Pearson
Edexcel Level 3 Diploma in Pathology Support

Specification

NVQ/competence-based qualification

For first registration January 2011 (available in Wales and Northern Ireland only)

Issue 4

Edexcel, BTEC and LCCI qualifications

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About Pearson

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

This qualification was previously known as:

Pearson Edexcel Level 3 Diploma in Pathology Support (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 3 Diploma in Pathology Support 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	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 1
TQT value added	Page 3
QCF references removed from unit titles and unit levels in all units	Page 11
Guided learning definition updated	Page 11

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

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

Contents

Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

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

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

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

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

Sizes of NVQ/Competence-based qualifications

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

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

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

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

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

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

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

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

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Diploma in Pathology Support	501/1762/2	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 3 Diploma in Pathology Support

This qualification:

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

The Pearson Edexcel Level 3 Diploma in Pathology Support has been approved as a component of the Advanced Apprenticeship framework.

What is the purpose of this qualification?

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

Who is this qualification for?

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

Pearson's policy is that the qualification should:

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

What are the benefits of this qualification to the learner and employer?

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

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

- Healthcare assistant

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

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

Further information is available in *Annexe A*.

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

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

General information

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

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

The Guided Learning Hours (GLH) for this qualification is 483.

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

- 25 credits from the mandatory units
- a minimum of 40 credits from the optional units
- a minimum 40 credits at, or above, Level 3.

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 for the Qualifications Framework.

Mandatory units

Unit reference number	Unit number	Title	Level	Credit	GLH
A/601/1429	1	Engage in personal development in health, social care or children's and young people's settings	3	3	10
J/601/1434	2	Promote communication in health, social care or children's and young people's settings	3	3	10
Y/601/1437	3	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8
F/601/8138	4	Promote and implement health and safety in health and social care	3	6	43
J/601/8576	5	The role of the health and social care worker	2	2	14
J/601/9470	6	Promote good practice in handling information in health and social care settings	3	2	16
L/501/6737	7	The principles of infection prevention and control	2	3	30
H/501/7103	8	Causes and spread of infection	2	2	20
R/501/6738	9	Cleaning, decontamination and waste management	2	2	20
Total credit for mandatory units = 25					

Optional units

Unit reference number	Unit number	Title	Level	Credit	GLH
F/502/3412	10	Maintaining quality standards in the health sector (Barred combination with J/502/3413)	3	2	13
J/502/3413	11	Service improvement in the health sector (Barred combination with F/502/3412)	3	3	20
L/602/3147	12	Perform biomedical specimen/sample preparation	3	3	21
R/602/3148	13	Store biomedical specimens and samples	2	2	16
Y/602/3149	14	Dispose safely of biomedical specimens and samples	3	3	21
R/602/3151	15	Prepare culture media and solutions	3	4	24
Y/602/3152	16	Perform quality control of culture media and solutions	3	4	29
D/602/3153	17	Investigate biomedical specimens/samples at a microscopic level	3	4	30
H/602/3154	18	Stain biomedical specimens and samples	3	3	26
M/602/3156	19	Perform standard tests on biomedical specimens/samples using an automated analyser	3	3	26
A/602/3158	20	Perform standard tests on biomedical specimens/samples using manual methodologies or commercial kits	3	3	24
Y/602/4012	21	Despatch biomedical samples	3	4	30

Unit reference number	Unit number	Title	Level	Credit	GLH
T/602/3160	22	Perform point-of-care testing	3	3	22
F/602/3145	23	Provide support to those undertaking point-of-care testing	3	3	24
R/601/1436	24	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5
D/504/6101	25	First aid essentials	2	1	10
F/601/2467	26	Manage own performance in a business environment	2	2	9
D/601/8860	27	Obtain venous blood samples	3	3	24
K/602/1034	28	Select and wear appropriate personal protective equipment for work in healthcare settings	2	2	15
K/602/3883	29	Monitor and maintain the environment and resources during and after clinical/therapeutic activities	2	3	20
H/602/0965	30	Monitor own work practices in health, social care or children's and young people's settings	3	3	20
T/602/0968	31	Contribute to effective multi-disciplinary team working (Barred combination with L/601/3430)	3	3	20
L/601/3430	32	Contribute to the effectiveness of teams (Barred combination with T/602/0968)	2	3	5
D/602/1032	33	Collate and communicate health information to individuals	3	3	20

Unit reference number	Unit number	Title	Level	Credit	GLH
T/602/4521	34	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33
H/602/1033	35	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20
M/602/2685	36	Conduct routine maintenance on clinical equipment	3	4	30
M/602/4520	37	Deliver training through demonstration and instruction	3	3	21
D/501/3826	38	Influencing others at work	3	1	6
R/501/3774	39	Planning and monitoring work	2	2	8
Minimum credit for optional units = 40					

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

The assessment principles for this qualification have been included in *Annexe C*. They have been developed by Skills for Health in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment principles includes details on:

- assessment decisions for competence and knowledge units
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- use of stimulation.

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 permissable.

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

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

Unit content

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

Unit format

Each unit in this specification contains the following sections.

Unit title:

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

Unit reference number:

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

Level:

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

Credit value:

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

Guided learning hours:

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

Unit summary:

> This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

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

Assessment methodology:

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

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

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

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

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

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

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

Units

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

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

Unit summary

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Content

1 **Understand what is required for competence in own work role**

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

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

2 **Be able to reflect on practice**

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

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

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

3 **Be able to evaluate own performance**

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

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

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

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

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

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

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

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

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

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

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

Unit reference number:	J/601/1434
Level:	3
Credit value:	3
Guided learning hours:	10

Unit summary

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

Equivalent unit

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Content

1 Understand why effective communication is important in the work setting

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Unit reference number: Y/601/1437

Level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

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

Equivalent unit

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

Learner name: _____   Date:_____

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Content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Unit reference number: F/601/8138

Level: 3

Credit value: 6

Guided learning hours: 43

Unit summary

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

Assessment requirements

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

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

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Content

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

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

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

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

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

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

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

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

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

Risk assessment: understanding and using health and safety risk assessment for the work environment or particular activities; the importance of risk assessment for protecting self and individuals from danger or harm; the need to comply with the law; identifying what could cause harm; taking precautions to prevent harm; the importance of minimising accidents, injuries and ill health; reducing the risk of individuals being injured at work; following the HSC/E 5-step recommendations for risk assessment and minimizing risks and hazards:

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

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

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

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

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

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

3   Understand procedures for responding to accidents and sudden illness

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

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

4   Be able to reduce the spread of infection

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

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

1 Wet hands and apply soap. Rub palms together until soap is bubbly
2 Rub each palm over the back of the other hand
3 Rub between your fingers on each hand
4 Rub backs of fingers (interlocked)
5 Rub around each of your thumbs
6 Rub both palms with finger tips
7 Rinse hands under clean running water
8 Dry hands with a clean towel

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

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

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

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

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

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

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

Safe practices with hazardous substances and materials: understand the importance of training; understanding of COSHH regulations; understand and be able to follow instructions for agreed ways of working; safe storage of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures eg safe storage of drugs and medicines; stored out of reach; store materials in containers recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately;

Safe usage of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances eg inhaling, contact with the skin or eyes, swallowing or skin puncture, understand and be able to use control measures eg universal precautions for dealing with blood and other body fluids; know how and when to use protective clothing where necessary eg latex gloves, masks, aprons; understand the importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures eg use of clinical waste bags; understand the importance of protecting others eg using a sharps box for used needles, understand the importance of protecting the environment eg disposal of dangerous chemicals; be able to minimise the spread of infection eg disposal of used dressings

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

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

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

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

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

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

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

9 **Know how to manage stress**

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

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

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

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

Unit reference number:	J/601/8576
Level:	2
Credit value:	2
Guided learning hours:	14

Unit summary

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

Assessment requirements

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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Content

1 **Understand working relationships in health and social care**

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

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

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

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

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

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

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

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

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

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

Unit 6: Promote good practice in handling information in health and social care settings

Unit reference number: J/601/9470

Level: 3

Credit value: 2

Guided learning hours: 16

Unit summary

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

Assessment requirements

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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Content

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

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

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

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

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

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

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

Unit 7: 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' roles and responsibilities in relation to the prevention and control of infection 1.2 explain employers' responsibilities in relation to the prevention and control infection			
2 Understand legislation and policies relating to prevention and control of infections	2.1 outline current legislation and regulatory body standards which are relevant to the prevention and control of infection 2.2 describe local and organisational policies relevant to the prevention and control of infection			
3 Understand systems and procedures relating to the prevention and control of infections	3.1 describe procedures and systems relevant to the prevention and control of infection 3.2 explain the potential impact of an outbreak of infection on the individual and the organisation			
4 Understand the importance of risk assessment in relation to the prevention and control of infections	4.1 define the term risk 4.2 outline potential risks of infection within the workplace 4.3 describe the process of carrying out a risk assessment 4.4 explain the importance of carrying out a risk assessment			

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 8: 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 9: 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*)

Unit 10: Maintaining quality standards in the health sector

Unit reference number: F/502/3412

Level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

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

Forbidden combination

This unit must not be taken with *Unit 11: Service improvement in the health sector* (J/502/3413)*.*

Assessment methodology

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

Learning outcomes and Assessment criteria

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 11: Service improvement in the health sector

Unit reference number: J/502/3413

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Forbidden combination

This unit must not be taken with *Unit 10: Maintaining quality standards in the health sector* (F/502/3412).

Assessment methodology

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

Learning outcomes and Assessment criteria

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 12:   Perform biomedical specimen/sample preparation

Unit reference number: L/602/3147

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit provides the learner with the knowledge and skills required for biomedical specimen and sample preparation.

Additional information

Place the prepared biomedical specimen/sample where it is needed for the next stage. This may include:

- in the fridge/freezer
- ready for further analysis/processing
- packed for dispatch.

High-risk specimens/samples are those which are known or suspected to contain high-risk pathogens eg HIV, hepatitis, TB etc.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see 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, standard operating procedures and good practice related to biomedical specimens/sample preparation	1.1 summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines appropriate for preparation of a biomedical specimen/sample which maintains traceability			
2 Understand how to prepare biomedical specimens/samples	2.1 describe the method of preparation for different types of biomedical specimens/samples 2.1 describe the measures to be taken for the preparation of a **high-risk biomedical specimen/sample** 2.3 describe the factors that influence the quality of the biomedical specimen/sample			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare biomedical specimens/samples	3.1	manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources			
		3.2	check that the unique identifier corresponds to the individual details and procedures requested			
		3.3	confirm the biomedical specimen/sample is of suitable quality for preparation			
		3.4	confirm that any equipment to be used is fit for purpose and practice			
		3.5	prepare the biomedical specimen/sample in accordance with the procedural requirements			
		3.6	describe the action to take when adverse situations, problems or events occur when performing biomedical specimen/sample preparation			
4	Be able to complete the biomedical specimen/sample preparation process	4.1	**place the prepared biomedical specimen/sample where it is needed for the next stage**			
		4.2	notify others of the status of the biomedical specimen/sample			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 13: Store biomedical specimens and samples

Unit reference number: R/602/3148

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit provides the learner with the knowledge and skills required to store biomedical specimens and samples.

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 related to storing biomedical specimens and samples	1.1 identify key current legislation, national guidelines, policies, protocols, standard operating procedures, protocols and good practice guidelines appropriate for storing biomedical specimens/samples which maintains traceability			
2 Know how to store biomedical specimens and samples	2.1 describe the conditions that are necessary for storing biomedical specimens and samples 2.2 describe factors that affect the condition of biomedical specimens and samples during storage 2.3 describe the storage or retention requirements for specialised specimens and samples			
3 Be able to store biomedical specimens and samples	3.1 store the biomedical specimen/sample in accordance with local policies and procedures 3.2 maintain sample integrity and identification			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to meet quality standards for storage of biomedical specimens and samples	4.1 demonstrate how to respond if biomedical specimen/sample integrity is compromised due to storage conditions failure 4.2 monitor storage condition records to meet quality and audit trail criteria 4.3 record storage conditions to meet quality and audit trail criteria 4.4 demonstrate how to respond when records indicate a storage conditions failure 4.5 notify others of the status of the biomedical specimen/sample			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 14: Dispose safely of biomedical specimens and samples

Unit reference number: Y/602/3149

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit is aimed at those who are responsible for disposing biomedical specimens and samples in a safe manner, in accordance with policies and 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 current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to the disposal of biomedical specimens and samples	1.1	summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines for the safe disposal of biomedical specimens/samples which maintains traceability			
2	Understand requirements for the retention or disposal of biomedical specimens and samples	2.1	differentiate between samples and specimens which should or should not be retained			
		2.2	explain the potential hazards and risks associated with the disposal of biomedical specimens/samples			
		2.3	describe the procedure for preparing specimen and sample waste containers for collection			
3	Be able to safely dispose of biomedical specimens and samples	3.1	select and use personal protective equipment for the disposal of biomedical specimens and samples in accordance with policies and procedures			
		3.2	dispose of different biomedical specimens and samples safely in accordance with guidelines relevant to the type of specimen and associated risks			
4	Be able to record and report on disposal of biomedical specimens and samples	4.1	maintain and store records of disposal in line with legislation, policies and procedures			
		4.2	notify others of the status of the biomedical specimen/sample			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 15:   Prepare culture media and solutions

Unit reference number: R/602/3151

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit has a wide application and provides learners with the knowledge and skills needed to produce suitable culture media and a variety of solutions including stains, buffers and reagents.

Additional Information

Culture media

Any liquid or solid media which is used to grow or support the growth of micro-organisms.

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, standard operating procedures and good practice related to the preparation of **culture media** and solutions	1.1 summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines for the preparation of culture media and solutions 1.2 describe the storage conditions required for prepared **culture media** and solutions			
2 Understand the hazards and risks associated with the preparation of **culture media** and solutions	2.1 explain how to assess and manage potential hazards and risks associated with the preparation of **culture media** and solutions 2.2 identify situations, problems or events that may occur when preparing **culture media** and solutions 2.3 describe the remedial action to be taken when products do not meet the required standard 2.4 explain the significance of checking the expiry dates of **culture media** and solutions			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to prepare **culture media** and solutions	3.1	manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources			
	3.2	follow standard operating procedures, policies and procedures appropriate to the method of preparation used			
	3.3	apply aseptic techniques during the preparation of **culture media** and solutions			
	3.4	confirm the equipment to be used is fit for purpose and practice ensuring cleanliness and sterility			
	3.5	weigh, measure and dispense any powders and solutions			
	3.6	use equipment in line with policies and procedures			
4 Be able to store products required for the preparation of culture media and solutions	4.1	record all batch information in the format and at the level of detail required for audit purposes			
	4.2	check expiry dates			
	4.3	maintain rotation of stock			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 16: Perform quality control of culture media and solutions

Unit reference number: Y/602/3152

Level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

This unit is aimed at those who perform quality-control processes following the preparation of suitable culture media and a variety of solutions including stains, buffers and reagents.

Additional Information

Quality control

A process to determine if the culture media/solution is fit for purpose

Culture media

Any liquid or solid media which is use to grow micro-organisms

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 **quality control** of **culture media** and solutions	1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing quality control of **culture media** and solutions 1.2 explain the importance of performing **quality control** procedures for **culture media** and solutions			
2 Be able to use equipment, materials and procedures during the **quality control** process	2.1 select personal protective equipment to use during the quality control process 2.2 apply aseptic techniques during the **quality control** process 2.3 use equipment and utensils to perform **quality control** of **culture media** and solutions 2.4 describe the remedial action to take if adverse situations, problems or events occur when performing manual assays			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to carry out the **quality control** process for culture media and solutions	3.1 select the quality control testing method for the **culture media** or solution 3.2 follow the standing operating procedures, policies and protocols for the method of **quality control** 3.3 check quality assurance results against expected performance parameters 3.4 act in response to the results in accordance with policies and procedures 3.5 complete records in accordance with policies and procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 17: Investigate biomedical specimens/samples at a microscopic level

Unit reference number: D/602/3153

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is aimed at healthcare professionals in a variety of clinical settings who use a microscope and is applicable to all forms of microscopic investigation except electron microscopy.

Additional Information

Microscopic technique may include:

- Light microscopy and its applications
- UV microscopy and its applications
- Phased contrast microscopy and its applications
- Dark ground microscopy and its applications
- Inverted microscopy and its applications

N.B. This excludes electron microscopy

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, standard operating procedures and good practice related to investigations at a microscopic level	1.1 summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines appropriate to carrying out investigations of biomedical specimens/samples at a microscopic level			
2 Understand the purpose of and considerations when preparing a microscopic investigation	2.1 explain the purpose of different types of microscopic investigation methods 2.2 describe methods of preparing biomedical specimens/samples for microscopic investigation 2.3 describe the factors that may prevent successful microscopic investigation 2.4 describe the hazards that relate to the microscopic investigation of biomedical specimens/samples 2.5 explain how to ensure the unique identification of specimens and why it is important to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare to investigate biomedical specimens/samples at a microscopic level	3.1	manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources			
		3.2	confirm the equipment to be used is fit for purpose and practice			
		3.3	prepare and set up equipment taking into account different circumstances and **microscopic techniques**			
		3.4	position the biomedical specimens/samples to be investigated in accordance with the **microscopic technique** being used			
		3.5	check the biomedical specimen/sample is suitable for investigation once it is on the stage			
4	Be able to investigate biomedical specimens/samples at a microscopic level	4.1	follow standard operating procedures, policies and quality-assurance methods for the type of microscopic investigation and biological containment level requirements			
		4.2	use a microscope to differentiate between normal and abnormal findings			
		4.3	recognise artefacts in microscopic investigations			
		4.4	describe the remedial action to take if adverse situations, problems or events occur when using a microscope			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to record and conclude a microscopic investigation	5.1 record the findings of an investigation in accordance with policies, procedures and confidentiality requirements 5.2 remove the biomedical specimen/sample once the investigation is complete 5.3 leave the microscope in a suitable condition for future use			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 18: Stain biomedical specimens and samples

Unit reference number: H/602/3154

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit has a broad application and is relevant to all types of staining techniques for biomedical specimens and samples.

Additional Information

Staining technique may include:

- manual
- semi-automated
- automated

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, standard operating procedures and good practice related to staining biomedical specimens and samples	1.1 summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines appropriate for staining a biomedical specimen/sample 1.2 explain why it is important to maintain the link between the stained biomedical specimen/sample and its documentation 1.3 identify different **staining techniques**, equipment and procedures			
2 Be able to prepare biomedical specimens/samples and equipment for the staining process	2.1 manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources 2.2 confirm that the primary sample has a unique identifier attached and linkage is maintained throughout the investigation 2.3 select the staining procedure for the biomedical specimen/sample under analysis 2.4 follow the method for preparation and storage of staining solutions 2.5 select, use and monitor quality control methods in accordance with policies and procedures to ensure accuracy and precision of results 2.6 set up equipment according to test protocols when an automated staining process is used 2.7 describe the remedial action to take when adverse situations, problems or events occur when performing biomedical specimen/sample preparation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to stain biomedical specimens and samples for investigation	3.1 follow the standard operating procedures, policies and protocols within the appropriate biological containment level 3.2 inspect and confirm the biomedical specimen/sample is of suitable quality for staining 3.3 identify factors that may influence the staining quality of the biomedical specimen/sample 3.4 apply the staining solutions when a manual staining process is used in accordance with local protocol and procedures 3.5 update records in accordance with local protocol and procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 19: Perform standard tests on biomedical specimens/samples using an automated analyser

Unit reference number: M/602/3156

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit provides learners with the knowledge and skills required to use an automated analyser to perform standard tests on biomedical specimens/samples. The unit is suitable for all types of analyser. Analysers may be in a variety of clinical settings or may be providing point-of-care testing.

Additional Information

Automated analyser: this is a fully or semi-automated machine used to perform standard tests.

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 national guidelines, policies, protocols, standard operating procedures and good practice related to performing standard tests using an automated analyser	1.1 summarise current national guidelines, policies, protocols, standard operating procedures and good practice guidelines for using an automated analyser 1.2 describe the contingency arrangements to be followed when an automated analyser is non-operational 1.3 describe the purpose of quality control for standard automated tests 1.4 outline the policies and procedures relating to the disposal of biomedical specimen/samples			
2 Be able to confirm that samples are suitable for analysis using an **automated analyser**	2.1 manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources 2.2 check that the unique identifier corresponds to the procedures requested 2.3 check that the biomedical sample/specimen has been prepared in accordance with the test requirements 2.4 describe the factors that influence the quality of biomedical specimens/samples 2.5 check the biomedical specimen/sample is of suitable quality for testing 2.6 select the correct method of testing of the biomedical specimen/sample			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to quality control an **automated analyser**	3.1 prepare quality-control material in line with policies and procedures			
	3.2 describe the storage conditions for relevant quality control material			
	3.3 perform a quality control check on an automated analyser			
	3.4 check quality control results against expected performance parameters			
	3.5 describe the possible causes and remedial action to be undertaken in the event of an erroneous quality-control result			
4 Be able to perform standard tests using an **automated analyser**	4.1 follow the standard operating procedures for performing tests using an **automated analyser**			
	4.2 act on any outlying test results that require immediate action in line with policies and procedures			
	4.3 store or dispose of the biomedical specimen/sample once testing is complete in line with policies and procedures			
	4.4 update records in accordance with policies and procedures			
	4.5 describe the remedial action to take when adverse situations, problems or events occur			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 20: Perform standard tests on biomedical specimens/samples using manual methodologies or commercial kits

Unit reference number: A/602/3158

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit provides the learner with the knowledge and skills required to carry out all types of manual tests of biomedical specimens and samples. The tests may be carried out in a variety of clinical settings or may be providing community point-of-care testing.

Additional information

Commercial kits

This test method is when the reagents are prepared and ready for use and may be incorporated in the reaction vessel by the manufacturer. There may also be an internal quality-control system incorporated as well.

Manual methodologies

This is when a test is performed where the specimen/sample and the reagents are placed in a reaction vessel using manual or automated pipettes. The resultant reaction can be detected visually or by using laboratory equipment eg colorimeter. The reaction may be reported qualitatively or quantitatively.

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 national guidelines, policies, protocols, standard operating procedures and good practice related to performing standard tests using manual methodologies or **commercial kits**	1.1 summarise current national guidelines, policies, protocols, standard operating procedures and good practice guidelines for performing standard tests using manual methodologies or **commercial kits** 1.2 summarise the policies and procedures relating to the disposal of biomedical specimens/samples			
2 Be able to prepare to perform standard tests using **manual methodologies** or **commercial kits**	2.1 manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources 2.2 check that the unique identifier corresponds to the individual's details and the test(s) required 2.3 check that the biomedical sample/specimen has been prepared in accordance with the test requirements 2.4 describe the factors that influence the quality of biomedical specimens/samples 2.5 check the biomedical specimen/sample is of suitable quality for testing 2.6 select the correct method of testing of the biomedical specimen/sample 2.7 check batch/lot numbers and expiry dates for reagents and kits			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to perform standard tests on biomedical specimens/samples using **manual methodologies** or **commercial kits**	3.1 follow the standard operating procedures for performing tests using manual methods 3.2 explain the purpose of quality control for performing tests using manual methods 3.3 check quality-control results against expected performance parameters 3.4 describe the contingency arrangements to be followed when the test can not be performed 3.5 describe the remedial action to take when adverse situations, problems or events occur			
4 Be able to record and conclude standard tests using manual methodologies or commercial kits	4.1 act on any outlying test results that require immediate action in accordance with local policies and procedures 4.2 store or dispose of the biomedical specimen/sample once testing is complete in accordance with local policies and procedures 4.3 dispose of used reagents, solutions and/or kits in accordance with local policies and procedures 4.4 update records in accordance with local policies and procedures			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 21: Despatch biomedical samples

Unit reference number: Y/602/4012

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is aimed at those who prepare and despatch biomedical samples for screening, analysis, investigation or diagnosis.

The learner will have the opportunity to develop knowledge, understanding and skills required to safely work with biomedical samples, including how to manage risks and hazards.

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 despatching biomedical samples	1.1 summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to despatching biomedical samples 1.2 outline how current legislation, national guidelines, policies, protocols and good practice guidelines affect work related to despatching biomedical samples			
2 Understand methods for containing and transporting biomedical samples	2.1 identify containers used to transport biomedical samples of histology, haematology, microbiology, cytology, biochemistry and immunology 2.2 identify methods for transporting biomedical samples 2.3 explain how the method of transport is relevant to the sample type, urgency and analytical requirements 2.4 describe the factors which may affect the safety and integrity of biomedical samples 2.5 describe safety precautions to follow when containing and transporting biomedical samples 2.6 explain the corrective action to take when dealing with transport failure and difficulties of biomedical samples			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to manage risks and hazards when handling, storing and transporting biomedical samples	3.1	identify risks and hazards associated with handling, storing and transporting biomedical samples			
		3.2	explain how to deal with damage, spillages and decontamination of biomedical samples in line with local policy and protocol			
		3.3	identify the personal protective equipment to use when handling, storing and transporting biomedical samples			
4	Be able to prepare biomedical samples for dispatch	4.1	apply standard precautions for infection control			
		4.2	apply health and safety measures relevant to the procedure and environment			
		4.3	select a container that protects the integrity, confidentiality and safety of the sample			
		4.4	prepare, pack and label the container in line with local policy and protocol			
		4.5	address the package for transport			
5	Be able to complete records and documentation associated with despatching biomedical samples	5.1	update records and documents in line with local policy and protocol			
		5.2	store records and documentation in line with local policy and protocol			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 22:   Perform point-of-care testing

Unit reference number: T/602/3160

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit relates to clinical or pathology testing applied at the point of care. Point-of-care testing may involve single test devices or equipment with wider applications and involves adherence to approved protocols and quality performance checks.

Point-of-care testing may be undertaken by healthcare individuals or external health agencies and organisations within a wide range of environments.

Additional Information

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

Assessment methodology

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

Learning outcomes and Assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand national guidelines, policies, protocols and good practice related to point-of-care testing	1.1 summarise current national guidelines, policies, protocols and good practice guidelines for-point-of care testing 1.2 define "point-of-care testing"			
2 Be able to prepare for point-of-care testing	2.1 confirm the identity of the individual and/or sample, gaining **valid consent** as appropriate 2.2 explain the procedure to an individual and confirm their understanding 2.3 match the point-of-care request against the tests planned, raising queries if discrepancies occur 2.4 select and position the equipment, resources and systems for the point-of-care procedure 2.5 describe the purpose of quality control in a point of care testing environment 2.6 check external quality-assurance results against expected performance parameters 2.7 describe the possible causes and remedial action to be undertaken in the event of an erroneous quality control check 2.8 apply health and safety measures relevant to point-of-care testing 2.9 apply standard precautions for infection prevention and control			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to perform point-of-care testing	3.1 check that the specimen/sample is of suitable quality for testing in accordance with policy and procedures			
	3.2 conduct the point-of-care testing in accordance with policy and procedures			
	3.3 check the test results against accepted performance parameters			
	3.4 describe the action to take when encountering limitations/sources of error when performing point-of-care testing			
	3.5 dispose of waste materials in accordance with policy and procedures			
	3.6 decontaminate equipment used in accordance with policy and procedures			
4 Be able to record and report the results of point of care testing	4.1 record the results in accordance with policy and procedures			
	4.2 report results in accordance with policy and procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 23: Provide support to those undertaking point-of-care testing

Unit reference number: F/602/3145

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is aimed at laboratory staff who are involved in supporting the quality management of point-of-care testing. This may include supporting others to undertake point-of-care testing.

Point-of-care testing may be undertaken by healthcare individuals or external health agencies and organisations within a wide range of environments.

Point-of-care testing may involve single test devices or equipment with wider applications and involves adherence to approved protocols and quality-performance checks.

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 guidelines, policies, protocols and good practice related to point of care testing	1.1 summarise current national guidelines, policies, protocols and good practice guidelines for point-of-care testing 1.2 define "point-of-care testing"			
2 Understand the role of the laboratory in point-of-care testing	2.1 explain the pathology laboratory's responsibility for the management of point-of-care testing 2.2 outline the function of the point-of-care testing committee 2.3 explain the benefits and risks of point-of-care testing as an alternative to laboratory-based testing			
3 Be able to support point-of-care testing quality assurance	3.1 define the purpose of internal quality control 3.2 describe the action to take when encountering situations, problems or events that cause out of range internal quality-control results 3.3 describe the purpose of external quality-assurance 3.4 despatch external quality-assurance proficiency material to end users 3.5 collate results from external quality-assurance scheme returns 3.6 check external quality-assurance results against expected performance parameters 3.7 comply with the referral mechanism for external quality-assurance results which do not fulfil the control criteria			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support those carrying out point-of-care testing	4.1	list the locations currently performing point-of-care testing across own organisation and the corresponding tests			
		4.2	describe sample types, quality and quantities for point-of-care testing assays encounter in own role			
		4.3	describe the action to take when encountering limitations/sources of error when performing poct			
		4.4	monitor available levels of consumable materials used in point-of-care testing and replenish and replace in accordance with procedures and protocols			
		4.5	perform first-line technical troubleshooting and diagnosis of routine faults			
		4.6	perform routine corrective action on point-of-care testing equipment			
5	Be able to record and report point-of-care testing data	5.1	complete all records in accordance with procedures and protocols			
		5.2	perform data collection for audit purposes			
		5.3	maintain the laboratory inventory of point-of-care testing equipment			
		5.4	maintain the laboratory training and competency records for point-of-care testing operators			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 24: **Principles for implementing duty of care in health, social care or children's and young people's settings**

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

Unit summary

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Content

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

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

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

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

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

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

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

3 **Know how to respond to complaints**

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

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

Unit 25: First aid essentials

Unit reference number: D/504/6101

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

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.

Unit assessment requirements/evidence requirements

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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 normally	3.1	Assess a casualty's level of consciousness			
	3.2	Open a casualty's airway and check breathing			
	3.3	Identify when to place an unconscious casualty into the recovery position			
	3.4	Place an unresponsive casualty in the recovery position			
	3.5	Manage a casualty who is in seizure			

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 26: 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			
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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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 27: Obtain venous blood samples

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

Unit summary

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

Assessment requirements

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 respond to any indication of adverse reaction, complication or problem during the procedure			
	4.6 explain the correct procedure to deal with an arterial puncture when it occurs			
	4.7 terminate the blood collection procedure following guidelines and/or protocols to include: – removal of blood collection equipment – stopping blood flow – stopping bleeding – application of suitable dressing – personal care advice to the individual			
5 Be able to prepare venous blood samples for transportation	5.1 label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: – legibility of labelling and documentation – temperature control of storage – immediacy of transportation			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 28: Select and wear appropriate personal protective equipment for work in health care settings

Unit reference number:	K/602/1034
Level:	2
Credit value:	2
Guided learning hours:	15

Unit summary

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

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

Assessment methodology

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

Learning outcomes and Assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, local policy and protocol in relation to dressing for work in a health care setting	1.1	explain organisational policies and protocols in relation to preparing and dressing for work in health care settings			
		1.2	explain standard precautions for infection prevention and control which affect own practice in preparing and dressing for work			
		1.3	explain how and when to cleanse own hands in line with local policy and protocol			
		1.4	explain the importance of maintaining a professional appearance and presentation			
		1.5	explain the importance of removing personal clothing, makeup and fashion items as required by own work setting			
2	Be able to select and use personal protective equipment (PPE) in a healthcare setting	2.1	check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken			
		2.2	wear PPE in the designated work area only according to own role and procedures to be undertaken			
		2.3	describe how PPE may become unsuitable for use and the actions to take if this happens.			
		2.4	remove and dispose of PPE in line with local policy and protocol to minimise cross infection			
		2.5	confirm what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 confirm the importance of promptly reporting reduction in stocks of PPE			
	2.7 confirm when synthetic non-powdered un sterile gloves and apron should be used			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 29: Monitor and maintain the environment and resources during and after clinical/ therapeutic activities

Unit reference number: K/602/3883

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

Additional Information

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

Assessment methodology

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

Learning outcomes and Assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the procedures for monitoring and maintaining the environment and **resources**	1.1	summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability when monitoring and managing the environment and **resources**			
		1.2	identify the procedures relating to monitoring the environment during specific clinical/therapeutic activities in own work practice			
		1.3	identify the resources needed during specific clinical/therapeutic activities in own work practice			
		1.4	explain the procedures for reporting and dealing with problems with the environment and resources, beyond own scope of practice			
		1.5	outline the risks associated with procedures carried out in own work practice and how these are controlled			
2	Be able to operate equipment	2.1	explain the importance of monitoring equipment and confirming it is safe for use			
		2.2	apply standard precautions for infection control when handling equipment			
		2.3	implement health and safety measures when handling equipment			
		2.4	operate equipment consistent with manufacturer's instructions, required parameters and national/local policies and procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to monitor and maintain the environment and **resources**	3.1	monitor and maintain environmental conditions at the levels required by the activity			
		3.2	monitor, replenish and replace resources as required for the activity			
		3.3	explain the importance of checking resources are of the correct quality and quantity for the activity			
		3.4	return unused and/or surplus resources to the storage location			
		3.5	store resources in line with local policy or protocol at the end of the activity			
		3.6	maintain monitoring records in line with national/local policies and protocols			
4	Be able to clean **resources** in own work area	4.1	identify the levels of cleanliness required in own work area			
		4.2	clean fixed resources after use in line with national/local policies and protocols			
		4.3	clean reusable resources and make safe prior to storage			
		4.4	dispose of waste in line with national/local policy			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 30: Monitor own work practices in health, social care or children's and young people's settings

Unit reference number: H/602/0965

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 31: Contribute to effective multidisciplinary team working

Unit reference number:	T/602/0968
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

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

Forbidden combination

This unit must not be taken with *Unit 32: Contribute to the effectiveness of teams* (L/601/3430).

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 32: Contribute to the effectiveness of teams

Unit reference number: L/601/3430

Level: 2

Credit value: 3

Guided learning hours: 5

Unit summary

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

Forbidden combination

This unit must not be taken with *Unit 31: Contribute to effective multi-disciplinary team working* (T/602/0968).

Assessment methodology

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

Learning outcomes and Assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Explain the importance of own role and how it contributes to the team performance	1.1 describe the team's overall objectives and purpose 1.2 explain how own role and responsibilities contribute to team activities, objectives and purposes 1.3 identify other team members, their roles and responsibilities within the team 1.4 inform other members in the team of their activities and ideas			
2 Use feedback to improve personal team performance	2.1 use feedback or suggestions from others to enable them to improve own practice within the team 2.2 propose suggestions or ideas to benefit team members and improve team working 2.3 agree, seek support and take responsibility for any development and learning that can help 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 33: Collate and communicate health information to individuals

Unit reference number: D/602/1032

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Additional Information

Clinical governance

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

Information governance

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 34: Manage the availability of physical resources to meet service delivery needs in a health setting

Unit reference number: T/602/4521

Level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 35:   Perform first line calibration on clinical equipment to ensure it is fit for use

Unit reference number: H/602/1033

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

Assessment requirements

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

Additional Information

Equipment

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

Calibration eg

- Daily
- Weekly
- Monthly
- New kits
- New Reagents
- Quality control protocols

Reference material may be:

- solutions
- test strips
- electronic sensors.

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 36: Conduct routine maintenance on clinical equipment

Unit reference number:	M/602/2685
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

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

Additional Information

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

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

Assessment methodology

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

Learning outcomes and Assessment criteria

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

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

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

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 37: Deliver training through demonstration and instruction

Unit reference number: M/602/4520

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit provides learners with the knowledge and skill to train others using demonstration and instruction as a teaching strategy in the psychomotor domain. It is particularly suitable for the training of others where there may be a requirement for learners to develop practical skills and techniques involving the hand-eye coordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment.

Resources: refers to any physical resource that supports demonstration and instruction-led training. This may include technical equipment, people or simulation devices, handouts, workbooks or Information Technology based aides.

This unit covers the training of individuals or groups of learners.

This unit covers the training of single-or multiple-tasked practical activities.

Assessment methodology

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

Learning outcomes and Assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to deliver training through demonstration and instruction	1.1 identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered 1.2 describe the resources required to deliver the training 1.3 describe what constitutes an appropriate environment for the delivery of the training 1.4 explain how to overcome barriers that learners may encounter whilst undertaking training 1.5 assess the use of demonstration and instruction as a teaching strategy 1.6 explain the skills required for the effective delivery of demonstration and instruction as a teaching method			
2 Be able to deliver training by demonstration and instruction	2.1 explain the learning aims and objectives of the training session to the learners 2.2 deliver the training programme to the learners through demonstration and instruction 2.3 maintain communication with learners during demonstration and instruction 2.4 check the learners' understanding at regular intervals 2.5 encourage learners to ask questions and seek clarification during training			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 provide learners with opportunities and support to demonstrate the learning achieved through the training			
	2.7 respond to the learners' needs during the training			
	2.8 provide constructive feedback to learners on their progress			
3 Be able to review learning and training	3.1 gather feedback from learners on the effectiveness of the training			
	3.2 assess whether the training programme delivers the required learning outcomes			
	3.3 review the effectiveness of the training programme			
	3.4 identify ways to improve or adapt the training			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 38: Influencing others at work

Unit reference number: D/501/3826

Level: 3

Credit value: 1

Guided learning hours: 6

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see 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 value of networking	1.1	explain the value to the first line manager of networking			
	1.2	identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 39: Planning and monitoring work

Unit reference number: R/501/3774

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

To develop an understanding of effective planning and monitoring of work as required by a practising or potential team or cell leader. Topics covered include understanding how to plan work within the organisation's policies, procedures and priorities, and monitoring the team's work.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see 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 work within the organisation's policies, procedures and priorities	1.1 identify one organisational policy that is relevant to the work of the team 1.2 give one example of a target or objective that the team is working to achieve 1.3 give one example of conflict or incompatibility between different targets or objectives in the workplace			
2 Understand how to plan and allocate work	2.1 explain how work is planned or allocated to meet the target or objective selected in 1.2 above 2.2 describe one way of checking that team members understand what work is required of them			
3 Understand how to monitor a team's work	3.1 list two ways to monitor the team's work 3.2 describe one action the team leader could take to rectify performance that does not meet the required standard			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Further information 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: 0117 922 1155
Fax: 0117 925 1800
Email: office@skillsforhealth.org.uk

Skills For Care and Development
2nd Floor, City Exchange
11 Albion Street
Leeds LS15ES

Telephone: 0113 390 7666
Fax: 0113 246 8066
Email: sscinfo@skillsforcareanddevelopment.org.uk

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

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

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson-recognised centre and must have approval its for qualifications.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an 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 in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

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

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

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

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

Annexe C: Assessment principles

Skills for Health 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
- QCF Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement
- Level 3 Award in Assessing Competence in the Work Environment (QCF)
- Level 3 Award in Assessing Vocationally Related Achievement (QCF)
- Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)
- Level 3 Certificate in Assessing Vocational Achievement (QCF)
- A1 or D32/D33
- A2 or D32
- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- S/NVQ level 3 in Training and Development
- S/NVQ level 4 in Training and Development
- IHCD Instructional Methods
- IHCD Instructor Certificate
- English National Board 998
- Training Group A22, B22, C21, C23, C24
- TQFE (Teaching Qualification for Further Education)
- NOCN Tutor Assessor Award

- **Note:** This list is not exhaustive.

Appendix 2

Qualifications suitable for Internal Quality Assurance

- SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- 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 Framework. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements

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

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

2   Assessment Principles

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

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

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

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

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

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

2.7   Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.

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

3 Internal quality assurance

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

4 Definitions

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

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

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

4.4 Qualified to make quality assurance decisions:
Awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:
An expert witness must:

- have a working knowledge of the 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.