit and the actions to take in case of problems with: – imbalance – contamination – adverse weather			
5	Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be required for the activity and relevant legal restrictions on operation			
		5.2	Describe the methods of maintaining the equipment used			
6	Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 23: Prepare and serve hot drinks using specialist equipment

Unit reference number:	F/601/4932
Level:	2
Credit value:	4
Guided learning hours:	36

Unit summary

This unit is about preparing specialist equipment such as espresso machines, bean grinders and cafétieres. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate, and giving customers accurate information about them. Finally the unit covers the maintenance of drink making equipment and checking the levels of stocks.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare work area and equipment for service	1.1 Make sure that preparation, service and other equipment is clean, free from damage and ready for service			
	1.2 Clean work areas, leaving them tidy and ready for use			
	1.3 Arrange promotional and display materials correctly			
	1.4 Store sufficient drink ingredients and accompaniments ready for use			
2 Know how to prepare work area and equipment for service	2.1 Describe safe and hygienic working practices when preparing preparation and service areas			
	2.2 State why drink, ingredients and accompaniments must be available and ready for immediate use			
	2.3 State why it is important to check for damage in all work areas and service equipment before taking orders			
	2.4 Outline the types of unexpected situation that may occur when preparing preparation and service areas and how to deal with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare and serve hot drinks	3.1	Identify customer requirements			
		3.2	Provide customers with accurate information on drinks as required			
		3.3	Maximise sales through up-selling			
		3.4	Make drinks using recommended equipment and ingredients			
		3.5	Serve the drink in company style, offering the correct accompaniments			
		3.6	Clean and maintain preparation and service equipment			
		3.7	Maintain stocks of drink ingredients and accompaniments			
4	Know how to prepare and serve hot drinks	4.1	Describe safe and hygienic working practices when preparing and serving hot drinks			
		4.2	State why information about products given to customers should be accurate			
		4.3	Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements are			
		4.4	State why and to whom all customer incidents should be reported			
		4.5	Describe how to deal safely with breakages and spillages			
		4.6	State why and to whom all breakages/spillages must be reported			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment			
	4.8 Outline the types of unexpected situation that may occur when preparing and serving hot drinks and how to deal with them			
	4.9 Describe safe and hygienic working practices when maintaining hot drink making equipment			
	4.10 State why a constant level of stock must be maintained			
	4.11 State to whom any stock deficiencies should be reported			
	4.12 Describe how to use cleaning materials correctly			
	4.13 State the dangers of misusing cleaning equipment			
	4.14 State what tests should be carried out after cleaning preparation equipment			
	4.15 Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 24: Provide a counter and take-away service

Unit reference number: L/601/5016

Level: 1

Credit value: 3

Guided learning hours: 30

Unit summary

This unit is about taking customers' orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct 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 Annexe C at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to serve customers at the counter	1.1 Give customers information that meets their needs, and promotes organisations' products and service			
	1.2 Find out what customers require, and if necessary tell them about any waiting time			
	1.3 Process the order promptly			
	1.4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type			
	1.5 Make sure there are appropriate condiments and accompaniments available for customers			
2 Know how to serve customers at the counter	2.1 Describe safe and hygienic working practices for serving customers and why these are important			
	2.2 State why it is important to use separate serving equipment for each food item			
	2.3 State why portions must be controlled when serving customers			
	2.4 State why food and drink items must be served at the correct temperature			
	2.5 State why information given to customers must be accurate			
	2.6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain counter and service areas	3.1 Keep work area tidy, hygienic and free from rubbish and food debris during service			
	3.2 Maintain enough stock of clean service items			
	3.3 Restock with food and drink items when necessary			
	3.4 Display and store food and drink items in line as required			
	3.5 Clear work area of used and non-required service items at the appropriate times			
	3.6 Dispose of rubbish, used disposable items and food waste as required			
4 Know how to maintain counter and service areas	4.1 Describe safe and hygienic working practices for clearing and why these are important			
	4.2 State why food which is prepared first should be served first			
	4.3 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service			
	4.4 State why waste must be handled and disposed of correctly			
	4.5 State why a constant stock of service items should be maintained			
	4.6 State why maintaining food at the correct temperature is important and how this can be ensured			
	4.7 Outline the types of unexpected situations that may occur when clearing away and how to deal with them			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 25: Clean and store crockery and cutlery

Unit reference number:	A/601/5027
Level:	1
Credit value:	3
Guided learning hours:	27

Unit summary

This unit is about providing a good level of service to your customers and helping to deal with any problems they may have.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to clean crockery and cutlery	1.1 Prepare crockery and cutlery items ready for cleaning			
	1.2 Ensure that cleaning equipment and machinery is clean, undamaged and ready for use			
	1.3 Use cleaning materials according to manufacturers' instructions			
	1.4 Clean items using the appropriate cleaning methods at the recommended temperature			
	1.5 Ensure that finished items are clean, dry and free from damage			
	1.6 Dispose of damaged or broken items correctly			
	1.7 dispose of waste or dirty water correctly			
	1.8 Leave cleaning equipment or machinery clean, undamaged and ready for future use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to clean crockery and cutlery	2.1 Describe the correct methods of preparing crockery and cutlery for cleaning			
	2.2 Explain how to check cleaning equipment and machinery			
	2.3 State dilution ratios for cleaning materials			
	2.4 Describe the correct methods of cleaning crockery and cutlery			
	2.5 Describe what the procedures are in the event of breakages of crockery			
	2.6 Explain the importance of leaving cleaning equipment ready for suture use			
	2.7 Describe what types of unexpected situations may occur when cleaning crockery and cutlery and how to deal with these			
3 Be able to store crockery and cutlery	3.1 Ensure that items to be stored are dry and clean			
	3.2 Keep storage areas clean, tidy and free from rubbish			
	3.3 Stack crockery carefully and store it in the correct location ready for use			
	3.4 Polish cutlery, where appropriate, and store it in the correct location ready for use			
	3.5 Dispose of damaged or broken crockery following recommended procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to store crockery and cutlery	4.1 State why items should be clean and dry before storage			
	4.2 State why storage areas should be clean, dry and free from rubbish			
	4.3 State the correct storage locations for crockery and cutlery			
	4.4 Explain why crockery and cutlery should be stored in the correct place			
	4.5 Describe what types of unexpected situations may occur when storing crockery and cutlery and how to deal with these			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 26: Transporting passengers, materials and equipment within the health sector

Unit reference number:	D/602/4027
Level:	2
Credit value:	3
Guided learning hours:	21

Unit summary

This unit covers the operation and control of vehicles for the transport of people, material and equipment on public roads. It also covers collecting, transporting and setting down passengers and/or materials and equipment.

It is for those that hold a valid and appropriate driving licence. It does not cover emergency driving skills ('blue light driving').

Additional information

The **vehicles** could include articulated vehicles, coaches, vans, minibuses or cars.

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 own responsibilities and accountability in relation to legislation, local policy and protocol	1.1 Outline the legislation, policies and protocols affecting work practice 1.2 Identify own responsibilities to others and in relation to legislation, policies and protocols 1.3 Explain why it is important to work within the limits of own competence and seek advice when required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to collect, transport and set down passengers and materials and equipment	2.1 Describe the vehicle capability and handling characteristics required for the transport of passengers, materials and equipment 2.2 Describe how the capability and handling characteristics affect the way vehicles should be driven in different traffic, weather and light conditions 2.3 Describe **vehicle** controls, equipment and their function 2.4 Explain the importance of providing a positive image of the service when driving a **vehicle** with employer's logo 2.5 Explain the reasons for reporting any delays and to whom 2.6 Describe what is meant by defensive driving techniques 2.7 Describe the assistance passengers may need if they experience any of the following: – limited mobility – sensory impairment – feeling unwell – delays to journey 2.8 Describe the storage and security requirements for different materials and equipment 2.9 Explain the action to be taken when there are actual or potential: – hazards in the driving environment – problems with the **vehicle** – problems with the **vehicle** loads			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date

3 Be able to operate and control **vehicles**	3.1 Drive the **vehicle** safely and legally
	
	3.2 Park and position the vehicle safely and legally
	
	3.3 Carry out all vehicle manoeuvres safely and legally
	
	3.4 Check any passengers are seated and have seatbelts fastened
	
	3.5 Check that pedestrians and passengers are clear of the vehicle before setting off
	
	3.6 Check that doors are closed securely before setting off
	
	3.7 Drive in a way that:
	
	   – optimises fuel consumption
	
	   – minimises wear and tear and risk of accidental damage
	
	   – shows courtesy to other road users
	
	3.8 Use a route in accordance with local policy and protocol and traffic and road conditions
	
	3.9 Monitor the condition of the **vehicle**
	
	3.10 Secure the **vehicle** when left unattended			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support passengers throughout collection, transport and setting down	4.1	Assist any passengers to board and alight according to their needs and wishes			
		4.2	Use moving and handling techniques in accordance with local policy and protocol			
		4.3	Support the comfort of any passengers in the **vehicle** in relation to heating, lighting and ventilation			
		4.4	Communicate accurate information to any passengers about progress of journey, arrival times and delays in a way that is sensitive to the requirements and preferences of the individual			
		4.5	Respond to any queries raised by any passengers			
		4.6	Explain the arrangements to be made for any passengers who need further transport or an escort to complete their journey			
		4.7	Communicate any delays or problems to others in accordance with local policy and protocols			
5	Be able to load, unload and carry materials and specialist equipment	5.1	Use specialist equipment for loading and unloading and assisting any passengers to board and alight			
		5.2	Load and unload any passenger belongings, materials and equipment in line with local policy and protocol			
		5.3	Maintain compliance with health and safety guidance at all times			
		5.4	Check that any passenger belongings, materials and equipment being carried are secured and stable			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 27: Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment

Unit reference number:	T/602/3000
Level:	2
Credit value:	3
Guided learning hours:	18

Unit summary

This unit covers dealing with accidents, breakdowns and emergencies that may occur during the transportation of people, materials and equipment on public roads. It does not cover emergency driving skills ('blue light driving').

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 assess and respond to accidents, breakdowns and incidents	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for assessing and responding to accidents, breakdowns and incidents involving: – people – materials and/or equipment			
	1.2 Identify own role, responsibilities and accountability in relation to assessing and responding to accidents, breakdowns and incidents			
	1.3 Describe how to assess the seriousness of different hazards and prioritise those which should be dealt with first			
	1.4 Describe the types of assistance and support that are available in the case of accidents or incidents			
	1.5 Describe how and when to report incidents			
	1.6 Explain why it is important to collect and communicate key information accurately			
	1.7 Describe how to communicate with other parties in incidents to obtain necessary information, and minimising tension and anger			
2 Be able to assess risk following an accident, breakdown or incident	2.1 Assess promptly the actual and potential hazards caused by and accident, breakdown or incident			
	2.2 Assess the risk to self, others and the environment			
	2.3 Assess whether any additional support or assistance is required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to respond to accidents, breakdowns and incidents	3.1 Take immediate action to maximise the safety and security or passengers, other road users or self, within the constraints of the situation			
	3.2 Make safe hazardous loads where possible			
	3.3 Provide full and accurate information to others on the nature of the accident, breakdown or incident			
	3.4 Record and report accident, breakdown and incidents according to local policy and protocol.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 28:　Administer appointments in a healthcare environment

Unit reference number:　A/602/3001

Level:　2

Credit value:　3

Guided learning hours:　18

Unit summary

This unit covers being able to receive and record information for appointments, schedule appointments and communicating appointments to others. This unit also covers receiving individuals for appointments and recording the outcome of appointments.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to administer and receive individuals for appointments	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for administering appointments and receiving individuals			
	1.2 Give examples of situations that may arise when administering appointments and receiving individuals and how these can be resolved			
2 Be able to make appointments for individuals in line with local policy and protocol	2.1 Obtain the information for appointments			
	2.2 Record information to make the appointment			
	2.3 Communicate details of the appointment to the individual and others			
	2.4 Ensure the individual's records are up-to-date and available for the appointment			
3 Be able to receive individuals for appointments	3.1 Receive an individual at reception			
	3.2 Record the individual's arrival			
	3.3 Confirm the individual's identity and amend any details on their records			
	3.4 Communicate with the individual in a way that is sensitive to their needs and preferences			
	3.5 Pass the individual's records on as and when required			
4 Be able to process completed appointments	4.1 Record the administrative outcome of appointments			
	4.2 Record appointments attended against those scheduled			
	4.3 Update records in accordance with the appointment outcome			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 29: Collect blood/blood products from storage for transfusion

Unit reference number: H/602/4028

Level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

This unit enables the learner to develop competence in collecting blood or blood products from the hospital blood bank or satellite fridge for a patient who needs a transfusion.

It is relevant to learners who are required to collect and deliver blood or blood products to support safe transfusion.

Additional information

Action to be taken

- immediately contact the blood transfusion department
- inform the person making the request.

Clinical Governance is a framework through organisations are accountable for continuously improving the quality of their services and safeguarding high standards of care by creating an environment in which excellence in clinical care will flourish.

Corporate governance is the set of processes, customs, policies, laws and institutions affecting the way in which a corporation is directed, administered or controlled.

Minimum dataset includes the patient's:

- full name
- date of birth
- gender
- unique patient identification number (ie hospital or NHS number).

Patient documentation - the term used for written patient identification information that is taken to the fridge when the blood / blood product is collected (ie a blood collection slip or prescription).

Record may include:

- date and time of removal
- signature.

Relevant staff member may include:

- a registered practitioner.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand own role in relation to legislation and guidelines when collecting blood or blood products for transfusion	1.1 Outline the legislation, national guidelines and local policy and protocol in accordance with **clinical/corporate governance** for collecting blood for transfusion 1.2 Describe own responsibilities 1.3 Define the term accountability in relation to own role			
2 Understand the precautions to be taken when collecting and transporting blood/ blood products for transfusion	2.1 Explain the precautions to be taken when storing and transporting blood/blood products 2.2 Explain why blood should not be left unattended 2.3 Give examples of adverse events and potential incidents that could affect patient safety when collecting blood/blood products from the fridge 2.4 Describe the actions to be taken if there are problems identifying the unit to be collected			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to collect blood/ blood products for transfusion from the storage fridge	3.1	Check that **patient documentation includes the minimum dataset** for the blood request in line with local policy and protocol			
		3.2	Remove the corresponding unit of blood/blood product from the storage fridge			
		3.3	Check that the fridge door is closed securely			
		3.4	Confirm that the label on the blood/blood product selected matches the details on the **patient documentation**			
		3.5	Describe the **action to be taken** if there is a discrepancy			
		3.6	**Record** the removal of blood/blood product from the fridge according to local policy and protocol			
4	Be able to deliver blood or blood products for transfusion to a clinical area	4.1	Transport the blood/blood product in line with local policy and protocol			
		4.2	Deliver the blood/blood product to the **relevant staff member**			
		4.3	Confirm with the **relevant staff member** that the details on the delivered blood/blood product match those on the **patient documentation**			
		4.4	Complete **records** in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 30: Store and transport medical gas cylinders

Unit reference number:	F/602/3002
Level:	2
Credit value:	3
Guided learning hours:	18

Unit summary

This unit covers the safe storage and transportation of medical gas cylinders.

Additional information

Gas cylinders may be filled or empty and may include those for:

- carbon dioxide (CO_2)
- nitrous oxide (N_2O)
- oxygen (O_2).

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 store and transport medical gas cylinders safely and securely	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for storing and transporting medical gas cylinders safely			
	1.2 Give examples of the potential dangers involved in storing and transporting cylinders			
	1.3 Outline the purpose of different colour coding and symbols used on cylinders			
	1.4 Give examples of how to comply with health and safety guidance when storing and transporting cylinders			
	1.5 Explain why it is important to comply with reporting and recording procedures			
2 Be able to store medical gas cylinders safely	2.1 Check that all cylinders are stored securely in accordance with local policy and protocol			
	2.2 Check that all cylinders are securely stored in safe environmental conditions			
	2.3 Monitor stock levels and report low numbers in line with local policy and protocol			
	2.4 Check the cylinder for leaks or damage and report any problems			
3 Be able to transport medical gas cylinders safely	3.1 Check that the cylinder label is intact			
	3.2 Check that the correct cylinder is being transported			
	3.3 Apply health and safety measures relevant to the procedure and environment when securing, lifting, moving and transporting cylinders			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 31: Moving and transporting individuals within a healthcare environment

Unit reference number:	K/602/4029
Level:	2
Credit value:	2
Guided learning hours:	18

Unit summary

This unit is about moving and transporting individuals within healthcare work areas. It enables the learner to develop competence to move the individual safely and securely, and maintain their privacy and dignity during the move.

Additional information

Details may include:
- individual's identity
- whereabouts of the individual
- location to which the individual must be moved
- mode of transport
- need for escort(s)
- medical equipment to accompany the individual.

Problems may include:
- health emergency
- faulty equipment
- no members of staff available to receive the individual
- individual is not ready to be moved
- required members of staff are not available to help
- suitable transportation equipment is not available.

Transportation equipment may include:
- beds
- trolleys
- wheel chairs.

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 own responsibilities and accountability in relation to policies and protocols in relation to moving and transporting individuals	1.1 Identify local policies and protocols affecting work practice 1.2 Describe own responsibilities 1.3 Define the term accountability in relation to own role 1.4 Explain why it is important to work within the limits of own competence and seek advice when required			
2 Know how to move and transport individuals	2.1 Describe safe techniques to be used when moving and handling an individual 2.2 Explain how take into account the following when moving and transporting an individual: – the nature of illness and injury – types of records or documentation accompanying them – types of medical equipment accompanying them 2.3 Describe the types of **transportation equipment** available 2.4 Describe the geography of the work area and how it effects own role in moving and transporting 2.5 Explain how and when to use personal protective equipment 2.6 Describe circumstances under which an individual escort may be required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare to move and transport individuals	3.1 Confirm the individual's identity and gain valid consent			
	3.2 Communicate with relevant staff to confirm: – the purpose of the move – needs of the individual in relation to the move			
	3.3 Check all **details** and documentation with relevant people prior to the move			
	3.4 Communicate with the individual to introduce self, the purpose of the move and agree how this will be done			
	3.5 Assess **transportation equipment** for safety and function			
	3.6 Support the individual to move onto **transportation equipment** in line with local policy and protocol and maintaining their dignity			
	3.7 Secure medical equipment and accompanying documentation for transportation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to move and transport individuals	4.1 Use the most suitable route in line with the individual's needs and preferences			
	4.2 Support the individual throughout the move in accordance with: – their preferences – the nature of illness or injury – their dignity, privacy and comfort			
	4.3 Maintain compliance with health and safety guidance at all times			
	4.4 Use **transportation equipment** in line with local policy and protocol			
	4.5 Explain the action to be taken in accordance with local policy or protocol if any **problems** arise			
	4.6 Apply standard precautions for infection control			
5 Be able to complete the move	5.1 Hand over the individual to others in line with local policy and protocol			
	5.2 Pass on documentation and information in line with local policy and protocol			
	5.3 Assist with any further movement of the individual			
	5.4 Return any transportation equipment to its location			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 32: Collect linen and make beds in a healthcare environment

Unit reference number: J/602/3003

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about stripping and making beds, handling linen and bed coverings, as well as collecting bed coverings and moving them to the rooms.

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 processes involved in collecting linen and making beds	1.1	Outline why it is important to check linen to make sure it is clean and fit for use			
		1.2	Explain why it is important to use the right type and size of linen			
		1.3	Explain why it is important to handle soiled safely and keep it separate from clean linen			
		1.4	Give examples of the problems that might be faced when choosing and collecting linen			
		1.5	Give examples of the problems that might be faced when stripping and making beds			
		1.6	Outline how problems choosing and collecting linen and stripping and making beds could be addressed			
2	Be able to collect linen needed to complete the work schedule	2.1	Choose and collect linen			
		2.2	Maintain compliance with health and safety guidance at all times when collecting linen			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to make beds following all local policy and protocol	3.1 Make the bed following local policy and protocol to include: – stripping all linen from the bed – making sure the mattress is clean and undamaged – choosing the correct linen to meet the individual's needs – leaving the bed smooth, neat and ready for use 3.2 Apply standard precautions for infection control including the use of any personal protective equipment required when making beds			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 33: Checking, connecting and disconnecting medical gas cylinders in a healthcare setting

Unit reference number:	D/602/4030
Level:	2
Credit value:	3
Guided learning hours:	22

Unit summary

This unit covers the safe connection and disconnection of medical gas cylinders to other medical devices within a healthcare setting.

Additional information

Medical gas cylinders are cylinders that contain medical gas for use by carers and individuals. These may be stand-alone cylinders or those connected to piped medical gas systems in a hospital. These cylinders may contain:

- air
- oxygen
- nitrous oxide
- carbon dioxide.

Flowmeter/regulators: a device used to reduce and regulate the contents of a medical gas cylinder to allow safe release of the gas during use by patients.

Dangers of explosion if in contact with oil, grease and creams.

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 health and safety guidelines for handling medical gas cylinders and associated equipment	1.1 Outline health and safety legislation and local policy and protocol in relation to: – medical gas safety and storage – manual handling – reporting leaking or damaged cylinders or associated equipment			
2 Know the safety requirements for storing and handling **medical gas cylinders**	2.1 Explain why it is important to store **medical gas cylinders** in line with local policy and protocol 2.2 Identify how and where **medical gas cylinders** should be stored 2.3 Describe the purpose of the following in relation to **medical gas cylinders**: – colour coding – symbols – **flowmeter/regulator** gauge readings 2.4 Give examples of different types of valve assemblies and seals and how they are connected 2.5 Identify a range of potential **dangers** when handling **medical gas cylinders** 2.6 Explain the procedure for reporting any leaking or damaged **medical gas cylinders** and associated equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to carry out routine checks on **medical gas cylinders** in use	3.1	Carry out a check on cylinders for: – fill status – leakage – date of currency – correct positioning and temperature			
		3.2	Recognise when a cylinder needs to be exchanged in line with local policy and protocol			
4	Be able to exchange cylinders	4.1	Apply health and safety measures relevant to the procedure and the environment			
		4.2	Disconnect **flowmeter/regulators** while checking there is no gas escaping			
		4.3	Check that the cylinder to be connected contains the same medical gas			
		4.4	Reconnect cylinder to **flowmeters/regulators** using valve assemblies and seals in line with local policy and protocol			
		4.5	Check pressure gauges are in working order and recording the level of content within cylinder			
5	Be able to record and report on the procedure carried out	5.1	Complete records in line with local policy and protocol			
		5.2	Report any faulty cylinders, pipe work or gauges			
		5.3	Label any faulty cylinders, pipe work or gauges			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 34: Deliver a trolley service in a healthcare environment

Unit reference number: L/602/3004

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is about preparing service equipment and products in order to deliver a trolley service. It also covers serving products from the trolley and cleaning the trolley after service.

Additional information

Equipment may include:
- crockery
- beverage dispensers
- utensils.

Products may include:
- • confectionary
- • food/drink
- • reading/writing materials.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to apply infection control measures during all aspects of the trolley service	1.1	Apply standard precautions for infection control for the trolley service in relation to: – personal hygiene – handling products – preparation and use of the trolley – cleaning the trolley			
2	Be able to prepare the trolley for service	2.1	Check that the trolley is clean, undamaged and can be wheeled safely			
		2.2	Check that **equipment** is clean, undamaged and prepared ready for use			
		2.3	Display and stack trolley **products** safely in line with local procedure			
3	Be able to provide the trolley service for individuals	3.1	Maintain compliance with health and safety guidance at all times when providing the trolley service			
		3.2	Give an individual accurate information about the products available from the trolley service to meet their needs			
		3.3	Respond to an individual's requests about the trolley service and products available			
		3.4	Collect, sort and stack used items onto the trolley safely in line with local procedure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to maintain and store the trolley for next use	4.1 Describe how and when to report any damage or operational issues that may occur 4.2 Clean the trolley in accordance with local policies and guidelines 4.3 Outline how to store the trolley safely and securely when not in use			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 35: Provide a table/tray service in a healthcare environment

Unit reference number: R/602/3005

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is about greeting individuals, answering any questions they may have, and taking their orders for food/beverages. It also covers serving individuals and maintaining the area by clearing away crockery and cutlery and maintaining the levels of condiments.

Additional information

Service items may include:
- utensils
- food containers/dispensers
- trays
- crockery
- cutlery
- disposable items
- condiments and accompaniments.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to provide a table/tray service	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for providing customer care and service			
	1.2 Explain why it is important to determine the individual's food requirements when providing the service			
	1.3 Give examples of situations that may occur when taking orders and serving food and how these could be dealt with			
2 Be able to greet individuals and take orders	2.1 Confirm that the individual has access to the correct menu			
	2.2 Describe how to ensure that the individual's dining requirements are met			
	2.3 Communicate information about the products available in a way that is sensitive to an individual's preferences			
	2.4 Respond to any enquiries or requests from the individual about the service and products available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to serve orders to individuals	3.1 Record and process an individual's order			
	3.2 Provide the individual with the **service items** appropriate to their needs			
	3.3 Ensure food and drink items are served using hygienic and undamaged equipment			
	3.4 Apply health and safety measures relevant to the procedure and environment when serving orders to individuals			
	3.5 Apply standard precautions for infection control in all aspects of the service			
4 Be able to maintain dining and food service areas	4.1 Keep dining and service areas tidy, hygienic and rubbish free			
	4.2 Maintain stock levels of service items throughout the service			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 36: Prepare vehicles for the transport of people, materials and/or equipment within the health sector

Unit reference number: R/602/2999

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit covers the checking and preparation of vehicles for the transport of people, material and equipment on public roads.

Additional information

Vehicle consumables includes:
- fuel
- oil
- water
- air
- bulbs
- tyres.

Specialist equipment is that which aids loading or access to the vehicle including:
- cages
- tail-lifts
- hoists
- ramps
- stairs.

Materials and equipment can be both hazardous and non-hazardous.

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 transporting people, materials and equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for preparing vehicles for the transport of: – people – materials and/or equipment 1.2 Identify materials that may be considered to be hazardous and/or require special transportation needs 1.3 Describe the precautions that need to be taken when transporting materials that are hazardous or require special storage conditions or transport 1.4 Identify own role, responsibilities and accountability when preparing vehicles			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare the vehicle prior to use	2.1	Confirm the suitability of the vehicle for the transportation of people, **materials and equipment**			
		2.2	Check the following aspects of the vehicle to confirm that they are safe for use: – vehicle systems – vehicle appearance and cleanliness – vehicle fixtures			
		2.3	Describe the basic maintenance and repair tasks required to correct any defects or faults in the vehicle or **specialist equipment**, tools and equipment			
		2.4	Top up and replace all **vehicle consumables** as and when required			
		2.5	Check and confirm the suitability and condition of any **specialist equipment**, tools and materials required			
		2.6	Apply health and safety measures relevant to the procedure and environment			
3	Be able to record and report faults and problems with the vehicle	3.1	Keep a log of information on vehicle faults and problems in line with local policy and protocol			
		3.2	Explain how to report faults and problems with the vehicle in order to ensure safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to safely load materials and equipment prior to transport	4.1 Check that all **materials and equipment** to be transported in line with local protocol 4.2 Explain how to report any shortfalls in, or damage to **materials and equipment** to be transported 4.3 Demonstrate safe moving and handling techniques at all times when loading materials and equipment 4.4 Check that the **materials and equipment** are stable and securely loaded for transport			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 37: Give customers a positive impression of yourself and your organisation

Unit reference number: L/601/0933

Level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

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　Establish rapport with customers	1.1　Meet their organisation's standards of appearance and behaviour 1.2　Greet their customer respectfully and in a friendly manner 1.3　Communicate with their customer in a way that makes them feel valued and respected 1.4　Identify and confirm their customer's expectations 1.5　Treat their customer courteously and helpfully at all times 1.6　Keep their customer informed and reassured 1.7　Adapt their behaviour to respond to different customer behaviour			
2　Respond appropriately to customers	2.1　Respond promptly to a customer seeking help 2.2　Choose the most appropriate way to communicate with their customer 2.3　Check with their customer that they have fully understood their expectations 2.4　Respond promptly and positively to their customer's questions and comments 2.5　Allow their customer time to consider their response and give further explanation when appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Communicate information to customers	3.1	Quickly find information that will help their customer			
		3.2	Give their customer information they need about the services or products offered by their organisation			
		3.3	Recognise information that their customer might find complicated and check whether they fully understand			
		3.4	Explain clearly to their customers any reasons why their expectations cannot be met			
4	Understand how to give customers a positive impression of themselves and the organisation	4.1	Describe their organisation's standards for appearance and behaviour			
		4.2	Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately			
		4.3	Identify their organisation's rules and procedures regarding the methods of communication they use			
		4.4	Explain how to recognise when a customer is angry or confused			
		4.5	Identify their organisation's standards for timeliness in responding to customer questions and requests for information			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 38: Clean and store care equipment to minimise the risks of spreading infection

Unit reference number: K/602/4032

Level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

This unit enables the learner to develop competence in cleaning, but not disinfecting or sterilising, care equipment to minimise the risks of spreading infection.

It covers activity in all health settings, including community and domiciliary settings and ambulance vehicles.

It does not include specialised settings, such as laboratories, pharmacies or operating theatres, where more specialised methods may be required.

Additional information

Care equipment – Reusable items that are non-invasive and used to support care delivery, such as stethoscopes, thermometers, X-ray machines, drip stands, beds, trolleys, occupational therapy equipment, toys used in children's therapy etc.

Standard infection control precautions – Infection control measures that should be applied to the care of every patient.

Single-use – A piece of equipment that is intended to be used on an individual patient during a single procedure and then discarded. It is not intended to be used on another patient.

Single-patient use – A piece of equipment that is intended to be used on an individual patient and then discarded. It is not intended to be used on another patient.

Cleaning agent – General purpose detergent and water, or other cleaning agents as specified by local policy.

Personal protective equipment includes gloves, aprons, gowns, overalls (single-use, fluid-repellent, disposable), masks, eye protection.

Hand hygiene – Hand washing, or using alcohol-based hand rub products to remove or destroy transient microorganisms.

Problems with facilities and supplies could include absence of, cleanliness of, or difficulty in accessing, any of the following:

    a) sinks, running water, and hand cleansing products to enable hand hygiene
    b) appropriate personal protective equipment
    c) cleaning equipment, cleaning agents and facilities for storing them
    d) waste containers.

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 guidelines to follow to reduce the risk of spreading infection	1.1 Outline own role and responsibilities in relation to the following: – **standard infection control precautions** – health and safety regulations – regulations covering hazardous substances 1.2 Explain how infection control procedures can help to break the chain of infection			
2 Know the cleaning and storage requirements for different types of care equipment	2.1 Identify a range of different types of **care equipment** relevant to own role 2.2 Identify when cleaning of **care equipment** should be carried out 2.3 Describe the requirements for safe storage, cleaning and disposal of the following types of equipment: – **single-use** – **single-patient use** – reusable			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to carry out preparations for cleaning care equipment	3.1 Apply health and safety measures relevant to the procedure and environment including: – hand hygiene 3.2 Select the correct **cleaning agent** in relation to the: – type of equipment – cleaning required – manufacturer's instructions			
4 Be able to carry out cleaning of care equipment to minimise the risks of spreading infection	4.1 Carry out cleaning of the care equipment according to: – type of equipment – cleaning required – manufacturer's instructions 4.2 Assess equipment during cleaning for repair or damage 4.3 Describe the action to be taken to report and replace damaged equipment 4.4 Demonstrate how to dispose the following safely: – **single-use equipment** – **single-patient use equipment** – **personal protective equipment** – spent or unused cleaning solutions 4.5 Store cleaning solutions in line with local policy and protocol			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to maintain the cleaning equipment storage area	5.1 Maintain the storage environment in line with local policy and protocol 5.2 Assess equipment before it is stored or re-used to ensure it is: – clean – fit for use 5.3 Describe how to report **problems with facilities and supplies** for cleaning or storing care equipment			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 39: Minimise the risk of infection when transporting and storing healthcare waste

Unit reference number: A/602/4035

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about the transporting healthcare waste, including sharps to a place of final destruction.

It applies to all health settings, including community and domiciliary settings and ambulance vehicles.

Additional information

Hand hygiene includes hand washing, or using alcohol-based hand rub products to remove or destroy transient microorganisms.

Healthcare waste refers to any waste produced by, and as a consequence of, healthcare activities, including infectious waste - substances containing viable microorganisms or their toxins, which are known, or reliably believed, to cause disease, including:

- contaminated sharps
- human tissue
- soiled dressings, swabs and other single use material
- pharmaceutical products
- items used to dispose of bodily secretions or excretions where there is an infection risk
- single use personal protective equipment that has been used.

Personal protective equipment includes:

- gloves
- aprons, gowns, overalls (single-use, fluid-repellent, disposable)
- masks
- eye protection.

Problems with the facilities and supplies for handling, transporting and storing waste could include absence of, cleanliness of, or difficulty in accessing, any of the following:

- bags and other receptacles for disposing of waste
- sharps containers
- tags or labels for identifying the contents of a receptacle
- trolleys or vehicles used to transport waste
- spillage kits
- secure areas for storing waste
- sinks, running water, and hand-hygiene products
- appropriate personal protective equipment.

Waste containers may be:

- bags/rigid containers
- sharps containers.

Containers should be colour-coded to indicate the type of waste they contain.

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 national and local policy and protocol relating to minimising the risk of spreading infection	1.1 Describe own role and responsibilities in relation to: – standard infection control precautions – health and safety regulations – regulations covering hazardous waste 1.2 Identify how following infection control procedures can help break the chain of infection			
2 Know how to transport and store **waste containers** in line with national and local policy and protocol	2.1 Describe different types of waste 2.2 Explain why **waste containers** or colour-coded bags should be used in relation to each type of waste 2.3 Describe the uses for the **waste containers** or colour-coded bags 2.4 Describe the action to take in the following circumstances: – exposure of self or others to potentially infectious waste – **problems with the facilities and supplies** for hand hygiene			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date

3 Be able to handle and transport **waste containers** safely	3.1 Use personal protective clothing in line with local policy and protocol
	
	3.2 Assess containers prior to removal to ensure they are:
	  – securely sealed
	  – sufficiently full
	  – correctly documented
	  – colour-coded
	  – tagged using recognised codes
	
	3.3 Handle and transport different types of **waste containers** in a way that
	  – avoids contamination or injury to self
	  – minimises risks of breakage or tearing
	  – complies with approved moving and handling guidelines
	
	3.4 Transport waste containers to a designated storage area
	
	3.5 Demonstrate how to use equipment specifically designed for transporting waste if required			

4 Be able to store healthcare waste in line with local policy and protocol	4.1 Segregate waste according to local policy and protocol 4.2 Place waste containers in position for storage within a segregated, lockable area and in line with local policy and protocol			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to minimise the risk of infection after transporting and storing healthcare waste	5.1 Explain how and when any spillages should be safely cleaned and removed 5.2 Clean equipment after use 5.3 Remove and dispose of any personal protective equipment used 5.4 Carry out hand hygiene following handling of waste 5.5 Describe how to report adverse events, incidents or accidents			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 40: Minimise the risk of infection during the removal of used linen

Unit reference number: J/602/4040

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit enables learners to develop competence in minimising the risk of infection when removing linen.

It applies in all health settings, including community and domiciliary settings, and ambulance vehicles.

This unit does not cover the removal of radioactive linen or linen from patients with known infectious diseases.

Additional information

Linen includes any items made of cloth, including bed-linen, towels, patient/client clothing, curtains, fabric screens etc.

Used linen includes any items made of cloth, including bed-linen, towels, patient/client clothing, curtains, fabric screens etc.

Designated area for collection is the area designated for used linen before collection and transportation to the laundry, which should be inaccessible to the public.

Designated receptacle is a linen bag/buggy and colour-coded bags as specified in the local infection prevention and control policy.

Hand hygiene is hand washing, or using alcohol-based hand rub products to remove or destroy transient microorganisms, and ensuring any abrasions or cuts are covered.

Personal protective equipment may include:

- gloves
- aprons, gowns, overalls (single-use, fluid-repellent, disposable).

Used sharps may include:

- needles
- sharp-edged instruments
- broken glass or glassware
- razors
- sharp pieces of bone or teeth
- any other item that may cause laceration or puncture wounds.

Standard infection control precautions are infection control measures that should be applied to the care of every patient.

Single-use is a piece of equipment that is intended to be used on an individual patient during a single procedure and then discarded. It is not intended to be used on another patient.

Single-patient use is a piece of equipment that is intended to be used on an individual patient and then discarded. It is not intended to be used on another patient.

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 guidelines to be followed in relation to infection prevention and control	1.1 Outline own role and responsibilities in relation to: – **standard infection control precautions** – health and safety regulations – regulations covering hazardous waste 1.2 Explain how following infection control procedures can help break the chain of infection 1.3 Identify the responsibilities of others in minimising the risks of spreading infection			
2 Know how to remove **linen** for collection and disposal whilst minimising the risk of infection	2.1 Identify how to separate and bag different types of soiled **linen** 2.2 Outline the requirements for safe disposal, of the following types of **linen**: – **single-use** – **single-patient use** – reusable			
3 Be able to prepare to remove **used linen** in a way that minimises the risk of spreading infection	3.1 Apply standard precautions for infection control including **hand hygiene** 3.2 Use personal protective clothing in line with local policy and protocol 3.3 Assemble and position the equipment and supplies needed for removal of used linen, as close as possible to the point of use 3.4 Communicate with patient, if present, to explain what you are planning to do			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to remove **used linen** while reducing the risk of infection	4.1 Remove **linen** in a way that: – maintains the patient's dignity and safety – avoids shaking the linen – avoids contact with clothing, the floor or other surfaces 4.2 Check that patient belongings, **used sharps** or other clinical equipment are not discarded with the **linen** 4.3 Place linen in the designated receptacle 4.4 Explain how linen contaminated with body fluids should be handled, bagged and prepared for collection 4.5 Place filled bags in the **designated area for collection**			
5 Be able to minimise the risk of infection after removing **used linen**	5.1 Check that the individual is comfortable before leaving 5.2 Remove and dispose of **personal protective equipment** 5.3 Carry out **hand hygiene** following procedure 5.4 Check **used linen** is collected in line with local policy and protocol			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 41: Minimise the risks of spreading infection when transporting linen

Unit reference number: J/602/4765

Level: 2

Credit value: 2

Guided learning hours: 19

Unit summary

This unit is about the transportation of both used and clean linen and how to minimise the risk of transmitting infection during the transportation process. It does not cover the transportation of radioactive linen or linen from patients with known infectious diseases.

Additional information

Linen includes any items made from cloth such as:
- bed linen
- towels
- patient/client clothing
- curtains
- fabric screens.

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 transportation of **linen**	1.1 Describe current legislation, national guidelines, local policies and protocols which relate to the transportation of **linen**			
2 Understand the precautions to be taken to reduce the spread of infection when transporting **linen**	2.1 Explain why hand hygiene must be maintained when transporting **linen**			
	2.2 Describe how to maintain hand hygiene			
	2.3 List the personal protective equipment which may be used when transporting **linen**			
	2.4 Describe how to safely put on, remove and dispose of personal protective equipment			
	2.5 Describe the difference between single-use, single-patient use and reusable equipment and how each should be laundered/cleaned, stored or disposed of			
	2.6 Describe how linen should be segregated into different bags and waste containers and the procedures to follow at points of collection and delivery			
	2.7 Describe how to report any adverse events which may occur during the transportation of used or clean **linen** in accordance with local policy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to take steps to minimise the spread of infection when transporting used and clean **linen**	3.1 Perform hand hygiene before and after each operation or task 3.2 Cover cuts and abrasions and use personal protective equipment in line with local polices			
4 Be able to transport used linen	4.1 Collect bagged used linen from designated areas in accordance with local policies and protocols 4.2 Securely transport and deliver bags of used **linen** to the laundry, using a trolley or vehicle designated for used linen and avoiding areas where clean linen is handled 4.3 Clean any equipment used to transport used **linen** after use, ensuring it is fit for re-use and isolating and reporting any that is not 4.4 Dispose of personal protective equipment following the correct procedure immediately after use			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 42: Minimise the risks of spreading infection when storing and using clean linen

Unit reference number:	R/602/4767
Level:	1
Credit value:	2
Guided learning hours:	11

Unit summary

This unit is about the storage and use of clean linen to minimise the risk of contamination and cross infection.

Additional information

Linen includes any items made from cloth such as:

- bed linen
- towels
- patient/client clothing
- curtains
- fabric screens.

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 and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know current legislation, national guidelines, policies, protocols and good practice related to the storage and use of clean **linen**	1.1	Identify current legislation, national guidelines, local policies and protocols which relate to the storage and use of clean **linen**			
2	Understand the precautions to be taken to reduce the spread of infection when storing and using clean **linen**	2.1	Explain why hand hygiene must be maintained when transporting clean **linen**			
		2.2	Outline how to maintain hand hygiene			
		2.3	State why linen should be stored in designated areas			
3	Be able to take steps to minimise the spread of infection when storing and using clean **linen**	3.1	Perform hand hygiene and cover any cuts and abrasions before handling clean **linen**			
		3.2	Sort and store clean linen in a designated area on shelving to prevent contamination			
		3.3	Check clean **linen** to ensure it is clean and free of stains, removing and reporting any items that are not fit for use			
		3.4	Outline why it is important to minimise the number of times a linen trolley is decanted when being used to transport clean **linen** to the location of use			
		3.5	Use clean **linen** immediately or directly from the trolley taking steps to reduce the risk of infection			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to provide clean **linen** for individuals	4.1	Collect the clean **linen** required for the task			
	4.2	State the procedure to be undertaken clearly to the individual			
	4.3	Check that the individual's privacy and dignity is maintained at all times			
	4.4	Use the clean **linen** to perform the required task taking steps to reduce the spread of infection			
	4.5	Ensure the individual is made comfortable at the end of the procedure			
5 Be able to maintain stock levels of clean linen	5.1	Maintain an adequate stock of clean **linen** and report unanticipated high usage to ensure stock is replenished			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 43: Clean and maintain internal surfaces and areas

Unit reference number:	K/600/6324
Level:	2
Credit value:	4
Guided learning hours:	33

Unit summary

This unit is about working efficiently in a routine, low risk environment and following relevant processes and procedures. It covers assessing the area to see what work has to be done, selecting the most appropriate equipment for the task and dealing with spillages and accidents.

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 prepare to clean and maintain internal surfaces and areas	1.1 Describe the sequence for cleaning to avoid re-soiling			
	1.2 List the permits and checks that may be required to work on the premises			
	1.3 State the procedures for entering and leaving the workplace			
	1.4 State the standards of appearance and behaviour required in the workplace			
	1.5 State the importance of personal hygiene when cleaning			
	1.6 Describe how the following factors can influence the cleaning method used: – manufacturer's instructions – risk – efficiency – access – time – surface – type of soiling			
	1.7 State how to inspect a work area to decide what cleaning needs to be carried out			
	1.8 State the importance of wearing the required personal protective equipment and for others to see it being worn			
	1.9 State the importance of following a work schedule			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Describe the best methods and materials for carrying out a specific task identifying possible alternatives			
	1.11 State why different equipment should be used for different tasks			
	1.12 State the importance of using the correct colour coded equipment			
2 Understand how to clean and maintain internal surfaces	2.1 Describe how to avoid causing injury or damage when cleaning			
	2.2 State the amount of time allowed for completing the activity			
	2.3 State what results are expected from each cleaning activity			
	2.4 State the techniques to use with chosen equipment and materials			
	2.5 Describe the consequences of: – using wrong equipment – using wrong materials – not following manufacturer's instructions			
	2.6 State how to change between cleaning methods to cope with different types of soiling and surface			
	2.7 Describe methods that can be used for different types of soiling and surface			
	2.8 State how to identify pest infestation and the action needed to deal with it			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 State which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this			
	2.10 State the importance of checking the quality of work as it is being done			
	2.11 State tasks that are outside of own responsibility			
	2.12 Describe the organisational requirements for dealing with and reporting accidental damage			
3 Know how to complete the cleaning activity	3.1 State why tools and equipment should be cleaned after use			
	3.2 State the location of the storage areas for equipment and materials			
	3.3 State why storage areas should be kept clean, safe and secure			
	3.4 Describe the organisational requirements for organising replacement and extra resources			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to prepare to clean and maintain internal surfaces and areas	4.1 Follow the correct procedure for entering and leaving the workplace 4.2 Identify the area to be cleaned and taking into account different types of surfaces and areas 4.3 Inform appropriate people know when cleaning is taking place and when it will be completed 4.4 Select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling 4.5 Select and wear appropriate personal protective equipment for the task 4.6 Ensure that all surfaces are accessible and can be reached to carry out adequate cleaning 4.7 Deal with unattended items following organisational requirements 4.8 Ventilate the area			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5 Be able to clean and maintain internal surfaces	5.1	Remove loose dirt, debris and detritus prior to cleaning			
	5.2	Use the correct cleaning method for the work area, type of soiling and surface			
	5.3	Follow the sequence for cleaning in order to avoid re-soiling			
	5.4	Assess the actions required to prevent disturbance to others when cleaning			
	5.5	Avoid obstructions to access when using cleaning equipment and power leads			
	5.6	Select and display appropriate warning signs			
	5.7	Adapt the cleaning method according to the available equipment, materials and problems identified			
	5.8	Report any difficulties in carrying out the work in line with organisational requirements			
	5.9	Deal with spillages using the equipment, materials and method appropriate to the surface and type of spillage			
	5.10	Report any additional cleaning required that is outside own responsibility or skill			
6 Be able to complete the cleaning process	6.1	Replenish supplies or consumables			
	6.2	Leave the area clean and dry			
	6.3	Secure cleaning equipment, materials and personal protective equipment in the correct storage area			
	6.4	Organise replacement resources as required			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 44: Assist with maintaining structures and surfaces

Unit reference number: K/502/4098

Level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The candidate will be able to maintain structures and surfaces by cleaning, rubbing-down and applying surface protection, using hand tools and comply with all health and safety requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assist with maintaining structures and surfaces	1.1 Correctly prepare the necessary tools and materials for the maintenance operation 1.2 Prepare the area for the work in a manner appropriate for the maintenance operation 1.3 Maintain structures and surfaces effectively and completely in accordance with the instructions, to include: – cleaning – rubbing down – surface protection 1.4 Use tools safely and correctly 1.5 Report any problems that arise without delay 1.6 Maintain the health and safety of self and others at all times 1.7 Handle and dispose of waste safely and correctly 1.8 Leave the site in a safe condition 1.9 Clean tools after use in an appropriate manner 1.10 Store tools and materials after use in an agreed and safe location			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 45: Clean food areas

Unit reference number: J/600/6332

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

Conducting routine cleaning in food areas including kitchens, food service areas, food manufacturing premises, food production and food retailing. This unit also covers identifying signs of pest control.

In food businesses, it is important to take into account the businesses' food safety management procedures.

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 prepare to clean food areas	1.1 Explain the importance of having an up-to-date cleaning specification and where it can be found			
	1.2 State the importance of maintaining levels of personal hygiene when working in food areas			
	1.3 State types of health conditions that must be reported			
	1.4 Describe why it is important to report health conditions to the relevant person			
	1.5 State the importance of wearing the required personal protective equipment and for others to see it being worn			
	1.6 Explain why food items must be moved or protected during cleaning operations			
	1.7 Describe the consequences of not moving or protecting food items during cleaning			
	1.8 Explain the importance of ventilating food production areas during cleaning			
2 Understand how to identify signs of pest infestation	2.1 State the main types of pest infestations common to food areas			
	2.2 Describe how to identify signs of pest infestation			
	2.3 State the organisational procedures for dealing with any incidences of infestation			
	2.4 Explain the importance of reporting pest infestations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to clean food areas	3.1 State the types of cleaning equipment available for use			
	3.2 Describe how to check that the cleaning equipment is safe to use			
	3.3 State the types of cleaning agents that are suitable for the surfaces in the food area			
	3.4 Describe the consequences of using the wrong cleaning agents on surfaces			
	3.5 State methods of checking for chemical residues when they have been used			
4 Understand how to clean food production equipment	4.1 Describe how to recognise faulty or damaged food production equipment			
	4.2 Explain the importance of labelling and reporting faulty and damaged equipment			
	4.3 Explain the importance of safely isolating powered equipment before cleaning			
	4.4 Explain the importance of following manufacturer's and workplace instructions for: – disassembling – cleaning – re-assembling – of food production equipment			
	4.5 State the location of the holding area for food production equipment parts			
	4.6 Describe methods for de-scaling and cleaning food production equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to complete cleaning of food areas	5.1 Describe the importance of assessing how the work is progressing			
	5.2 Explain why it is important to leave food areas free of deposits, residue and foreign objects			
	5.3 Describe the consequences of food areas not being left free of deposits, residue and foreign objects			
	5.4 Describe the importance of returning all food and equipment to the correct place once cleaning is completed			
	5.5 Explain why surfaces and vents should be left dry on completion of cleaning			
	5.6 Describe the organisational requirements for disposing of waste and slurry			
	5.7 Explain the importance of cleaning the cleaning equipment			
	5.8 State where cleaning equipment should be stored			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to clean food areas	6.1 Remove and store personal items safely 6.2 select and wear appropriate personal protective equipment for the task 6.3 Select and protect relevant items, including food, before cleaning begins 6.4 Identify suitable cleaning equipment and check it is safe to use 6.5 Label faulty or damaged cleaning equipment and report according to organisational requirements 6.6 Prepare food production plant, equipment and materials for cleaning 6.7 Isolate food equipment from power supplies 6.8 Clean the area without damaging in-place plant and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to clean food production equipment	7.1 Follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment			
	7.2 Dismantle food production equipment and place in the right holding area before cleaning			
	7.3 Ventilate the working area and check that there are no chemicals on the area before de-scaling equipment			
	7.4 De-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination			
	7.5 Check that individual parts of food production equipment are clean before re-assembly			
	7.6 Reassemble food production equipment after cleaning			
	7.7 Check equipment is in correct working order once reassembled			
	7.8 Record and report faults with food production equipment according to organisational requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to complete cleaning of food areas	8.1 Assess cleaning performance against the business' food safety management procedures			
	8.2 Leave equipment and working areas free of deposits, cleaning residues and foreign objects			
	8.3 Check that ventilation systems and surfaces are clean and dry when cleaning has been completed			
	8.4 Dispose of waste and slurry following organisational requirements			
	8.5 Clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 46: Clean glazed surfaces and facades

Unit reference number:	M/600/6342
Level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

This unit is about cleaning surfaces, which must be carried out carefully in order to prevent causing accidental damage such as chips, scratches and other marks.

Many exterior surfaces have a shiny finish, therefore it is important that upon completion of cleaning surfaces are left dry and glass, in particular, is left free of smears and cleaning residue.

The term glazed can refer to other highly polished exterior surfaces eg marble or cladding.

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 clean glazed surfaces and façades	1.1 Describe the procedures for entering and leaving the workplace			
	1.2 Describe how to inspect surfaces			
	1.3 Describe the importance of reporting defects on surfaces			
	1.4 State why the equipment should be clean before use			
	1.5 Describe procedures for closing windows and openings before cleaning			
	1.6 Describe the importance of windows and openings being closed before cleaning			
	1.7 Describe advantages of treating surfaces before applying cleaning agents			
	1.8 State organisational requirements for: – cleaning glazed surfaces and façades – equipment that should be used for cleaning glazed surfaces and façades			
	1.9 Describe the techniques that should be used to avoid personal injury or strain			
	1.10 State where to find the manufacturer's instructions for operating equipment or machinery			
	1.11 State organisational requirements for reporting faults and emergencies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to finish cleaning glazed surfaces and façades, and reinstate the work area	2.1 State the techniques and equipment for removing excess water			
	2.2 Describe different treatments that can be applied to surfaces upon completion of cleaning			
	2.3 Describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning			
	2.4 State the importance of reinstating the area			
	2.5 State the organisational requirements for disposing of waste			
	2.6 State the importance of cleaning equipment and machinery after use			
	2.7 State the organisational requirements for cleaning equipment and machinery after use			
	2.8 State where cleaning equipment and machinery should be stored			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to clean glazed surfaces and façades	3.1 Follow procedures for entering the work area			
	3.2 Inspect the surface to identify any defects prior to cleaning			
	3.3 Report defects on surfaces according to organisational requirements			
	3.4 Check that all cleaning equipment is clean and free of residue			
	3.5 Check that all windows and openings are closed before cleaning			
	3.6 Select and display appropriate warning signs clearly			
	3.7 Treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents			
	3.8 Use approved methods and equipment to carry out cleaning			
	3.9 Use techniques that reduce risks of personal strain and injury			
	3.10 Use cleaning equipment according to manufacturer's instructions and organisational requirements			
	3.11 Report any previously unidentified damage			
	3.12 Check that the work area is not over-wetted			
	3.13 Follow organisational requirements in the event of a fault or emergency			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to finish cleaning of glazed surfaces and façades, and reinstate the work area	4.1 Remove excess water from the surface and leave it streak free			
	4.2 Check that all surfaces are dry upon completion of cleaning			
	4.3 Apply treatments or protective coatings to surfaces following cleaning			
	4.4 Check that accessories, fittings, frames and furniture are free of cleaning residue			
	4.5 Reinstate the work area			
	4.6 Dispose of waste in accordance with organisational requirements			
	4.7 Check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning			
	4.8 Return tools and equipment to the correct storage area			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 47: Periodic cleaning of soft floors and furnishings

Unit reference number: L/502/2294

Level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

This unit is about cleaning soft floors and furnishings including the removal of stains and applying treatments. The unit covers specialist cleaning methods such as hot water extraction, shampooing, dry powder and granule treatments. Learners will be able to carry out pre and post checks, clean soft floors and furnishings using appropriate equipment and applying appropriate treatments.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for cleaning of soft floors and furnishings	1.1 Explain the purpose of a work schedule			
	1.2 Explain the importance of thorough preparation before cleaning			
	1.3 Assess the area and items to be cleaned			
	1.4 Describe how to prepare work areas			
	1.5 Explain the process for reporting damaged or deteriorating surfaces			
	1.6 Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces			
	1.7 Select correct cleaning method, equipment and materials to use for periodic cleaning			
	1.8 Explain the importance of following manufacturers' recommendations and instructions			
	1.9 List personal protective equipment for periodic cleaning of soft floors and furnishings			
	1.10 State procedures for pre-testing areas to be cleaned			
	1.11 Explain importance of pre-testing areas to be cleaned			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to carry out cleaning of soft floors and furnishings	2.1 State reasons for removing dust and debris before periodic cleaning			
	2.2 Explain how and when to pre-treat an area for heavy soiling or stains			
	2.3 State materials which are colourfast and shrink-resistant			
	2.4 Use correct cleaning methods for soft floors and furnishings			
	2.5 Describe cleaning methods for soft floors and furnishings			
	2.6 Explain the importance of cleaning to prescribed standards			
	2.7 Explain the consequences of using incorrect solutions, equipment and cleaning methods			
	2.8 Explain the importance of completing work in a timely manner			
	2.9 Explain the importance of minimising the inconvenience to colleagues, customers and the general public			
	2.10 Describe procedures that can be taken to minimise inconvenience			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of checking area and items after cleaning 3.2 Check periodic cleaning and take any necessary actions 3.3 Describe the procedures for reporting damaged or deteriorating surfaces 3.4 Explain the importance of returning all items after cleaning to their original position in a timely manner 3.5 State procedures for reinstating rooms 3.6 Return items to original positions 3.7 Explain why equipment and materials should be returned in good order to a secure storage area 3.8 Return equipment in good order to storage areas 3.9 Describe how to dispose of waste correctly 3.10 Dispose of waste correctly 3.11 Describe the procedures for ordering and replacing resources			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 48: Repair, alter and maintain fabrics and materials

Unit reference number: D/600/8877

Level: 2

Credit value: 2

Guided learning hours: 7

Unit summary

This unit addresses the skills required to repair, alter and maintain fabrics and materials.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking '*How to repair, alter and maintain fabrics and materials*'.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to make equipment ready for use	1.1 Prepare and check that equipment is safe and ready to use			
	1.2 Conduct routine maintenance of machinery			
2 Be able to select the work required	2.1 Select and classify work for repair or alteration			
	2.2 Count and record items for repair			
	2.3 Sort items so that the best use is made of time			
	2.4 Identify and redirect items which are unsuitable for repair or alteration			
	2.5 Remove any extraneous objects and dispose of them or forward them for return to the customer			
	2.6 Identify items that have priority for repair			
	2.7 Store items prior to repair			
3 Be able to repair and alter items to the required standard safely	3.1 Operate repair equipment			
	3.2 Make any necessary adjustments to the sewing machine			
	3.3 Repair items using an appropriate method			
	3.4 Alter items according to requirements			
	3.5 Repair items using a method appropriate to the damage sustained and the type of fabric			
	3.6 After inspection, return items to the correct place			
4 Be able to identify any problems which may occur	4.1 Identify any problems/faults which may arise in carrying out the work			
	4.2 Follow the appropriate procedures to report and rectify any problems which may arise			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to keep accurate records, complete forms and other documentation	5.1	Keep up-to-date accurate records			
		5.2	Complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards			
6	Be able to communicate effectively with colleagues and customers	6.1	Communicate effectively with colleagues and customers using the most effective form of communication			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 49: Classify items and make up loads for cleaning

Unit reference number:	H/600/8847
Level:	2
Credit value:	3
Guided learning hours:	10

Unit summary

This unit addresses the skills required to classify items and make up loads for cleaning.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking '*How to classify items and make up loads for cleaning*'.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to handle items with care and remove those which are unsuitable for the cleaning process	1.1 Handle items carefully 1.2 Redirect items which are unsuitable for the cleaning process			
2 Be able to check for foreign objects and deal with them according to the organisation's procedures	2.1 Check for foreign objects 2.2 Deal with foreign objects according to the organisation's procedures			
3 Be able to sort items according to the appropriate classifications	3.1 Sort items according to appropriate classifications 3.2 Identify items requiring stain removal 3.3 Deal with foul and infected items 3.4 Identify delicate/sensitive items			
4 Be able to make up loads of the correct weight and label loads clearly	4.1 Make up correct weight loads for the weight capacity of machines and types of items 4.2 Label loads clearly			
5 Be able to prioritise loads and store them carefully	5.1 Prioritise loads 5.2 Store loads carefully			
6 Be able to keep accurate records, complete forms, reports and other documentation	6.1 Keep up-to-date accurate records 6.2 Complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to communicate effectively with colleagues and customers	7.1	Communicate effectively with colleagues and customers using the most appropriate form of communication			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 50: Carry out the washing process

Unit reference number:	M/600/8849
Level:	2
Credit value:	3
Guided learning hours:	14

Unit summary

This unit addresses the skills required to carry out the washing process.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking '*How to carry out the washing process*'.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to make services and machinery ready for use	1.1 Make services and machines ready for safe use			
2 Be able to select work required for washing processes	2.1 Plan how to carry out instructions making best use of resources 2.2 Identify any problems which may arise in carrying out the work			
3 Be able to load machines	3.1 Check loads for classification and process requirements 3.2 Identify and redirect unsuitable items 3.3 Use appropriate detergents, chemicals and additives as required 3.4 Select correct programme for classification 3.5 Load machines in accordance with operating procedures			
4 Be able to control the washing process	4.1 Control the washing process 4.2 Operate machinery in accordance with supervisor's instructions 4.3 Check the progress of selected work			
5 Be able to unload machines	5.1 Unload machines and handle items with care in accordance with operating procedures			
6 Be able to check that work has been carried out as planned	6.1 Remove any items that are not washed satisfactorily or have been damaged 6.2 Identify and report any machine faults			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to keep accurate records, complete forms, reports and other documentation	7.1	Keep up-to-date accurate records			
		7.2	Complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards			
8	Be able to communicate effectively with colleagues and customers	8.1	Communicate effectively with colleagues and customers using the most appropriate form of communication			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 51: Press and finish garments following laundry

Unit reference number: L/600/8857

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit addresses the skills required to press and finish garments following laundry.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking '*How to press and finish garments following laundry*'.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to make machinery and equipment ready for use	1.1	Decide which machines will be used ie rotary presses, scissor presses, iron and/or rotary iron			
		1.2	Make machines and equipment safe and ready for use			
		1.3	Check and adjust the locking pressure on scissor presses as appropriate			
		1.4	Evaluate the efficiency of the vacuum as appropriate			
		1.5	Check thermostat settings			
2	Be able to select the work for pressing	2.1	Select the work for pressing			
		2.2	Plan the work to make the best use of resources available			
		2.3	Check that garments are ready for pressing			
3	Be able to correctly and safely operate presses	3.1	Follow procedures to set up and close down machine			
		3.2	Press items to the required standard of finish			
		3.3	Inspect items for stains, repairs, creasing, shrinkage, etc			
4	Be able to identify any problems which may arise	4.1	Identify and deal with any problems/faults which may occur			
		4.2	Take the appropriate action if safety mechanisms malfunction			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to check that work has been carried out as planned	5.1	Identify unsatisfactorily pressed garments and direct to the appropriate locations as required by company procedures			
		5.2	Pass items for packing and dispatch			
6	Be able to keep accurate records, complete forms and other documentation	6.1	Keep up-to-date accurate records			
		6.2	Complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards			
7	Be able to communicate effectively with colleagues and customers	7.1	Communicate effectively with colleagues and customers using the most effective form of communication			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 52: Administer the current records system

Unit reference number: J/602/4913

Level: 2

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is about administering records in a records centre, including procedures for recall and withdrawal from use.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to administering records systems	1.1 Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to administering records systems 1.2 Outline own responsibilities and accountability in relation to administering records systems			
2 Understand how to administer the records system	2.1 Explain what to do when a record is required by a customer 2.2 Identify when a record is due for return 2.3 Explain when a record will be available to a customer 2.4 Explain how to withdraw records from current use according to local policy and protocol			
3 Be able to maintain access to records	3.1 Recall a record when required by a customer 3.2 Inform customers when a record will become available 3.3 Record the return and re-issue of records in line with local policy and protocol			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to withdraw records from current use	4.1 Confirm the criteria for the withdrawal of a record according to local policy and protocol			
	4.2 Identify records which match the criteria for withdrawal in line with local policy and protocol			
	4.3 Carry out the withdrawal of the records in line with local policy and protocol			
	4.4 Determine whether to store or dispose of withdrawn records in line with local policy and protocol			
	4.5 Determine the format used to record the withdrawal			
	4.6 Record the action taken with regards to withdrawal in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 53: Provide authorised access to records

Unit reference number:	L/602/4914
Level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

This unit is aimed at those who authorise and supply access to records.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know current legislation, national guidelines, policies, protocols and good practice related to providing authorised access to records	1.1 Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to providing authorised access to records 1.2 Outline own responsibilities and accountability in relation to providing authorised access to records 1.3 Outline how data protection issues affect own role			
2 Know how to provide authorised access to records	2.1 Describe how to establish a user's status 2.2 Outline how and when to refer a lack of authorisation or identification 2.3 Describe actions to be taken if records are damaged and/or not fit for issue 2.4 Describe the system requirements for details to issue a record 2.5 Describe how to implement security procedures			
3 Be able to prepare to provide individuals with authorised access to records	3.1 Confirm the individual's identity 3.2 Establish authorisation in line with local policy and protocol 3.3 Explain security procedures to an individual 3.4 Check that the access requested and the access authorised match			
4 Be able to select records	4.1 Select search and finding aids to use to identify a record 4.2 Identify a record and establish its location 4.3 Inspect the condition of a record			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to issue and record authorised access to records	5.1 Bring a record to the dispatch point 5.2 Issue the record in line with local policy and protocol, explaining any requirements and security procedures to the user 5.3 Record the issue in line with local policy and protocol 5.4 Store the record of issue in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 54: Protect records

Unit reference number: Y/602/4916

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is aimed at individuals that protect records in the workplace. It includes minimising risks to the safety of stored records and the storage area.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to protecting records	1.1 Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to protecting records 1.2 Outline own responsibilities and accountability in relation to protecting records			
2 Be able to protect records	2.1 Explain why it is important to handle records safely 2.2 Protect records from damage and incorrect handling in line with local policy and protocol 2.3 Check that the records are protected by covers that are fit for purpose 2.4 Keep records tidy and in order according to local policy and protocol			
3 Be able to handle records according to local policy and protocol	3.1 Undertake safe handling of records in line with local policy, protocol and good lifting practice 3.2 Describe the safety procedures relevant to own work area 3.3 Describe working practices and aspects of the workplace which could damage records 3.4 Take action to minimise risks to the safety of records 3.5 Report risks to the safety of records and the storage area in line with local policy and protocol			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 55: Maintain the arrangements of records

Unit reference number: H/602/4918

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is about maintaining the arrangement of files. The learner is expected to:

- identify returned records and check their condition
- recover the record of issue
- record the return on the system
- sort and replace records.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to maintaining the arrangement of records	1.1 Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to maintaining the arrangement of records 1.2 Outline own responsibilities and accountability in relation to maintaining the arrangement of records			
2 Know how to maintain and store returned records	2.1 Describe the basic procedures for the inspection of returned records 2.2 Outline the action to take when records are not returned 2.3 Outline how to deal with the return of damage or disordered records 2.4 Outline the types of problems which may occur during the maintenance of records and how these should be resolved 2.5 Describe how to obtain assistance to resolve difficulties in replacing records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain and store records	3.1 Identify a returned record and note the details in line with local policy and protocol			
	3.2 Follow procedures for the return of an overdue record			
	3.3 Record the return of records on the system in line with local policy and protocol			
	3.4 Inspect the condition of a record for signs of damage and loss, taking action in line with local policy and protocol			
	3.5 Sort and replace records in the correct place, noting and correcting sequencing errors			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 56: Sort mail

Unit reference number: D/600/6773

Level: 2

Credit value: 5

Guided learning hours: 26

Unit summary

Sorting mail ready for further distribution or processing for delivery. This involves recognising the type of mail being sorted, reading the information on the mail, and then allocating the mail to the correct bundles or containers, identifying any problems and taking the appropriate action.

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 sort mail manually	1.1 Describe the health and safety risks in relation to sorting mail manually			
	1.2 Describe methods to deal with suspicious or hazardous mail items			
	1.3 Describe the relevant organisational procedures for the activities to be undertaken			
	1.4 Identify types of mail that need to be sorted			
	1.5 Describe methods for removing mail from different types of container			
	1.6 Identify the information displayed on the mail			
	1.7 Identify the priority to give to different types of information			
	1.8 Describe actions to be taken if information cannot be read			
	1.9 Identify organisational requirements for speed and accuracy for sorting mail			
	1.10 Describe different special handling and sorting requirements			
	1.11 Identify containers that should be used for different types of mail			
	1.12 Identify capacities of the containers being used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to sort mail manually	2.1 Follow health and safety requirements and organisational procedures at all times			
	2.2 Confirm the types of mail being sorted			
	2.3 Remove the mail from the appropriate containers ready for sorting			
	2.4 Read information on the mail correctly, taking appropriate action when the information is not available			
	2.5 Sort the mail accurately at the appropriate rate			
	2.6 Process mail requiring special handling or sorting			
	2.7 Respond appropriately to any mail that appears to present a safety or security risk			
	2.8 Allocate the mail into its correct containers for distribution			
	2.9 Communicate problems as they occur and follow reporting procedures so that the problem can be solved			
	2.10 Use information systems to record the sorting of mail			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 57:   Deliver mail

Unit reference number: H/600/6774

Level: 2

Credit value: 6

Guided learning hours: 28

Unit summary

Delivering the mail to customers, within the organisation or external to the organisation. Confirming the delivery schedule and then sort and bundle the mail so that it can be delivered in the most suitable order. Learners should take action to protect the mail during delivery, identify problems with the delivery, and take the appropriate action.

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 mail	1.1 Describe the health and safety risks in relation to the delivery of mail			
	1.2 Describe handling risks involved in delivering different types of mail			
	1.3 Describe the relevant organisational procedures for the activities to be undertaken			
	1.4 Describe delivery schedules, including routes and timings			
	1.5 Identify types of mail that need to be delivered			
	1.6 Identify locations of containers with mail ready for delivery			
	1.7 Identify types of special treatment for different types of mail			
	1.8 Describe relevant organisational guidelines for protecting mail			
	1.9 Describe methods and procedures for delivering mail to different types of addresses			
	1.10 Identify types of equipment and processes at delivery points			
	1.11 Identify delivery services that are available			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 be able to deliver mail	2.1	Follow health and safety requirements and relevant organisational procedures at all times			
	2.2	Check operational details of the delivery route, schedule, and types of mail being delivered			
	2.3	Obtain mail from the correct locations			
	2.4	Read information on the mail correctly taking appropriate action when the information is not available			
	2.5	Sort and bundle the mail into a suitable order for the delivery route			
	2.6	Deliver mail items requiring special treatment			
	2.7	Protect the mail during delivery at all times			
	2.8	Deliver the mail according to the types of mail and the agreed delivery schedule			
	2.9	Operate equipment and processes at the delivery points correctly			
	2.10	Ensure that all communications with people are conducted appropriately, and provide them with any relevant information on the delivery service			
	2.11	Communicate problems as they occur and follow reporting procedures so that the problem can be solved			
	2.12	Use information systems to record the delivery of mail			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 58: Collect mail

Unit reference number: F/600/6765

Level: 2

Credit value: 5

Guided learning hours: 27

Unit summary

Collection of the mail from different collection points. Learners will need to confirm collection schedules, collect the mail, and secure it in containers. They will need to identify any problems with mail items, and take the appropriate action.

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 collect mail	1.1 Describe the health and safety risks in relation to the collection of mail			
	1.2 Describe methods to deal with suspicious or hazardous mail items			
	1.3 Describe the relevant organisational procedures for the activities to be undertaken			
	1.4 Identify types of mail that need to be collected			
	1.5 Identify collection points for the mail			
	1.6 Describe types of equipment and processes at collection points			
	1.7 Identify containers to be used for different types of mail			
	1.8 Describe collection services that are available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to collect mail	2.1 Follow health and safety requirements and relevant organisational procedures at all times			
	2.2 Confirm details of collection schedules and types of mail being collected			
	2.3 Operate equipment and follow processes at the collection points correctly			
	2.4 Collect the mail from the collection points according to the agreed schedule			
	2.5 Communicate problems as they occur and follow reporting procedures so that the problem can be solved			
	2.6 Use information systems to record the collection of mail			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 59:	Provide professional customer service to passengers with additional needs on a bus or coach
Unit reference number:	R/601/9469
Level:	2
Credit value:	4
Guided learning hours:	19

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in helping passengers who have additional needs, for example passengers who have a disability, passengers carrying heavy loads, passengers with pushchairs. This unit is suitable for learners who drive buses and coaches.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to recognise the access needs of passengers with additional needs	1.1 Recognise when someone needs help 1.2 Offer help promptly and in a manner that is in line with legal guidelines 1.3 Treat passengers who need help in a manner that promotes good customer service in line with organisational guidelines 1.4 Decide on the type and amount of help that will be given 1.5 Take action when the help needed can not be provided 1.6 Keep to relevant legislation and codes of practice when deciding on the help to be given			
2 Know how to recognise the access needs of passengers with additional needs	2.1 Describe the importance of providing help to passengers to ensure comfort and safety 2.2 Identify the access needs of passengers 2.3 Identify the requirements of relevant legislation and codes of practice when providing help 2.4 Identify the limits of own personal ability and responsibility when providing help to passengers 2.5 Describe how to communicate with passengers who need additional help 2.6 Describe the importance of equal opportunities and the rights of all passengers to travel in safety and comfort			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to meet the access needs of passengers with additional needs	3.1 Give help to passengers in line with relevant legislation and codes of practice			
	3.2 Give help promptly and in a way that promotes good customer service in line with organisational guidelines			
	3.3 Give help to passengers, keeping within the limits of own personal ability and responsibility			
	3.4 Use special equipment or systems as needed in line with approved methods			
	3.5 Confirm that passengers' needs are met after giving help			
	3.6 Get advice or help when passengers' needs cannot be met			
4 Know how to meet the access needs of passengers with additional needs	4.1 Describe how to use special equipment and systems for giving help to passengers			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 60: Move and transport individuals with special requirements who use community transport vehicles

Unit reference number:	L/602/4881
Level:	2
Credit value:	4
Guided learning hours:	21

Unit summary

This unit is about the transportation of passengers with special requirements including passengers that cannot be moved without additional support.

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 good practice related to the rights of individuals with special requirements	1.1 Describe the equal opportunities and rights of individuals with special requirements to travel safely, comfortably and with dignity 1.2 Outline the requirements of legislation and codes of practice relating to providing help to individuals with special requirements			
2 Understand how to move and transport individuals with special requirements and their equipment	2.1 Describe how to recognise the differences in individuals' special requirements 2.2 Explain the importance of providing help to individuals with special requirements and, where relevant their carer 2.3 Describe the limits of own responsibility when providing help to individuals with special requirements 2.4 Describe how to transport individuals with special requirements safely 2.5 Give examples of the types of problems likely to arise when moving and transporting individuals and ways that these can be overcome 2.6 Describe the effect certain road conditions can have on severely disabled individuals 2.7 Describe how to check that an individual's support equipment can be moved safely 2.8 Describe how to transport the special equipment and systems needed by individuals with special requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to use equipment when moving and transporting individuals with special requirements	3.1	Confirm that the correct type and amount of equipment for moving, seating and securing individuals and/or wheelchairs, stretchers or trolleys is available before starting the journey			
		3.2	Carry out approved safety checks on the equipment available to seat and secure and move individuals			
		3.3	Demonstrate how to use different types of equipment for safely seating and securing individuals and wheelchairs, stretchers or trolleys			
4	Be able to prepare for the movement of individuals with special requirements	4.1	Explain clearly to the individual, and where relevant their carer(s), the procedures for moving them			
		4.2	Check, where relevant, that any necessary accompanying documents are available			
		4.3	Maintain an individual's privacy and dignity at all times			
		4.4	Describe the problems that may arise and how these may affect the way that passengers are transported			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to move and transport individuals with special requirements	5.1 Assist individuals and their carers when entering the vehicle, during transportation and when leaving the vehicle, in line with their needs			
	5.2 Check that individuals are safe and secure throughout the move			
	5.3 Cooperate with other carers to move individuals as safely and as comfortably as possible			
	5.4 Select the most appropriate route for the individuals being transported			
	5.5 Confirm that individuals receive the appropriate level of support at the end of the journey			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 61: Drive community transport safely and efficiently

Unit reference number:	L/602/4878
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is about driving community transport safely and efficiently and the safe pick up, transport and set down of passengers.

Prior to taking this unit the learner must demonstrate that they meet legal and medical requirements and codes of practice relating to driving passenger carrying vehicles safely and efficiently and that they hold the appropriate current and valid driving licence(s). The documents for the vehicle involved must meet current legislation.

This unit may provide knowledge and understanding towards current EU Directives relevant to drivers of road vehicles used for the carriage of passengers.

Additional information

Legislation and **guidelines** may include requirements relating to:
- speed
- positioning
- signalling
- parking
- reversing
- considering other road users
- using of seatbelts
- stopping and waiting
- loading and unloading vehicles.

Different road and traffic conditions may include:
- good or poor visibility
- wet, dry, slippery road surfaces
- overhanging trees or buildings
- heavy traffic
- slow-moving and high-speed vehicles.

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 good practice related to driving community transport safely and efficiently	1.1 Summarise current **legislation**, national **guidelines**, licensing requirements and good practice **guidelines** related to driving community transport 1.2 Describe local policy and protocols impacting on own role in relation to driving community transport			
2 Understand the effects of personal driving style	2.1 Describe how personal driving style affects other road users 2.2 Describe how to adapt personal driving style to **different road and traffic conditions** 2.3 Describe how personal driving style affects how efficiently the vehicle runs and how it contributes to protecting the environment			
3 Understand the importance of maintaining physical and mental fitness when driving community transport	3.1 Explain the importance of being physically and mentally fit 3.2 Describe how alcohol, drugs or any other substances are likely to affect behaviour 3.3 Describe the effects of tiredness and stress and the importance of rest periods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to prepare to drive the vehicle	4.1 Collate the information needed relating to starting duty and confirm that it is complete			
	4.2 List the requirements of pre-drive checks to the vehicle and carry them out in line with organisational procedures			
	4.3 Report any faults or problems with the vehicle in line with organisational procedures			
	4.4 Describe the technical characteristics and operation of the safety controls and how to use them to control the vehicle, minimise wear and tear and prevent them from failing to work			
	4.5 Make visual checks around the vehicle to decide on the safety of the immediate environment			
	4.6 Ensure passengers can be carried safely in line with relevant regulations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to drive the vehicle safely and efficiently	5.1 Describe why it is important to consider the passengers while driving			
	5.2 Use the driver's seatbelt correctly			
	5.3 Move off while considering other road users and ensuring passengers are comfortable and safe at all times			
	5.4 Drive the vehicle in a way that does not put other road users at risk			
	5.5 Respond to the anticipated actions of other road users in a safe way			
	5.6 Give timely and clear signals if a change in direction or the position of the vehicle is planned			
	5.7 Maintain the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions			
	5.8 Avoid possible dangerous situations caused by other vehicles and obstacles			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to pick up and set down passengers	6.1 Pick up and set down passengers in a friendly and helpful way in line with organisational procedures			
	6.2 Describe how to deal with possible problems in situations where passengers cannot be accepted			
	6.3 Recognise when it is not appropriate to pick up passengers and communicate this information in a friendly and helpful way in line with organisational procedures			
	6.4 Check passengers use seatbelts correctly			
	6.5 Take account of the safety and comfort of passengers, pedestrians and other road users			
	6.6 Make stops where practical and possible			
	6.7 Keep to regulations, signs and directions relating to stopping and waiting			
	6.8 Describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to complete driving duty	7.1 Describe how to respond to lost property queries and the identification of any suspect packages.			
	7.2 Park or hand over the vehicle in line with organisational procedures			
	7.3 Leave the drivers area/seat in a clean condition and free from personal property			
	7.4 Inspect for, and report, damage or defects to the vehicle in line with organisational procedures			
	7.5 Arrange for the vehicle to be cleaned, refuelled or serviced in line with organisational procedures			
	7.6 Fill in all documents relating to the duty (including tachograph charts where fitted) and file or hand them in according to local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 62: Deep cleaning of internal equipment, surfaces and areas

Unit reference number: T/502/2287

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

Deep cleaning is the removal of all soil and protective finishes from surfaces which could include walls, windows, furniture, floors and items of equipment. Learners will have to be able to follow a work schedule and carry out pre and post cleaning checks ensuring that they use the appropriate tools and equipment for the deep clean.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for deep cleaning of internal equipment, surfaces and areas	1.1 Describe what is meant by deep cleaning			
	1.2 Explain the purpose of a work schedule			
	1.3 Explain the importance of thorough preparation before cleaning			
	1.4 Assess the area and items to be cleaned			
	1.5 Describe how to prepare work areas			
	1.6 Explain the process for reporting damaged or deteriorating surfaces			
	1.7 Describe correct cleaning methods, equipment and materials to use for different soil types and surfaces			
	1.8 Select the cleaning method, equipment and materials to use			
	1.9 Explain the importance of pre-testing areas to be cleaned			
	1.10 List the factors that might affect the cleaning method			
	1.11 Explain the importance of isolating appropriate powered equipment before cleaning			
	1.12 Explain the importance of ventilating the work area			
	1.13 List personal protective equipment for deep cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to carry out deep cleaning of internal equipment, surfaces and areas	2.1 Explain the importance of cleaning procedures 2.2 Use correct cleaning methods for deep cleaning internal equipment, surfaces and areas 2.3 Describe correct cleaning methods for deep cleaning internal equipment, surfaces and areas 2.4 Explain the importance of removing dust and debris before deep cleaning 2.5 Use correct procedures for pre-treating an area for heavy soiling or stains 2.6 Explain the importance of cleaning to prescribed standards 2.7 Explain the consequences of using incorrect solution, equipment and cleaning methods 2.8 Explain the importance of completing work in a timely manner 2.9 Explain the importance of minimising the inconvenience to customers, colleagues and the general public 2.10 Describe procedures that can be taken to minimise inconvenience			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to check cleaning and resources, dispose of waste and return equipment and items	3.1 Explain the importance of checking area and items after deep cleaning			
	3.2 Check deep cleaning and take any necessary actions			
	3.3 Describe the procedures for reporting damage to equipment, surfaces and premises			
	3.4 Explain the importance of returning all items after cleaning to their original position in a timely manner			
	3.5 State procedures for reinstating rooms			
	3.6 Return items to their original position			
	3.7 Explain why equipment and materials should be returned in good order to a secure storage area			
	3.8 Return equipment in good order to storage areas			
	3.9 Describe how to dispose of waste correctly			
	3.10 Dispose of waste correctly			
	3.11 Describe the procedures for ordering and replacing resources			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 63: Receive goods in logistics operations

Unit reference number: K/601/7923

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about receiving goods into logistics facilities. It deals with ensuring the correct goods are received and are handled safely ensuring any risks are identified, and that records are kept up-to-date.

Who this unit is for:

This unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

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 how to receive goods in logistics operations	1.1 Explain the relevant organisational policies and procedures on the goods being received in logistics operations, that relate to: – health, safety and security – environmental factors – special requirements – operational requirements – stock control 1.2 Describe the different sources and types of information required for receiving the goods 1.3 Describe the equipment and facilities required in the area receiving goods 1.4 Explain the correct handling methods for different types of goods 1.5 Explain the correct procedures for unloading vehicles 1.6 Identify problems that can occur when receiving goods 1.7 Explain appropriate action when dealing with identified problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to receive goods in logistics operations	2.1 Check the goods received match the specifications provided in the information			
	2.2 Check that any equipment to be used has been prepared correctly in accordance with manufacturers instructions, work requirements, operational and organisational procedures and practises			
	2.3 Check that the area to be used for receiving the goods is clean and free from obstructions and hazards			
	2.4 Demonstrate the correct method for handling, moving and setting down the goods			
	2.5 Use the correct handling equipment for lifting, moving and setting down the goods in accordance with organisational procedures and practices			
	2.6 Check the goods have been unloaded safely in accordance with storage requirements			
	2.7 Complete all required documentation accurately			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 64: Assemble orders for dispatch in logistics operations

Unit reference number: J/601/7931

Level: 2

Credit value: 3

Guided learning hours: 12

Unit summary

This unit is about assembling goods and making them ready for dispatch to customers. It deals with identifying the goods, any problems with the goods or special instructions affecting delivery.

Who this unit is for:

This unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

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 how to assemble orders for dispatch in logistics operations	1.1 Explain the relevant organisational policies and procedures for assembling orders for dispatch in logistics operations, that relate to: – health, safety and security – personal protective equipment – environmental factors – special requirements – stock recording systems – scheduling 1.2 Describe the characteristics of the order to be assembled 1.3 Explain the handling methods and equipment to be used when assembling the orders 1.4 Identify problems that can occur when assembling orders for dispatch 1.5 Explain appropriate action when dealing with identified problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to assemble the orders for dispatch in logistics operations	2.1 Obtain information to assemble the orders for dispatch			
	2.2 Check that the area used to dispatch to goods is clean and clear of obstructions and hazards			
	2.3 Check that the goods are in stock and accessible for assembly			
	2.4 Assemble the order with the correct type and quantity of goods ready for dispatch, in accordance with the information obtained			
	2.5 Demonstrate how to maintain the condition of the goods whilst the order is being assembled			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 65: 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			
4 Be able to manage an unresponsive casualty who is not breathing normally	4.1 Recognise the need to commence Cardio Pulmonary Resuscitation 4.2 Demonstrate Cardio Pulmonary Resuscitation using a manikin 4.3 Identify the accepted modifications to Cardio Pulmonary Resuscitation for children			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to recognise and assist a casualty who is choking	5.1 Describe how to identify a casualty with a • partially blocked airway • completely blocked airway 5.2 Administer first aid to a casualty who is choking			
6 Be able to manage a casualty with external bleeding	6.1 Identify the types of external bleeding 6.2 Control external bleeding			
7 Be able to manage a casualty who is in shock	7.1 Recognise shock 7.2 Administer first aid to a casualty who is in shock			
8 Be able to manage a casualty with a minor injury	8.1 Administer first aid to a casualty with small cuts, grazes and bruises 8.2 Administer first aid to a casualty with minor burns and scalds 8.3 Administer first aid to a casualty with small splinters			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 66: The principles of infection prevention and control

Unit reference number: L/501/6737

Level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe 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' role and responsibilities in relation to the prevention and control of infection 1.2 Explain employers' responsibilities in relation to the prevention and control infection			
2 Understand legislation and policies relating to prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection 2.2 Describe local and organisational policies relevant to the prevention and control of infection			
3 Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection 3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation			
4 Understand the importance of risk assessment in relation to the prevention and control of infections	4.1 Define the term risk 4.2 Outline potential risks of infection within the workplace 4.3 Describe the process of carrying out a risk assessment 4.4 Explain the importance of carrying out a risk assessment			

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 67: 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 enter the body and key factors that may lead to infection occurring.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe 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: _____ Date:_____

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

Unit 68: Cleaning, decontamination and waste management

Unit reference number: R/501/6738

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

Skills For Health
2nd Floor, Goldsmiths House, Broad Plain
Bristol 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 is on our website at: qualifications.pearson.com. You can request customised training through the website or by contacting one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson-recognised centre and must have approval 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 a Pearson quality development reviewer

- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

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

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

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Assessment Principles

Skills for Health 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 unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications 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 units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

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 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
- Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- 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
- Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- 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
- Qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 or D35

Note: This list is not exhaustive.

Skills for Care and Development Assessment Principles

1 Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via 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 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, Skill for Health will also use these assessment principles.

2 Assessment Principles

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

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

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

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

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

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

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

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

3 Internal Quality Assurance

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

4 Definitions

4.1 Occupationally competent:

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

4.2 Occupationally knowledgeable:

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

4.3 Qualified to make assessment decisions:

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

4.4 Qualified to make quality assurance decisions:

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

4.5   Expert witness:

An expert witness must:

- have a working knowledge of the 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.