Pearson BTEC Level 3 Diploma in Healthcare Support

Specification

Competence-based qualification

First registration April 2023

Issue 2

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website.

Summary of changes for Pearson BTEC Level 3 Diploma in Healthcare Support Specification Issue 2

Summary of changes made between Issue 1 and this Issue 2	Page number
The structure table has been amended to include three units added for the Diagnostic Imaging Support Pathway in the Senior Healthcare Support Worker Apprenticeship Framework: Unit 164: Working in the Diagnostic Imaging Environment Unit 165: Imaging Procedures, Indications and Contraindication Unit 166: Imaging Science and Legislation	15
Section 10: Malpractice This section has been updated for clarification.	107–109
Annexe B: Guidance for Centres on Unit Combination Choices. Guidance on unit combination choices has been added for the Diagnostic Imaging Support Pathway.	127

Contents

1   Introducing the qualification

What are Pearson competence-based qualifications?

Pearson competence-based qualifications 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.

Learners will develop the knowledge, skills and behaviours to become competent in the area of work or job role. The requirements to be competent are set by apprenticeship standards for the appropriate sector. Pearson has worked closely with Skills for Health, in the development of this qualification. Skills for Health are the Sector Skills Council (SSC) for the UK health sector and Trailblazer lead for the Senior Healthcare Support Worker Apprenticeship Standard. The qualification is written in broad terms to enable employers and providers to apply it to a range of occupational options.

Qualification purpose

The Pearson BTEC Level 3 Diploma in Healthcare Support is for learners who work in, or who want to work in, the health sector.

Senior Healthcare Support Workers work in a range of settings, for example in a hospital, as part of a community team, in a day-case unit, birthing centre, an individual's home, operating theatres, nursing or care homes, hospices and in general practice. Their role involves supporting registered healthcare professionals in the delivery of high quality and compassionate health and care services. A Senior Healthcare Support Worker will provide clinical, therapeutic, or diagnostic care under the direct or indirect supervision of a registered healthcare professional.

The Pearson BTEC Level 3 Diploma in Healthcare Support gives learners the opportunity to:

- develop wider sector-related knowledge to underpin occupational competence in the role of a Senior Healthcare Support Worker, specialising in one of the following six occupational options: adult nursing support, maternity support, theatre support, mental health support, children and young people support, allied health profession therapy support. This includes knowledge and understanding of the responsibilities of a Senior Healthcare Support Worker, duty of care in care settings, safeguarding and protection in care settings, understanding mental ill health, maintaining quality standards and service improvement within the health sector

- develop technical, occupational option-related knowledge and skills to underpin occupational competence in their own role, such as carry out vision screening, administer medication to individuals and monitor the effects, provide advice and information to enable parents to promote the health and wellbeing of their newborn babies, prepare anaesthetic environment and provide support for pre- and post-operative anaesthesia and recovery, support positive risk taking for individuals and support children and young people with additional needs

- develop a positive attitude to following standard operating procedures (SOPs) and codes of practice and develop professional behaviours such as treating people with dignity, showing respect and empathy, being adaptable, reliable and consistent

- develop the technical skills, role-related knowledge and understanding and behaviours required to work in job roles such as Community Support Worker, Maternity Support Worker, Mental Health Support Worker, Senior Healthcare Support Worker, Theatre Assistant, Therapy Assistant

- achieve a nationally recognised Level 3 qualification

- develop personal growth and engagement in learning.

Industry support and recognition

The Pearson BTEC Level 3 Diploma in Healthcare Support was developed through close collaboration with the Senior Healthcare Support Worker Trailblazer employer group, employers, professional bodies and other awarding organisations.

This qualification is supported by:

- a wide range of employers in the health and care sector

- the Sector Skills Council: Skills for Health.

Funding

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub.

The apprenticeship funding rules can be found at www.gov.uk/guidance/apprenticeship-funding-rules. This provides information about funding for training and assessing apprentices in England.

Relationship with previous qualifications

This qualification is a direct replacement for 603/2462/4 Pearson BTEC Level 3 Diploma in Healthcare Support which has expired on 31st March 2023. Information about how the previous and current units relate to each other is given in *Annexe C.*

Relationship with National Occupational Standards (NOS)

This qualification provides links to the National Occupational Standards for the health sector, which were set and designed by Skills for Health Sector Skills Council.

Relationship with IfATE's Digital Skills and Sustainability Frameworks

This qualification provides opportunities for learners to develop their knowledge and skills related to IfATE's Digital Skills and Sustainability Frameworks, including:

- safely benefiting from, participating in and contributing to the digital world of today and the future

- giving thought to sustainability and particularly net-carbon zero.

Guidance relating to opportunities to map to IfATE's digital skills and sustainability are detailed in the *Additional information* section of the mandatory units. Further guidance on the Frameworks themselves can be found at www.instituteforapprenticeships.org/.

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 3 Diploma in Healthcare Support**
Qualification Number (QN)	610/2253/6
Regulation start date	28/02/2023
Operational start date	01/04/2023
Approved age ranges	16–18 18+ 19+
Total Qualification Time (TQT)	830
Guided Learning Hours (GLH)	491
Credit value	83
Assessment	Internal assessment (portfolio of evidence)
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, however, centres must follow the information in our document, *A guide to recruiting learners onto Pearson qualifications and Section 6 Access to qualifications.*
Apprenticeship	The Pearson BTEC Level 3 Diploma in Healthcare Support is a mandatory requirement in the Senior Healthcare Support Worker Apprenticeship Standard. Learners must achieve this qualification before progressing to the end-point assessment.
Progression	Learners who achieve the Pearson BTEC Level 3 Diploma in Healthcare Support can progress to the full apprenticeship certification that confirms competency. Additionally/alternatively, learners could progress to other qualifications within the healthcare suite, such as the Pearson BTEC Higher National Diploma in Healthcare Practice for England.

3 Qualification structure

Pearson BTEC Level 3 Diploma in Healthcare Support

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of credits that must be achieved	83
Number of mandatory credits that must be achieved	63
Number of optional credits that must be achieved	20

Mandatory units

Unit number	Mandatory units	Level	Credit	Guided learning hours (GLH)
1	Promote Personal Development in Care Settings	3	3	10
2	Safeguarding and Protection in Care Settings	2	3	26
3	Promote Health, Safety and Wellbeing in Care Settings	3	6	45
4	Understand Mental Ill Health	3	4	25
5	Effective Communication in Care Settings	3	3	26
6	Responsibilities of a Senior Healthcare Support Worker	3	3	22
7	Promote Effective Handling of Information in Care Settings	3	2	12
8	Maintain Infection Prevention and Control in a Care Setting	3	2	20
9	Cleaning, Decontamination and Waste Management	2	2	22

Unit number	Mandatory units	Level	Credit	Guided learning hours (GLH)
10	Duty of Care in Care Settings	3	3	16
11	Promote Equality and Inclusion in Care Settings	3	3	22
12	Person-centred Practice, Choice, and Independence	3	6	39
13	Study Skills for Senior Healthcare Support Workers	3	6	20
14	Communicate with Individuals about Promoting Their Health and Wellbeing	3	3	15
15	Maintaining Quality Standards in the Health Sector	2	2	13
16	Service Improvement within the Health Sector	3	3	23
17	Provide Support to Manage Pain and Discomfort	3	3	21
18	Contribute to Monitoring the Health of Individuals Affected by Health Conditions	2	2	18
19	Undertake Physiological Measurements	3	4	23

Optional units

Annexe B provides guidance for employers and Senior Healthcare Support Worker apprentices on the possible combinations of units that are available, which might reasonably fit different service areas and options for the apprenticeship.

Employers are responsible to ensuring the units chosen meet the minimum credit requirements set out in the qualification structure table.

Unit number	Optional units	Level	Credit	GLH
20	Understand Advance Care Planning	3	3	25
21	Work with Babies and Young Children to Support Their Development and Learning	3	5	35
22	Support Individuals who are Bereaved	3	4	30
23	Support Individuals to Access and Use Information about Services and Facilities	2	3	20
24	Prepare for and Carry out Extended Feeding Techniques	3	4	27
25	Provide Support to Individuals to Continue Recommended Therapies	3	3	20
26	Assist in the Administration of Medication	2	3	25
27	Insert and Secure Nasogastric Tubes	3	4	30
28	Coordinate the Progress of Individuals Through Care Pathways	3	3	15
29	Undertake Personal Hygiene Activities with Individuals	2	3	24
30	Support Individuals with Speech and Language Disorders to Develop Their Communication Skills	3	5	32
31	Develop Positive Relationships with Children and Young People	3	3	23
32	Perform the Non-scrubbed Circulating Role for Perioperative Procedures	3	4	28

Unit number	Optional units	Level	Credit	GLH
33	Provide Advice and Information to Enable Parents to Promote the Health and Wellbeing of Their Newborn Babies	3	3	22
34	Collaborate in the Assessment of Environmental and Social Support in the Community	3	4	23
35	Care for the Physical and Nutritional Needs of Babies and Young Children	3	5	35
36	Support Individuals to Carry out Their Own Health Care Procedures	2	2	15
37	Obtain Venous Blood Samples	3	3	24
38	Implement Therapeutic Group Activities	3	4	25
39	Collate and Communicate Health Information to Individuals	3	2	15
40	Provide Information and Advice to Individuals on Eating to Maintain Optimum Nutritional Status	3	5	38
41	Assist in the Implementation of Programmes to Increase Mobility, Movement and Functional Independence	3	4	28
42	Receive and Handle Clinical Specimens within the Sterile Field	3	4	30
43	Prepare Anaesthetic Environment and Provide Support for Pre- and Post-Operative Anaesthesia and Recovery	3	5	41
44	Make Recommendations for the Use of Physical Resources in a Health Setting	3	4	15
45	Contribute to the Discharge of Individuals to Carers	2	2	11
46	Support Individuals During the Last Days of Life	4	5	40
47	Understand Mental Health and Behaviour Management of Children and Young People	3	3	25

Unit number	Optional units	Level	Credit	GLH
48	Implement Positive Behaviour Support	3	6	41
49	Support Individuals to Access and Use Services and Facilities	3	4	25
50	Support Individuals to Meet Personal Care Needs	2	2	16
51	Carry out Vision Screening	3	4	34
52	Implement Hydrotherapy Programmes for Individuals and Groups	3	5	35
53	Deliver Exercise Sessions to Improve Individuals' Health and Wellbeing	3	5	32
54	Contribute to the Safe Use of Medical Devices in the Perioperative Environment	2	4	29
55	Provide Support to the Surgical Team when Preparing Individuals for Operative and Invasive Procedures	3	4	32
56	Conduct Hearing Assessment	3	4	30
57	Work in Partnership with Families to Support Individuals	3	3	27
58	Provide Support for Mobility	2	2	14
59	Perform First line Calibration on Clinical Equipment to Ensure it is Fit for Use	3	3	25
60	Give Presentations to Groups	3	3	26
61	Support Individuals in Undertaking Their Chosen Activities	3	4	24
62	Conduct External Ear Examinations	3	4	32
63	Manage the Use of Physical Resources in a Health Setting	3	3	20
64	Assist Others to Plan Presentations	2	2	16
65	Support Children and Young People Experiencing Transitions	3	3	17
66	Support Individuals to Manage Their Own Recovery from Mental Health Conditions	3	3	15

Unit number	Optional units	Level	Credit	GLH
67	Dementia Awareness	2	2	7
68	Understand the Process and Experience of Dementia	3	4	23
69	Move and Position Individuals Safely in Accordance with Their Care Plan	2	4	27
70	Support Individuals to Manage Continence	2	3	31
71	Obtain and Test Specimens from Individuals	2	3	20
72	Undertake Urethral Catheterisation Processes	3	4	34
73	Understand the Legal, Policy and Service Framework in Mental Health	3	5	18
74	Perform Routine Electrocardiograph (ECG) Procedures	3	4	28
75	Prepare Individuals for Healthcare Activities	2	3	22
76	Undertake Treatments and Dressings of Lesions and Wounds	3	4	23
77	Adapt and Fit Healthcare Equipment, Medical Devices, Assistive Technology or Products to Meet Individuals' Needs	3	6	37
78	Assist the Practitioner to Carry Out Health Care Activities	2	3	19
79	Administer Oral Nutritional Products to Individuals	3	4	23
80	Inform an Individual of Discharge Arrangements	2	2	17
81	Select and Wear Appropriate Personal Protective Equipment for Work in Healthcare Settings	2	2	15
82	Carry Out Wound Drainage Care	3	4	23
83	Monitor and Maintain the Environment and Resources During and After Health Care Activities	2	3	20

Unit number	Optional units	Level	Credit	GLH
84	Prepare and Dress for Scrubbed Clinical Roles	2	4	28
85	Prepare and Provide Surgical Instrumentation and Supplementary Items for the Surgical Team	3	6	43
86	Supporting the Care of Individuals with Nasogastric Tubes	3	3	19
87	Care for a Newborn Baby	3	4	32
88	Understanding Suicide Interventions	4	6	47
89	Awareness of Mental Health Legislation	3	3	28
90	Understand Child and Young Person Development	3	4	28
91	Contribute to the Effectiveness of Teams	2	2	5
92	Support Individuals to Retain, Regain and Develop Skills for Everyday Life	3	4	28
93	Support Individuals Who are Distressed	2	3	21
94	Support Individuals Undergoing Health Care Activities	2	3	30
95	Enable Individuals with Behaviours that Challenge to Develop Strategies to Manage Their Behaviour	3	8	41
96	Support Positive Risk Taking for Individuals	3	4	32
97	Reprocess Endoscopy Equipment	3	4	30
98	Support Individuals with Cognition or Learning Difficulties	3	5	34
99	Assist in Testing Individuals' Abilities Prior to Planning Physical Activities	3	5	38
100	Assist in Receiving, Handling and Dispatching Clinical Specimens	2	2	17
101	Support Individuals to Manage Dysphagia	4	5	36

Unit number	Optional units	Level	Credit	GLH
102	Provide Advice on Foot Care for Individuals with Diabetes	4	4	31
103	Transport, Transfer and Position Individuals and Equipment within the Perioperative Environment	3	5	32
104	Support the Spiritual Wellbeing of Individuals	3	4	26
105	Managing Symptoms in End of Life Care	3	4	29
106	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
107	Support Individuals During a Period of Change	3	4	29
108	Support Individuals to Eat and Drink	2	2	15
109	Perform Intravenous Cannulation	4	6	45
110	Care for Individuals with Urethral Catheters	3	4	30
111	Conduct Routine Maintenance on Clinical Equipment	3	4	30
112	Measure and Record Individuals' Body Fluid Balance in a Perioperative Environment	3	4	23
113	Prepare and Apply Dressings and Drains to Individuals in the Perioperative Environment	2	2	18
114	Support Parents or Carers to Interact with and Care for Their Newborn Baby	3	4	30
115	Deliver Training Through Demonstration and Instruction	3	3	21
116	Support Individuals During Emergency situations	3	3	27
117	Principles of Health Promotion	2	2	13
118	Understand Planning and the Practical Application of Health Promotion	2	2	12

Unit number	Optional units	Level	Credit	GLH
119	Support Individuals with Mental Health Conditions to Change Patterns of Behaviour Using Coping Strategies	4	4	16
120	Provide Agreed Support for Foot Care	2	3	23
121	Contribute to the Care of a Deceased Person	2	3	24
122	Understand Mental Health Interventions	3	4	14
123	Understand Care and Support Planning and Risk Management in Mental Health	3	4	14
124	Effective Communication and Building Relationships in Mental Health Work	3	6	27
125	Carry Out Blood Collection from Fixed or Central Lines	3	4	30
126	Undertake Stoma Care	3	4	40
127	Advise and Inform Individuals on Managing Their Condition	3	5	36
128	Support Carers to Meet the Care Needs of Individuals	3	5	40
129	Support Children and Young People with Mental Health Conditions	3	5	42
130	Understanding the Effects of Dementia on End of Life Care	3	3	22
131	Support Children and Young People with Additional Needs	4	6	43
132	Anatomy and Physiology for Maternity Support Workers	3	2	20
133	Support Individuals with Specific Communication Needs	3	5	35
134	Support Independence in the Tasks of Daily Living	2	5	37
135	Undertake Agreed Pressure Area Care	2	4	30
136	Obtain and Test Capillary Blood Samples	3	4	30

Unit number	Optional units	Level	Credit	GLH
137	Support Individuals at the End of Life	3	6	50
138	Remove Wound Drains	3	5	43
139	Enable Children and Young People to Understand Their Health and Wellbeing	4	5	38
140	Support Parents/Carers and Those in a Parental Role to Care for Babies During Their First Year	3	5	39
141	Obtain a Client History	3	3	22
142	Administer Medication to Individuals and Monitor the Effects	3	5	30
143	Understand How to Safeguard the Wellbeing of Children and Young People	3	7	45
144	Support Individuals to Live at Home	3	4	29
145	Undertake Tissue Viability Risk Assessments	3	3	16
146	Enable Mental Health Service Users and Carers to Manage Change	3	3	15
147	Provide Support for Individuals with Communication and Interaction Difficulties	3	4	39
148	Monitor Individuals' Progress in Relation to Managing Their Body Weight and Nutrition	3	3	26
149	Assist in Implementing Treatment Programmes for Individuals with Severely Reduced Movement/Mobility	3	4	29
150	Develop and Agree Individualised Care Plans for Babies and Families	4	5	38
151	Remove Wound Closure Materials	2	3	24
152	Assist in the Delivery of Perioperative Care and Support to Individuals	3	4	24
153	Examine the Feet of Individuals with Diabetes	3	4	26

Unit number	Optional units	Level	Credit	GLH
154	Understand End of Life Care for Individuals with Specific Health Needs	3	4	21
155	Understand Long-term Conditions and Frailty	3	3	20
156	Human Structure and Functionality	3	3	20
157	Support Individuals with Feeding Babies	3	4	26
158	Understand the Administration of Medication	3	3	28
159	Communicate with Children and Young People in Care Settings	3	4	29
160	Assist in the Administration of Oxygen	3	4	34
161	Understand the Context of Supporting Individuals with Learning Disabilities	3	4	35
162	Care for the Older Person	2	2	10
163	Understand the Importance of Personal Wellbeing and Personal Wellbeing when Working in Mental Health Services	3	4	29
164	Working in the Diagnostic Imaging Environment	3	1	10
165	Imaging Procedures, Indications and Contraindications	3	1	10
166	Imaging Science and Legislation	3	2	15

4   Assessment requirements

The units in this qualification are all internally assessed.

Assessment Principles

The assessment principles for this qualification are included in *Annexe A.* This sets out the overarching assessment requirements and the framework for assessing the units to ensure that the qualification remains valid and reliable. The principles have been developed by the Senior Healthcare Support Worker Trailblazer employer group.

Language of assessment

Learners must use English only during the assessment of this qualification.

A learner taking the qualification may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy,* available on our website.

Internal assessment

The units in this qualification are assessed through an internally assessed and externally quality-assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit, learners must:

- achieve **all** the specified learning outcomes

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

- prove that the evidence is their own.

Learners must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

Evidence for mandatory *Unit 13: Study Skills for Senior Healthcare Support Workers,* includes a learner produced extended piece of writing or project report. Guidance to support the assessment of this unit can be found within the unit specification.

Presenting evidence

In line with the assessment principles (*Annexe A*), evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O), please see section *Annexe A: Assessment Principles*

- 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 (S), please see *Annexe A: Assessment Principles*

- professional discussion (PD)

- authentic statements/witness testimony (WT) and expert witness testimony (EWT), please see *Annexe A: Assessment Principles*

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the assessment principles (*Annexe A*). Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 8 Units.*

Assessor requirements

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. The requirements for assessor qualifications and experience are stated in the assessment principles in *Annexe A*

- internal verification systems are in place to ensure the quality and authenticity of learner work, as well as the accuracy and consistency of assessment. The requirements of internal verifiers (IVs) are stated in the assessment principles in *Annexe A.*

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered Pearson competence-based qualifications need to apply for, and be granted, centre recognition and approval to offer individual qualifications.

Existing Pearson centres seeking approval to offer Pearson competence-based qualifications, will be required to submit supplementary evidence for approval, aligned with the associated Standards and/or assessment requirements.

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

Centres offering mandatory qualifications for Apprenticeship Standards must be listed on the Education and Skills Funding Agency's Register of Training Organisations and have a contract to deliver them.

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources as outlined in the Assessment Principles in *Annexe A* (for example a workplace in line with industry standards or a Realistic Work Environment (RWE), where permitted)

- centres must meet any specific human resource requirements to support effective delivery

- staff assessing learners and internally verifying programmes must meet the occupational competence requirements in the Assessment Principles (*Annexe A*)

- systems to ensure continuing professional development (CPD) for staff delivering, assessing and internally verifying the qualification

- health and safety policies that relate to the use of equipment by learners

- internal verification systems and procedures (see *Section 4 Assessment requirements*)

- any unit-specific resources stated in individual units.

6   Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *equity, diversity and inclusion in Pearson qualifications and related services policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Reasonable adjustable and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units.*

7   Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites

- number and throughput of learners

- number and turnover of assessors

- number and turnover of internal verifiers

- amount of previous experience of delivery.

If a centre is offering a Pearson competence-based qualification alongside other qualifications related to a similar Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for both qualifications.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*

- *Pearson delivery guidance & quality assurance requirements – NVQs/SVQs; competence-based qualifications and BTEC Specialist qualifications.*

8 Units

This section of the specification contains the **mandatory** units that form the assessment for the qualification.

The **optional** units can be found on the course materials tab on the qualification page of the Pearson website, https://qualifications.pearson.com/en/qualifications/nvq-and-competence-based-qualifications/health-and-social-care/healthcare-support-l3-2023.html

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. The unit assessment requirements must also be met by the evidence that the learner provides.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

The *Glossary* (*Section B*) – give further exemplification of command verbs used in unit knowledge and understanding assessment criteria.

The *Additional information* section in each unit may include:

- Exemplification of terms used in assessment criteria – the exemplification should be applied where the terms appear in the unit. The terms have been bolden in each unit.

- Information relating where there may be opportunities to map to the IfATE Digital Skills and Sustainability Frameworks.

Unit 1: Promote Personal Development in Care settings

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	10

Unit aim

This unit is about promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence*. Detailed information can be found in *Annexe A*.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
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**
	1.3 Describe how to work effectively with **others**
2 Be able to reflect on practice	2.1 Explain the principles of reflective practice
	2.2 Explain the importance of reflective practice in continuously improving the quality of service provided
	2.3 Reflect on practice to improve the quality of the service provided

Learning outcomes The learner will:	Assessment criteria The learner can:
3 Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant **standards**
	3.2 Use 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 Participate in **appraisal** to support professional development
	4.3 Work with **others** to review and prioritise own learning needs, professional interests and development opportunities
	4.4 Work with others to agree own personal development plan
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 Explain how reflective practice has led to improved ways of working
	5.3 Explain why continuing professional development is important
	5.4 Record progress in relation to personal development

Additional information about the unit

Exemplification of terms used in assessment criteria:

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National Occupational Standards
- Legislation.

Others may include:

- Team members
- Line manager
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
- Outside services and organisations
- Those with power of attorney
- Other professionals
- Others who are important to the individual's wellbeing.

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation.

Appraisal: This could be evidenced in a supervision which would happen more regularly than an annual appraisal.

Continuing professional development refers to the process of tracking and documenting the skills, knowledge and experience that is gained both formally and informally as part of work, beyond any initial training. It is a record of what is experienced, learnt and then applied.

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

Additional information about the unit
This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance.   **Problem solving:**   · Use of digital tools for research   · Use of digital tools to present research findings   · Digital portfolio and/or personal development plan   · Changes and advancement in practice and ways of working i.e. electronic patient records   · How digital tools can improve productivity.   **Digital collaboration and communication:**   · Digital portfolios and collaboration with colleagues   · Use of communication using digital tools such as email, IT, telephone.   **Handling data securely:**   · Management and storage of passwords   · Conforming with organisational policy for IT, digital code of conduct and relevant legislation.

Unit 2: Safeguarding and Protection in Care Settings

Level:	2
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	26

Unit aim

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

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand principles of safeguarding adults	1.1 Explain the term safeguarding
	1.2 Explain own role and responsibilities in safeguarding **individuals**
	1.3 Define the following terms: • physical abuse • **domestic abuse** • sexual abuse • emotional/ psychological abuse • financial/material abuse • modern slavery • discriminatory abuse

Learning outcomes The learner will:	Assessment criteria The learner can:
	• institutional/organisational abuse • self-neglect • neglect by others
	1.4 Describe 'harm'
	1.5 Describe restrictive practices
2 Know how to recognise signs and symptoms of abuse	2.1 Identify the signs and symptoms associated with each of the following types of abuse: • physical abuse • domestic abuse • sexual abuse • emotional/psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • institutional/organisational abuse • self-neglect • neglect by others
	2.2 Describe factors that may contribute to an **individual** being more vulnerable to abuse
3 Understand how to respond to suspected or alleged abuse	3.1 Explain the **actions to take** if there are suspicions that an **individual** is being abused
	3.2 Explain the **actions to take** if an **individual** alleges that they are being abused
	3.3 Identify when to seek support in situations beyond own experience and expertise
	3.4 Identify ways to ensure that evidence of abuse is preserved

Learning outcomes The learner will:	Assessment criteria The learner can:
4 Understand the national and local context of safeguarding and protection from abuse	4.1 Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse
	4.2 Explain the roles of different agencies in safeguarding and protecting **individuals** from abuse
	4.3 Identify factors which have featured in reports into serious cases of abuse and neglect
	4.4 Identify sources of information and advice about own role in safeguarding and protecting **individuals** from abuse, including **whistle-blowing**
5 Understand ways to reduce the likelihood of abuse	5.1 Explain how the likelihood of abuse may be reduced by: · working with person-centred values · encouraging active participation · promoting choice and rights · supporting individuals with awareness of personal safety
	5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
	5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
6 Understand how to recognise and report unsafe practices	6.1 Describe **unsafe practices** that may affect the **wellbeing** of **individuals**
	6.2 Explain the **actions to take** if **unsafe practices** have been identified
	6.3 Describe the **actions to take** if suspected abuse or **unsafe practices** have been reported but nothing has been done in response

Learning outcomes The learner will:	Assessment criteria The learner can:
7 Understand principles for online safety	7.1 Describe the potential risks presented by: · the use of electronic communication devices · the use of the internet · the use of social networking sites · carrying out financial transactions online
	7.2 Explain ways of reducing the risks presented by each of the following: · the use of electronic communication devices · the use of the internet · the use of social networking sites · carrying out financial transactions online
	7.3 Explain the importance of balancing measures for online safety against the benefits to **individuals** of using electronic systems and devices

Additional information about the unit

Exemplification of terms used in assessment criteria:

Domestic abuse should include acts of control and coercion. Factors may include:

- A setting or situation
- The individual.

An **individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

The actions to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- A colleague
- Someone in the individual's personal network
- The learner
- The learner's line manager
- Others.

Local systems may include:

- Employer/organisational policies and procedures
- Multi-agency adult protection arrangements for a locality.

Whistleblowing: a whistle-blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct.

Person-centred values include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence.

Additional information about the unit

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

Unsafe practices may include:

- Poor working practices
- Resource difficulties
- Operational difficulties.

Wellbeing may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental
- Geographical.

This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance.

Digital collaboration and communication:

- Use of communication using digital tools such as email, IT, telephone.

Handling data securely:

- Management and storage of passwords
- Conforming with organisational policy for IT, digital code of conduct and relevant legislation
- Data sharing principles
- Managing information in line with data protection regulations
- Understand how other organisations store and use data.

Unit 3: Promote Health, Safety and Wellbeing in Care Settings

Level:	3
Unit type:	Mandatory
Credit value:	6
Guided learning hours:	45

Unit aim

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, safety and wellbeing in their work setting.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Evidence for skills within learning outcomes 2, 4, 5, 6, 7, and 8 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
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 **care 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**

Learning outcomes The learner will:	Assessment criteria The learner can:
	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 Monitor potential health and safety risks
	2.3 Use risk assessment in relation to health and safety
	2.4 Minimise potential risks and hazards
	2.5 Access additional support or information relating to health and safety
	2.6 Support **others'** understanding of health and safety and follow agreed safe practices
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 Describe the causes and spread of infection
	4.2 Demonstrate the **use of Personal Protective Equipment (PPE)**
	4.3 Wash hands using the recommended method
	4.4 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to **others** at work
	4.5 Explain own role in supporting **others** to follow practices that reduce the spread of infection
5 Be able to move and handle equipment and other objects safely	5.1 Explain main points of legislation that relate to moving and handling
	5.2 Explain principles for safe moving and handling
	5.3 Move and handle equipment and other objects safely

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
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 Use safe practices when: · storing hazardous substances · using hazardous substances · disposing of hazardous substances and materials
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 clear evacuation routes are maintained at all times
8 Be able to implement security measures in the work setting	8.1 Follow agreed procedures for checking the identity of anyone requesting access to: · premises · information
	8.2 Use 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** in self and **others**
	9.2 Analyse factors that can trigger stress
	9.3 Compare strategies for managing stress in self and **others**
	9.4 Explain how to access **sources of support**

Additional information about the unit

Exemplification of terms used in assessment criteria:

Care settings may include health, adult care or children and young people's settings.

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

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates.

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

Specific tasks that the learner should not carry out without special training may include those relating to:

- Use of equipment
- First aid
- Medication
- Health care procedures
- Food handling and preparation.

Use of Personal Protective Equipment (PPE)

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

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

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation.

Additional information about the unit
This unit could give the following opportunities to map to the IfATE Sustainability Framework. See *Section 1* for guidance.

Procurement and design:

- Disposal of waste
- Sourcing PPE
- Recycling options.

Benefits and opportunities for best practice:

- Duty of care for waste management
- Pollution prevention.

Unit 4: Understand Mental Ill Health

Level:	3
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	25

Unit aim

This unit aims to provide learners with knowledge of the main forms of mental ill health according to the psychiatric classification system. Learners consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The unit also focuses on the signs, symptoms and impact of mental ill health on individuals and others in their social network, responding to mental health deterioration and the limitations of mental capacity. They will also learn how to identify situations of risk to individuals with mental ill health and to self and others.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the types of mental ill health	1.1 Describe the types of mental ill health according to the psychiatric (DSM/ICD) classification system: · mood disorders · personality disorders · anxiety disorders · psychotic disorders · substance-related disorders · eating disorders · cognitive disorders

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.2 Explain the key strengths and limitations of the psychiatric classification system
	1.3 Explain alternative frameworks for understanding mental ill health
	1.4 Explain indicators of mental ill health
2 Understand the impact of mental ill health on individuals and others in their social network	2.1 Explain how **individuals** experience discrimination
	2.2 Explain how an online presence may impact on mental ill health
	2.3 Explain the **effects** mental ill health may have on an **individual**
	2.4 Explain the **effects** mental ill health may have on those in the **individual's** familial, social, or work network
	2.5 Explain the impact of an **individual's** mental ill-health on active participation in society
	2.6 Explain how to intervene to promote an **individual's** mental health and well-being
3 Understand the difficulties individuals with mental ill health may face	3.1 Outline barriers **individuals** with mental ill health may face
	3.2 Describe difficulties **individuals** with mental ill health may face in the community
	3.3 Explain ways to promote community access for those with mental ill health
4 Know how to recognise and respond to deterioration in an individual's overall health and wellbeing	4.1 Identify indicators of an **individual's** physical health, mental health and wellbeing is deteriorating
	4.2 Describe the process to notify observations of an **individual's** physical health, mental health and wellbeing is deteriorating
	4.3 Explain how to respond to deteriorations in an **individuals'** physical health, mental health and wellbeing

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
5 Know how to recognise and respond to limitations in an individual's mental capacity	5.1 Explain the meaning of capacity relating to mental health
	5.2 Describe how to recognise limitations in an **individual's** mental capacity
	5.3 Identify limitations in an **individual's** mental capacity
	5.4 Explain how to respond to limitations in an **individual's** mental capacity
6 Understand how to identify situations of risk to individuals with mental ill-health and to self and others	6.1 Describe how to identify situations of risk to: · **individuals** with mental ill health · self · others
	6.2 Explain how to seek support where a situation of risk is identified

Additional information about the unit

Exemplification of terms used in assessment criteria:

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Effects should cover:

- Psychological and emotional impacts
- Behaviour
- Physical health
- Practical and financial impacts
- The impact of using services
- Social exclusion
- Positive impacts.

Unit 5:   Effective Communication in Care Settings

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	26

Unit aim

The aim of the unit is to ensure that the learner understands different strategies and techniques used to communicate effectively and will be able to apply them in practice. Learners will understand barriers to effective communication and how they can be overcome. They should be aware of the role of an advocate in supporting individuals' communication needs.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Evidence for skills within learning outcomes 3 and 4 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand why effective communication is important in the work setting	1.1 Identify different reasons people communicate
	1.2 Analyse how communication affects relationships in the **work setting**
	1.3 Analyse how communication skills can be used to manage complex, sensitive, abusive and difficult situations
	1.4 Explain the importance of maintaining open and honest communication

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.5 Identify how to access extra support or **services** to enable effective communication with and between **individuals**
2 Understand the variety in people's communication needs and preferences	2.1 Describe the range of **communication styles, methods and skills** available
	2.2 Explain how people may use and/or interpret communication methods and styles in different ways
	2.3 Identify factors to consider when promoting effective communication
	2.4 Explain how digital and other technologies can be used to promote and enhance communication between self and **others**
	2.5 Identify **barriers** that may be present when communicating with **others**
	2.6 Analyse the impact of **poor or inappropriate** communication practices
3 Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication methods and skills
	3.2 Apply communication skills appropriately in relation to message and audience for maximum impact
	3.3 Use communication skills to build relationships
	3.4 Identify and overcome **barriers** to communication with a range of people
4 Be able to meet the communication and language needs, wishes and preferences of individuals	4.1 Establish the communication and language needs, wishes and **preferences** of **individuals** to maximise the quality of interaction
	4.2 Demonstrate a range of **communication styles, methods and skills** to meet **individuals'** needs
	4.3 Respond to an **individual's** reactions when communicating
	4.4 Demonstrate professionalism when using a variety of communication methods

Learning outcomes The learner will:	Assessment criteria The learner can:
5 Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences	5.1 Explain the purpose and principles of independent advocacy
	5.2 Explain when to offer support to **individuals** to access an advocate
	5.3 Explain how to support **individuals** to access advocacy services
6 Understand confidentiality in care settings	6.1 Explain the meaning of the term 'confidentiality'
	6.2 Explain the importance of maintaining confidentiality when communicating with **others**
	6.3 Give examples to illustrate when and why confidentiality may need to be breached
	6.4 Analyse the potential tension between maintaining an **individual's** confidentiality and disclosing concerns

Additional information about the unit

Exemplification of terms used in assessment criteria:

Work setting: this may include one specific location or a range of locations depending on the context of the learner's role.

For AC 1.3, learners should be able to identify ways of using effective verbal and non-verbal communication to manage difficult/challenging situations. For example, being able to identify:

- Different behaviour types
- Where conflict at work comes from
- Own approach to handling conflict
- Emotional triggers and handling them more effectively
- Key skills needed to resolve the situation
- Strategies and practices for handling these situations.

Communication styles, methods and skills: learners should consider:

- Verbal: words, voice, tone, pitch, spoken and written
- Non-verbal: body language, proximity, eye contact, touch, gestures, behaviour
- Additional methods to support communication: signs, symbols and pictures, objects of reference
- Face-to-face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations
- Active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement
- Interpretation of non-verbal communication
- Ability to use silence to provide space and support.

Barriers: may include, but are not limited to:

- Environment
- Time
- Own physical, emotional or psychological state
- Physical, emotional or psychological state of others
- Own skills, abilities or confidence
- Own or others' prejudices
- Conflict.

Additional information about the unit

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers.

Services: may include:

- Translation services
- Interpretation services
- Speech and language services
- Advocacy services.

Poor or inappropriate behaviours: this may include but is not limited to:

- Patronising individuals
- Not listening to individuals
- Not making time to communicate effectively
- Not respecting individuals' communication preferences, needs or strengths
- Using communication skills to control or take ownership of an interaction
- Interrupting or talking over someone
- Offering inappropriate or unsolicited advice
- Placating an individual.

Preferences may be based on:

- Experiences
- Desires
- Beliefs
- Values
- Culture.

Preferences can change over time.

Individual: refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Learners should be aware of policies and procedures related to confidentiality and data protection.

Additional information about the unit

This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance.

Digital collaboration and communication:

- Verbal and written communication
- Digital tools and other technologies used to enhance and improve communications such as PC, laptop, video calling software, mobile tablets, smartphone, digital care records, monitoring equipment.

Problem solving:

- Changes and advancement in practice and ways of working i.e., electronic patient records
- How digital tools can improve productivity.

Handling data securely:

- Management and storage of passwords
- Conforming with organisational policy for IT and digital code of conduct and relevant legislation.

Unit 6: Responsibilities of a Senior Healthcare Support Worker

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	22

Unit aim

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

This unit must be assessed in line with S*kills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Evidence for skills within learning outcomes 3 and 4 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand agreed ways of working	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
	1.2 Explain what is meant by the term: · **'delegated healthcare task'** · who might delegate a healthcare task and why
	1.3 Explain own role in **quality assurance processes** and promoting positive experiences for **individuals** accessing healthcare
	1.4 Describe escalation and reporting processes when **delegated healthcare tasks** are outside limits of own knowledge and skills

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
2 Understand working relationships in healthcare settings	2.1 Explain how a working relationship is different from a personal relationship
	2.2 Describe different **working relationships** in **healthcare settings**
	2.3 Explain the different skills and approaches used when: · partnership working · resolving conflicts in relationships and partnerships
	2.4 Explain how and when to access support and advice about: · partnership working · resolving conflicts in relationships and partnerships
3 Be able to follow agreed ways of working	3.1 Explain why it is important to adhere to the agreed scope of the job role, responsibility and training
	3.2 Access full and up-to-date details of **agreed ways of working**
	3.3 Implement **agreed ways of working** within limits of own knowledge and skills and escalating and reporting to **others** when needed
4 Be able to work in partnership with others	4.1 Explain why it is important to work in partnership with **others**
	4.2 Demonstrate ways of working that can help improve partnership working

Additional information about the unit

Exemplification of terms used in assessment criteria:

Delegated healthcare tasks

A delegated healthcare task is a health intervention or activity usually of a clinical nature, that a registered healthcare professional delegates to a paid healthcare worker. It is recognised that not all care and support workers will have healthcare tasks delegated to them. However, it is important learners develop an understanding of what these are and the requirements around them. This is to help prepare learners for potential delegated responsibility in the future.

Delegated healthcare tasks may include, but are not limited to:

- Supporting skin integrity and wound healing by changing dressing
- Supporting a person's nutrition using a PEG (Percutaneous endoscopic gastronomy)
- Supporting a person to manage their diabetes through insulin administration and monitoring.

Quality assurance processes

- Including own role, understanding and accountability with internal governance and processes used such as assurance and auditing procedures.
- Participating in inspection visits, e.g. Care Quality Commission (CQC).
- Attend relevant training.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Working relationships

Learners must consider the following groups of people they have working relationship with (unless their role means they do not have a relationship with a particular group of people)

- Individuals accessing care support service
- The friends, family and loved ones of those accessing care and support services
- Peers and team members
- Managers and senior management
- Other colleagues (paid and volunteers) within the organisation
- Paid workers and volunteers from both a organisations and teams.

Healthcare settings e.g. adult, children and young people's healthcare settings and adult healthcare settings

Additional information about the unit
Others may include: - Team members and colleagues - Line manager - Other professionals - Individuals who require care or support - Families, friends, advocates or others who are important to individuals - Outside services and organisations - Those with power of attorney - Other professionals - Others who are important to the individual's wellbeing. **Agreed ways of working** - Including policies and procedures, job descriptions and less formal agreements and expected practices.
This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance. **Digital collaboration and communication:** - Verbal and written communication.

Unit 7: Promote Effective Handling of Information in Care Settings

Level:	3
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	12

Unit aim

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

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Evidence for skills within learning outcomes 2-4 must come from real work activities.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1 Understand requirements for handling information in care settings	1.1 Identify legislation and codes of practice that relate to handling information in **care settings**
	1.2 Summarise the main points of legal requirements and codes of practice for handling information in **care settings**
	1.3 Describe how to ensure data and cyber security is maintained in care services when using: • electronic information systems • manual systems
	1.4 Describe how to support others to keep information secure

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.5 Explain what is considered a 'data breach' in the handling of information electronically and manually
	1.6 Describe the role of the Caldicott guardian in relation to 'data breach' within care settings
2 Be able to implement good practice in handling information	2.1 Ensure data security is maintained when storing and accessing **information**
	2.2 Maintain and promote confidentiality in day-to-day communication
	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
4 Be able to support audit processes within own role and responsibilities	4.1 Support audit processes in line with own role and responsibilities

Additional information about the unit
Exemplification of terms used in assessment criteria: **Care settings:** e.g. Adult, children and young people's health settings and adult care settings. **Information** to include electronic and manual systems.
This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance. **Digital collaboration and communication:** - Written communication - Digital tools and other technologies used to enhance and improve communications such as PC, laptop, video calling software, mobile tablets, smartphone, digital care records, monitoring equipment. **Problem solving:** - Changes and advancement in practice and ways of working i.e., electronic patient records - How digital tools can improve productivity. **Organisational security:** - Different types of malware such as viruses and the damage they can cause, including the use of security software to prevent these. - The risks and threats involved in carrying out activities online and the importance of working securely - Reporting and escalating any threats/malware and viruses - Personal data security and privacy settings - Keeping computer systems and security software up to date and the consequences of not doing so. **Handling data securely:** - Management and storage of passwords - Conforming with organisational policy for IT, digital code of conduct and relevant legislation - Sharing principles - Data sharing principles.

Unit 8:   Maintain Infection Prevention and Control in a Care Setting

Level:	3
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	20

Unit aim

This unit is aimed at those who work in a wide range of care settings. The unit explores the prevention and control of infection.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence*. Detailed information can be found in *Annexe A*.

Evidence for skills within learning outcome 2 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand own role in the prevention and control of the spread of infection	1.1 Describe the different **types of infection**
	1.2 Describe how the chain of infection can lead to the **spread of infection**
	1.3 Explain how to identify **individuals** who have, or are at risk of developing an infection
	1.4 Identify actions to reduce the risks of infection to individuals and **others**
	1.5 Describe own role and responsibilities in relation to: · identifying an outbreak or spread of infection · actions to take once an infection outbreak or spread has been identified

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.6 Describe own responsibilities for ensuring that cleaning and **decontamination** of environments and equipment is carried out according to the level of risk
	1.7 Describe own role in supporting others to follow practices that reduce the **spread of infection**
2 Be able to work in ways to prevent and control the spread of infection	2.1 Risk assess a range of situations and select and use **personal protective equipment (PPE)** appropriate to the risk and situation
	2.2 Identify when it is necessary to perform **hand hygiene**
	2.3 Perform **hand hygiene** prior to and following appropriate **points of contact** using approved techniques and products
	2.4 Demonstrate ways of working to ensure that own health and hygiene does not pose a risk to individuals and others

Additional information about the unit

Exemplification of terms used in assessment criteria:

Types of infection:

Could include:

- Bacterial
- Viral
- Fungal
- Parasitic
- Protozoan.

Spread of infection:

Learners should describe each of the six links of the chain of infection to illustrate how infection can spread. They should also demonstrate awareness of the different modes of transmission infection (for example, airborne, droplet, contact, through body fluids, contaminated food or objects).

Individuals: refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Others:

In this context, this refers to everyone a worker is likely to come in to contact with, including themselves:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers.

Decontamination:

The process of removing or neutralising harmful microorganisms from an item or surface, by cleaning, disinfection and/or sterilisation, to reduce the spread of infection.

Personal Protective Equipment (PPE):

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean that after risk assessment PPE is not required.

Additional information about the unit
Hand hygiene: Using recommended hand-washing techniques, approved products and the use of sanitiser where indicated. **Points of contact:** Key moments when hand hygiene should take place to prevent cross infection, for example: • Before and after physical contact with each individual • Prior to cleaning procedures • After risk of exposure to body fluids • Following removal of gloves.
This unit could give the following opportunities to map to the IfATE Sustainability Skills Framework. See *Section 1* for guidance. **Procurement and design:** • Disposal of waste • Sourcing PPE • Recycling options. **Benefits and opportunities for best practice:** • Duty of care for waste management • Pollution prevention.

Unit 9: Cleaning, Decontamination and Waste Management

Level:	2
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	22

Unit aim

This unit provides the knowledge, understanding and skills for maintaining a clean environment in accordance with national policies. Learners will gain knowledge of and skills in the decontamination process and good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence*. Detailed information can be found in *Annexe A*.

Evidence for skills within learning outcome 4 must come from real work activities.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1 Understand how to maintain a clean environment	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

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
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
3 Understand the importance of good waste management practice	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

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
4 Be able to undertake the decontamination process	4.1 Select the appropriate cleaning and disinfecting agents
	4.2 Select the appropriate personal protective equipment (PPE)
	4.3 Clean and decontaminate equipment
	4.4 Store equipment safely
	4.5 Dispose of waste safely
	4.6 Store waste prior to collection

Additional information about the unit
This unit could give the following opportunities to map to the IfATE Sustainability Skills Framework. See *Section 1* for guidance. **Procurement and design:** ・ Disposal of waste ・ Sourcing PPE ・ Recycling options. **Benefits and opportunities for best practice:** ・ Duty of care for waste management ・ Pollution prevention.

Unit 10: Duty of Care in Care Settings

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	16

Unit aim

This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Learning outcomes The learner will:	Assessment criteria The learner can:
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 relates to duty of candour
	1.3 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 Identify conflicts or dilemmas that may arise between the duty of care and an **individual's** rights
	2.2 Explain how to work effectively with **individuals** and others to address conflicts and dilemmas related to duty of care and achieve positive outcomes

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.3 Describe how to manage risks associated with conflicts or dilemmas between an **individual's** rights and the duty of care
	2.4 Outline where to access additional support and advice about addressing dilemmas in a care/healthcare setting
3 Know how to respond to concerns, comments and complaints	3.1 Explain own role in identifying and responding to concerns, comments, and complaints
	3.2 Outline the agreed **policies and procedures** for handling concerns, comments, and complaints
	3.3 Explain the benefits of empowering **individuals** and others to express their concerns, comments, suggestions, and complaints
4 Know how to recognise and respond to adverse events, incidents, errors and near misses	4.1 Describe what is meant by: · an adverse event · an incident · an error · a near miss
	4.2 Explain own role in recognising, reporting and responding to: · an adverse event · an incident · an error · a near miss
	4.3 Outline actions to take in response to an identified incident or risk
	4.4 Describe how effective practice may prevent further occurrences and improve quality of care

Learning outcomes The learner will:	Assessment criteria The learner can:

Additional information about the unit
Exemplification of terms used in assessment criteria:

Individual: refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

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

Unit 11: Promote Equality and Inclusion in Care Settings

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	22

Unit aim

This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence*. Detailed information is in *Annexe A*.

Evidence for skills within learning outcomes 2 and 3 must come from real work activities.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1 Understand the importance of diversity, equality and inclusion	1.1 Explain the principles of: • diversity • equality • inclusion • discrimination
	1.2 Describe the **effects** of discrimination
	1.3 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role
	1.4 Explain how inclusive practice promotes equality and supports diversity
	1.5 Explain the meaning of consent and the importance of gaining consent in your practice

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
2 Be able to work in an inclusive way	2.1 Plan **interactions** which are inclusive to different needs
	2.2 Communicate with **individuals** regarding their needs and wishes
	2.3 Work in partnership with others to ensure that **individuals** are able to access opportunities in line with their needs and wishes
3 Be able to promote diversity, equality and inclusion	3.1 Work with **individuals** in a way that respects their beliefs, culture, values and **preferences**
	3.2 Support **others** to promote equality and rights
	3.3 Describe how to challenge discrimination in a way that promotes change

Additional information about the unit

Exemplification of terms used in assessment criteria:

Care settings e.g. adult, children and young people's health settings and adult care settings.

Effects may include effects on:

- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society.

Interactions may include:

- Activities
- Outings
- Treatment
- Meetings.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Preferences may be based on:

- Beliefs
- Values
- Culture
- Aspirations and wishes.

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
- Outside services and organisations
- Those with power of attorney
- Line manager
- Other professionals
- Others who are important to the individuals well being.

Additional information about the unit
This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance.

Digital collaboration and communication:

- Verbal and written communication
- Digital tools and other technologies used to enhance and improve communications such as PC, laptop, video calling software, mobile tablets, smartphone, monitoring equipment.

Problem solving:

- Changes and advancement in practice and ways of working i.e., electronic patient records
- How digital tools can improve productivity.

Unit 12: Person-Centred Practice, Choice and Independence

Level:	3	
Unit type:	Mandatory	
Credit value:	6	
Guided learning hours:	39	

Unit aim

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

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Evidence for skills within learning outcomes 3-5 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the application of person-centred practices in care settings	1.1 Explain how **person-centred values** can be applied in a range of situations
	1.2 Describe ways to build **relationships** with **individuals** effectively
	1.3 Explain how and why **person-centred values** and **strength-based approaches** must influence all aspects of care work
	1.4 Describe how **care plans** and **other resources** can be used to apply: · **person-centred values** · **strength-based approaches**

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
	1.5 Evaluate how **active participation** of individuals and others in care planning promotes **person-centred values** and **strength-based approaches** when: · meeting an individual's holistic needs · **planning for their futures**
	1.6 Explain how to collate feedback to support delivery of person-centred care in line with roles and responsibilities
	1.7 Describe how to support individuals to question or challenge decisions made about them by others
2 Understand the importance of individuals' relationships	2.1 Identify different **relationships** and people who may be important to individuals, including intimate or sexual relationships
	2.2 Analyse the impact maintaining and building **relationships** can have on individuals
	2.3 Describe own role in supporting individuals to maintain and build **relationships**
3 Be able to apply person-centred approaches	3.1 Work with an individual and **others** to establish and understand the individual's **history, preferences, wishes, strengths and needs**
	3.2 Work with individuals to identify how they want to actively participate in their care and support, taking into account **their history, preferences, wishes, strengths and needs**
	3.3 Respond to individuals' changing needs or preferences and adapt actions and approaches accordingly
	3.4 Demonstrate respect for individuals' lifestyle, choices and **relationships**
	3.5 Demonstrate ways to promote understanding and application of **active participation** to **others**

Learning outcomes The learner will:	Assessment criteria The learner can:
4 Be able to promote individuals' rights to make choices	4.1 Support individuals to make informed choices and decisions
	4.2 Establish **informed consent** when providing care and support
	4.3 Use support mechanisms and guidance to support the individual's right to make choices
	4.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices
5 Be able to promote individuals' independence	5.1 Involve individuals in their care and support
	5.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care
	5.3 Identify a range of **technologies** that can support or maintain individuals' independence
6 Understand the role of risk assessments in promoting person-centred approaches, choice and independence	6.1 Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks
	6.2 Compare the different **risk assessment methods** that are used in different situations and own role within these
	6.3 Explain the importance of reviewing and updating individuals' risk assessments
	6.4 Describe when risk assessments should be reviewed and updated and who should be involved in the process

Additional information about the unit

Exemplification of terms used in assessment criteria:

Person-centred values:

These might include, but are not limited to:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership.

Relationships:

Learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should also take into consideration intimacy, sexuality and sexual relationships.

Individuals: refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Strength-based approaches:

Sometimes referred to as 'asset-based approaches'. These approaches focus on individuals' strengths/resources, building on their abilities to maintain their wellbeing and independence.

Care plans:

A care plan may be known by other names in different settings (for example, support plan, individual plan). It is a document in which day-to-day requirements and preferences for care and support are detailed and accessible to those involved in their care and support. Learners should consider their own role in using care plans when providing person-centred care, as well as how care plans are used to create and enable person-centred care. They should demonstrate understanding of how individual needs, wishes and preferences are reflected within the care plan. In addition, they should demonstrate awareness of people involved in creating a care plan, such as the individual and those important to them, as well as professionals, and how the care plan is reviewed to ensure it continues to reflect the individual's aspirations.

Additional information about the unit

Other resources:

These might include, but are not limited to:

- One-page profiles
- Advance care plans
- Assessment from other organisations
- Information from other people important to the individual.

Planning for their futures:

This might include, but is not limited to:

- Living arrangements
- Health and wellbeing
- Relationships
- Education or employment
- End of life care.

Others:

In this context, may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families
- Carers
- Advocates.

History, preferences, wishes, strengths and needs:

These may be based on experiences, desires, values, beliefs or culture, and may change over time.

Active participation:

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

Informed consent:

Where an individual with capacity to consent voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits and alternatives.

Additional information about the unit
Technologies: To include assistive technology and/or digital technology. **Risk assessment methods:** In line with organisational policies, procedures and practices.
This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance. **Digital collaboration and communication:** · Verbal and written communication · Digital tools and other technologies used to enhance and improve communications such as PC, laptop, video calling software, mobile tablets, smartphone, monitoring equipment. **Problem solving:** · Changes and advancement in practice and ways of working i.e., electronic patient records · How digital tools can improve productivity.

Unit 13:   Study Skills for Senior Healthcare Support Workers

Level:	3
Unit type:	Mandatory
Credit value:	6
Guided learning hours:	20

Unit aim

This unit intends to provide the learner with the skills and knowledge required to produce an extended piece of work using investigatory techniques.

Assessment requirements

This assessment of this unit is based on:

- a learner produced extended piece of work/project report

- other methods of assessment.

Please refer to the assessment guidance at the end of the unit for further information.

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* See *Annexe A.*

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker	1.1 Give examples of types of study skills that may be utilised when undertaking an extended piece of work
	1.2 Explain the benefits of applying study skills within context of own role
2 Understand the qualities and abilities required of an independent learner	2.1 Discuss the qualities required of an independent learner
	2.2 Explain approaches for **problem solving**
	2.3 Explain the importance of critical reflection to support personal development
	2.4 Explain the need and requirements for Continuing Professional Development (CPD)

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
3 Understand how to use investigatory techniques	3.1 Explain the difference between: • primary research • secondary research
	3.2 Explain the use of the following within the health sector: • primary research • secondary research
	3.3 Explain the impact of different **factors** on research
	3.4 Describe the **strategies** for gathering information critically and effectively to inform research
4 Understand plagiarism and the consequences of plagiarism	4.1 Explain the term plagiarism and the different forms plagiarism can take
	4.2 Explain the consequences of plagiarism in the context of academic work, work-based assessment, and good scientific practice
	4.3 Discuss the use and abuse of plagiarism software
5 Understand how to reference information sources	5.1 Explain the different **methods for referencing** information sources
6 Be able to plan and carry out an extended piece of work	6.1 Create a **plan** that will inform the extended piece of work
	6.2 Carry out primary and/or secondary research to inform the extended piece of work
	6.3 Monitor own progress against the **plan**

Learning outcomes The learner will:	Assessment criteria The learner can:
7 Be able to present an extended piece of work	7.1 Create an extended piece of work that includes: • use of standard English • information and communication technology (ICT) • consideration of audience • an evaluation of information from a variety of sources • interpretation of information • appropriate **citation and referencing** • appropriate presentation format for chosen medium
	7.2 Explain the importance of including: • methodology • analysis • findings • conclusions • recommendations
8 Be able to review an extended piece of own work	8.1 Explain the importance of seeking feedback on an extended piece of work
	8.2 Seek feedback on an extended piece of work
	8.3 Evaluate the methodology and the outcomes of feedback to: • identify improvements • inform future approach

Additional information about the unit

Exemplification of terms used in assessment criteria:

Problem solving should be in the context of application to study as an independent learner.

Factors may include:

- Access to information
- Relevance of the research
- Time availability
- Trust in the research
- Authority of the presenters
- Competency of the methods used funding of the research.

Strategies may include:

- Gathering information
- Critical analysis and validating
- Application of research.

Plans may include:

- Topic
- Aims/terms of reference
- Audience
- Justification/methodology
- Timescales
- Sources
- Ethical considerations.

Methods for referencing/citation and referencing

There are different referencing styles that can be used, such as:

- Footnote
- Numbered
- Author-date.

This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance.

Problem solving:

- Use of digital tools for research
- Use of digital tools to present research findings.

Assessment guidance for centres/assessors/learners: Study Skills for Senior Healthcare Support Workers (Unit 13)

The assessment of mandatory Unit 13: Study Skills for Senior Healthcare Support Workers is based on:

- a learner produced extended piece of work or project report of 1500 words (plus or minus 10%). This evidences the skills-based learning outcomes and assessment criteria (LO6-8)

- other methods of assessment, including planning or monitoring meetings with assessors/tutors. This evidences the knowledge-based learning outcomes/assessment criteria) (LO1-5).

The extended piece of work or project should be part of the learner's programme of study and can also be used as evidence towards the assessment of other units within the qualification.

Centres must liaise with employers on suitability of the piece of work/project. They may also choose to set a range of projects/titles suitable for cohorts or it may be appropriate to agree individual titles for learners.

Timeframes for the production of the piece of work/project are to be agreed between the centre and the learner, however it is highly recommended that the piece of work/project is produced towards the end of the qualification. This would allow the learner/s to able to apply the knowledge and skills acquired during the programme of study and they will be able to write a report.

It is important that any piece of work/project provides scope for investigation and exploration. Examples may include:

- evaluation of a job role/clinical area

- service improvement

- impact of policy on your own practice

- new technology or innovation

- application of theories.

Centres and employer involvement should be as follows:

- initial planning stage, including ethical considerations

- regular reviews with the learner, which would include further guidance/areas to be improved

- reviews should be recorded.

Special considerations will be taken into account when completing this piece of work/project.

For your information, a sample assignment wording and a sample assessment grid have been provided.

Assessment guidance grid

As part of the extended piece of work or project report learners will need to achieve **all** the requirements listed below:

Ref	Assessment Criteria	Requirement	Assessor comments
1		Purpose and aims of extended piece of work are clearly stated and relevant to the work produced.	
2	6.1	Learner has created a project plan, that considers: ● topic ● aims/terms of reference ● audience ● justification/methodology ● timescales ● sources ● ethical considerations. *The project plan should be included in the appendix for the work produced.*	

Ref	Assessment Criteria	Requirement	Assessor comments
3	6.2	Learner has identified the most appropriate method of research and conducted primary and/or secondary research, which is clearly referenced and relevant to the work produced.	
4	6.3	Agreed milestones achieved in line with project plan. *Taking into consideration any amendments to the project plan and any issues that may have occurred.*	
5	7.1	Language and style is appropriate for audience and is considered throughout work produced. *Does not have to be 100% accurate but it is clear that that the learner is aware of how to write for a particular audience.*	
6	7.1	Summary/abstract has been included and is appropriate.	
7	7.2 (part)	Methodology is clear, reflects approach and is relevant to the purpose of the work produced	

Ref	Assessment Criteria	Requirement	Assessor comments
8	7.1	Findings are from a variety of sources and have been interpreted and presented in a clear and concise way. Use of ICT has been relevant to the presentation of data. *Findings can be navigated easily.*	
9	7.1	Analysis has been conducted and evidenced by synthesis of information and discussion.	
10	7.1	Conclusion reflects the analysis.	
11	7.2 (part)	Recommendations have been identified (if appropriate). *If recommendations are not appropriate then please ignore.*	
12	7.1	References are correctly formatted in the agreed standard style relevant to the report.	
13	7.1	Work produced has been written in standard English, including correct use of grammar, punctuation and spelling. *Does not have to be 100% correct throughout the work but you can see from what has been produced that that the learner is able to create extended pieces of work using standard English.*	

Ref	Assessment Criteria	Requirement	Assessor comments
14	8.2/8.1 (part)	Feedback has been sought on the extended piece of work. This could be formative and/or summative.	
15	8.3	Evaluation of the methodology and reflection on the feedback have been considered to identify improvements and inform future approach for similar research.	

Guidance for learners

1 You are required to undertake an extended piece of work based on research relating to your area of work.

2 This is an opportunity to investigate, explore or solve a problem in an area of interest to you or that could be of value to your employer. This will involve undertaking primary and/or secondary research and compiling your findings in a report of 1500 words (+/- 10 per cent).

3 You will need to agree the idea, scope, and methodology for your project in discussion with your tutor and employer.

The report must include:

- title

- purpose and aims

- summary/abstract

- methodology

- findings

- discussion and analysis

- conclusion

- any recommendations (if relevant)

- citation/references

- appendices – project plan to be included in any appendix.

Unit 14: Communicate with Individuals about Promoting Their Health and Wellbeing

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	15

Unit aim

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

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Evidence for skills within learning outcomes 3 and 4 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the relationship between health, wellbeing and lifestyle	1.1 Explain the terms 'health' and 'wellbeing'
	1.2 Define the term 'lifestyle'
	1.3 Explain the relationship between health and wellbeing and lifestyle
	1.4 Explain the impact on society of health and wellbeing
2 Understand factors influencing health and wellbeing	2.1 Analyse factors influencing **individuals'** health and wellbeing
	2.2 Explain wider determinants of health and wellbeing

Learning outcomes The learner will:	Assessment criteria The learner can:
3 Be able to communicate with individuals and others when promoting health and wellbeing	3.1 Summarise key health promotion messages and the benefits of making lifestyle changes
	3.2 Select and use ways to communicate with **individuals** and **others** in relation to their health and wellbeing
	3.3 Encourage an open and frank exchange of views
	3.4 Identify barriers to communication
	3.5 Use appropriate methods to reduce barriers to communications
	3.6 Acknowledge **individuals'** right to make their own decisions
	3.7 Support **individuals** and **others** to make their own informed decisions
4 Be able to encourage individuals to address issues relating to their health and wellbeing	4.1 Describe a range of approaches for promoting health and wellbeing
	4.2 Raise **individuals'** awareness of the key issues relating to their health and wellbeing
	4.3 Support **individuals** and **others** to identify factors affecting their health and wellbeing
	4.4 Explore **individuals'** knowledge and beliefs about health and wellbeing
	4.5 Encourage **individuals** and **others** to take responsibility for changing their behaviour
	4.6 Identify agencies and **others** who may be able to help **individuals** to improve their health and wellbeing
	4.7 Signpost **individuals** and **others** to reliable and up-to-date information and advice
	4.8 Enable **individuals** and **others** to access appropriate support

Additional information about the unit

Exemplification of terms used in assessment criteria:

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
- Outside services and organisations
- Those with power of attorney
- line manager
- other professionals
- Others who are important to the individual's wellbeing.

This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance.

Digital collaboration and communication:

- Verbal and written communication
- Digital tools and other technologies used to enhance and improve communications such as PC, laptop, video calling software, mobile tablets, smartphone, digital care records, monitoring equipment.

Problem solving:

- Changes and advancement in practice and ways of working i.e., electronic patient records
- How digital tools can improve productivity.

Unit 15: Maintaining Quality Standards in the Health Sector

Level:	2
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	13

Unit aim

This unit aims to develop learners' 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 learners understand how legislation, policies and procedures determine quality standards.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Learning outcomes The learner will:	Assessment criteria The learner can:
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 professional 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

Learning outcomes The learner will:	Assessment criteria The learner can:
3 Know how to monitor quality standards	3.1 Describe methods of monitoring quality standards
	3.2 Explain 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 Explain how prioritising work will ensure the maintenance and improvement of a quality service

Additional information about the unit

Exemplification of terms used in assessment criteria:

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

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
- Outside services and organisations
- Those with power of attorney
- Line manager
- Other professionals
- Others who are important to the individual's wellbeing.

Unit 16: Service Improvement within the Health Sector

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	23

Unit aim

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

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to evaluate own work and that of others to identify improvements	1.1 Show how to **benchmark** own work and that of others in line with requirements and standards
	1.2 Obtain **feedback** and use 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 Explain how service improvements could be implemented

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
3 Understand how to discuss and agree improvements with others	3.1 Identify those who may be involved in agreeing service improvements
	3.2 Explain the importance of agreeing changes with others
	3.3 Explain 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

Additional information about the unit

Exemplification of terms used in assessment criteria:

Benchmark means to evaluate against a standard or point. In this case it would be an evaluation of the service offered by self and the team in line with requirements.

Feedback may be sought from:

- Individuals
- Families
- Visitors
- Team members
- Other health professionals
- Others.

Key issues may include:

- Financial
- Staffing levels
- Structural
- Resistance to change
- Unable to reach a consensus.

This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance.

Problem solving:

- Use of digital tools for research
- Use of digital tools to present research findings.

Unit 17: Provide Support to Manage Pain and Discomfort

Level:	3
Unit type:	Mandatory
Credit value:	3
Guided learning hours:	21

Unit aim

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

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Evidence for skills within learning outcomes 2 and 3 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand approaches to managing pain and discomfort	1.1 Describe the signs and symptoms that an **individual** is in pain, distress or discomfort
	1.2 Explain the importance of a holistic approach to managing pain and discomfort
	1.3 Describe different approaches to alleviate pain and minimise discomfort
	1.4 Outline **agreed ways of working** that relate to managing pain and discomfort

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
2 Be able to assist in minimising individuals' pain or discomfort	2.1 Recognise and respond to the signs and symptoms that an **individual** is in pain, distress or discomfort to maximise comfort and well-being
	2.2 Describe how pain and discomfort may affect an **individual's** holistic well-being
	2.3 Describe how pain and discomfort may affect an **individual's** communication
	2.4 Encourage an **individual** to express their pain or discomfort
	2.5 Explain how to recognise that an **individual** is in pain when they are not able to verbally communicate
	2.6 Support carers to recognise when **individuals** are in pain or discomfort
	2.7 Explain how to evaluate pain levels using **assessment tools** in own area of work
	2.8 Encourage an **individual** and their carers to use self-help methods of pain control
	2.9 Assist an **individual** to be positioned safely and comfortably
	2.10 Carry out agreed measures to alleviate pain and discomfort within limitations of own competence and knowledge
	2.11 Explain when and where to seek further support if needed
3 Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1 Carry out required monitoring activities relating to management of an **individual's** pain or discomfort
	3.2 Complete records in line with **agreed ways of working**
	3.3 Report findings and concerns as required

Additional information about the unit
Exemplification of terms used in assessment criteria:
Agreed ways of working will include standards, codes of practice, policies and procedures where these exist; they also may include less formal tools documented with micro-employers.
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
Assessment tools may include the use of pain scores.

Unit 18: Contribute to Monitoring the Health of Individuals Affected by Health Conditions

Level:	2
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	18

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Evidence for skills within learning outcomes 2-4 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand monitoring of the health of individuals affected by health conditions	1.1 Explain the importance of monitoring the **health** of **individuals** affected by a health condition
	1.2 Describe ways in which the **health** of individuals can be monitored
2 Be able to carry out observations of the health of individuals affected by health conditions	2.1 Identify what **observations** have been agreed to monitor the health condition of an individual
	2.2 Confirm that **valid consent** has been obtained
	2.3 Explain how consent would be gained from individuals who do not have the capacity to consent

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
	2.4 Carry out required **observations** in ways that: • respect the individual's dignity and privacy • reassure the individual and minimise any fears or concerns
3 Be able to record and report on observations	3.1 Identify requirements for recording and reporting on changes in the individual's condition and well being
	3.2 Record required indicators of an individual's condition in line with local policy and procedure
	3.3 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required
4 Be able to respond to changes in an individual's condition	4.1 Take immediate action when changes in an individual's **health** cause concern
	4.2 Work with **others** to review information about changes in an individual's **health**
	4.3 Clarify own understanding about changes to requirements for monitoring
	4.4 Implement required changes to monitoring processes

Additional information about the unit

Exemplification of terms used in assessment criteria:

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Health may include aspects that affect:

- Mental health
- Physical health.

Observations may include:

- Informal observations
- Physical measurements
- Other agreed ways of monitoring.

Others may include:

- Team members
- Line manager
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
- Outside services and organisations
- Those with power of attorney
- Other professionals
- Others who are important to the individuals well being.

This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See *Section 1* for guidance.

Digital collaboration and communication:

Verbal and written communication

Problem solving:

- Changes and advancement in practice and ways of working i.e., electronic patient records
- How digital tools can improve productivity.

Unit 19:   Undertake Physiological Measurements

Level:	3
Unit type:	Mandatory
Credit value:	4
Guided learning hours:	23

Unit aim

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

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.* Detailed information can be found in *Annexe A.*

Evidence for skills within learning outcomes 3-5 must come from real work activities.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1 Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2 Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: ・ blood pressure maintenance ・ differentiation between systolic and diastolic blood pressure ・ normal limits of blood pressure ・ conditions of high or low blood pressure

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.2 Explain the principles of body temperature to include: · body temperature maintenance · normal body temperature · pyrexia, hyper-pyrexia and hypothermia
	2.3 Explain the principles of respiratory rates to include: · normal respiratory rates · factors affecting respiratory rates in ill and well individuals
	2.4 Explain the principles of pulse rates to include: · normal pulse rates limits · factors affecting pulse rates – raising or lowering · pulse sites on the body · the requirement for pulse oximetry measurements · analysis and implication of pulse oximetry findings
	2.5 Explain principles of Body Mass Index (BMI) in relation to weight/dietary control
	2.6 Explain major factors that influence changes in physiological measurements
	2.7 Explain the importance of undertaking physiological measurements
	2.8 Explain how physiological measurements may need to be adapted for the individual
3 Be able to prepare to take physiological measurements	3.1 Explain to the individual what measurements will be undertaken and why these are done
	3.2 Reassure the individual during the physiological measurements process
	3.3 Answer questions and deal with concerns during the physiological measurements process

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.4 Explain the help individuals may need before taking their physiological measurements
	3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
	3.6 Ensure all materials and equipment to be used are appropriately prepared
	3.7 Confirm the individual's identity and obtain valid consent before undertaking physiological measurements
4 Be able to undertake physiological measurements	4.1 Apply standard precautions for infection prevention and control
	4.2 Apply health and safety measures relevant to the procedure and environment
	4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
	4.4 Monitor the condition of the individual throughout the measurement
	4.5 Respond to any significant changes in the individual's condition
	4.6 Follow the agreed process when unable to obtain or read a physiological measurement
	4.7 Identify any issues outside own responsibility and refer these to other colleagues
5 Be able to record and report results of physiological measurements	5.1 Explain the necessity of recording physiological measurements
	5.2 Explain common conditions which require recording of physiological measurements
	5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels
	5.4 Record physiological measurements taken accurately using the correct documentation

Additional information about the unit
This unit could give the following opportunities to map to the IfATE Digital Skills Framework. See Section 1 for guidance.   **Digital collaboration and communication:**   • Verbal and written communication.   **Problem solving:**   • Changes and advancement in practice and ways of working i.e., electronic patient records   • How digital tools can improve productivity.   **Handling data securely:**   • Management and storage of passwords   • Conforming with organisational policy for IT, digital code of conduct and relevant legislation.

9 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

10   Malpractice

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a *JCQ M2 Form* (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected assessments

- disqualification from the qualification

- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan

- requiring staff members to receive further training

- placing temporary suspensions on certification of learners

- placing temporary suspensions on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (https://www.jcq.org.uk/exams-office/appeals).

11 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/contact-us.html.

- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.

- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)

- *A guide to the special consideration process* (JCQ)

- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)

- *UK information manual* (updated annually and available in hard copy) or *Entries and information manual* (available online) (Pearson)

- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their resources on our website.

12   Glossary

Section A – General terminology used in specification

Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Credit value	All units in this qualification have a credit value. The minimum credit value is 1 and credits can be awarded in whole numbers only.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Competence	The minimum knowledge, skills and behaviours required to perform a job role effectively.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.
Workplace simulation	Realistic tasks carried out in the workplace that are additional to the normal work duties for the day to produce evidence for criteria that are very challenging to meet in the natural course of work.

Section B – Command verbs used in knowledge and understanding criteria

Term	Description
Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Discuss	The learner considers different aspects of: • a theme or topic; • how they interrelate; and • the extent to which they are important. A conclusion is not required
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.
State	Express information in clear and precise terms.

Annexe A: Assessment Principles

Assessment Principles for Qualifications that Assess Occupational Competence

Version 5

September 2022

1. Introduction

1.1   Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2   This document sets out principles and approaches to the assessment of regulated qualifications not already described by the qualifications regulators in England, Wales and Northern Ireland. This 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.

1.4   These principles apply to qualifications and the units therein that assess occupational competence.[1]

1.5   Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.

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[1] These are qualifications which confirm competence in an occupational role to the standards required and/or confirm the ability to meet 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body

2. Assessment Principles

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessment decisions for competence-based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal assessor qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification, we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

2.4 Competence based units **must** include direct observation[2] in the workplace as the primary source of evidence.

   In some instances, direct observation may take place with the assessor being remote from the learner. This **must** be defined in the unit assessment strategy and **must** be agreed with Skills for Health.

   A risk assessment must be conducted and documented prior to the assessment commencing to ensure that the privacy, dignity or confidentiality of any individual will not be compromised by the use of remote technologies.

2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

2.6 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.

2.7 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.

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[2] Direct observation will typically involve the assessor being in the workplace with the learner.

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.

3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal internal quality assurance qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal internal quality assurance qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competence unit/s 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.

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 qualification 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.

Annexe B: Guidance for centres on unit combination choices

This document gives guidance to employers and Senior Healthcare Support Worker apprentices on the possible combinations of units that may reasonably fit each occupational option in the apprenticeship. The guidance is for illustration only. Apprentices and employers are free to select the optional units that best fit the needs of the service and the apprentice's job role.

It is the responsibility of the employer to ensure apprentices cover all mandatory and all chosen occupational option Apprenticeship Standard KSBs during their time on-programme. The mapping document in *Annexe C* shows the mapping of the qualification's mandatory units to the Apprenticeship Standard KSBs, where gaps are and how they may be filled. Employers will need to work with their apprentices to determine the mapping of the chosen optional units to the chosen occupational option and determine how any identified gaps are filled.

How does the Pearson BTEC Level 3 Diploma in Healthcare Support fit with the apprenticeship?

The Pearson BTEC Level 3 Diploma in Healthcare Support is the mandatory qualification requirement that must be completed by all Senior Healthcare Support Worker apprentices before they can go through the gateway to end point assessment. The qualification sits on the Regulated Qualifications Framework (RQF) and is regulated by Ofqual. The qualification has a minimum of 83 credits (830 hours total qualification time).

The qualification is made up of:

- Mandatory units:
  - there are 19 mandatory units that equate to 63 credits.
  - the units align with the core in the Apprenticeship Standard. However, there are some gaps for which the employer is responsible for ensuring coverage as part of the on-programme, these gaps are:
    - basic life support – covered through the statutory/mandatory training that must be refreshed annually.
    - access to fluids and nutrition – a component of the Care Certificate
    - leadership, supervision and mentoring – should be evidenced incrementally throughout the qualification/apprenticeship.
  - all apprentices must complete all mandatory units regardless of which apprenticeship option they are taking.

- Optional units:
  - there is a large choice and range of competence and knowledge-only units from which the apprentice must achieve a minimum of 20 credits. The choice available gives the apprentice and their employer maximum freedom to be innovative in which units best fit local needs and workplace contexts
  - apprentices and their employer must choose units from the optional group that align with the context of the apprentices' workplace. The units chosen must also align to the Apprenticeship Standard KSBs of their chosen occupational option. Where there are gaps, the employer is responsible for ensuring coverage as part of the on-programme.

The competence units in the qualification will be assessed in the workplace. Assessors will observe apprentices in their workplace, provide support and guidance by collecting evidence, assessing the learner's knowledge and skills and enabling them to achieve their qualification. Assessors will be expected to make an informed judgement about the range of evidence an apprentice may produce to demonstrate their competence to meet the assessment criteria.

The qualification will be assessed by a portfolio of evidence, which must include a piece of extended writing or a project that provides evidence towards the mandatory Unit 13: 'Study Skills for Senior Healthcare Support Workers'.

The Sector Skills Council sets out the competence, qualification and experience requirements for assessors and internal verifiers. The competence requirements for the end-point assessment of the Senior Healthcare Support Worker Apprenticeship Standard is set out separately in the Apprenticeship Assessment Plan.

It is up to employers (with their employees) to select which optional units are chosen to meet the minimum credit value for the qualification. The end-point assessment organisation for the Apprenticeship will test the knowledge, skills and behaviours of the apprentice in line with the Apprenticeship Assessment Plan. The end point assessment organisation will not check which units have been completed from the on-programme qualification.

Generic – Optional units that could apply to all options:

Unit 23: Support Individuals to Access and Use Information about Services and Facilities

Unit 26: Assist in the Administration of Medication

Unit 36: Support Individuals to Carry out Their Own Health Care Procedures

Unit 39: Collate and Communicate Health Information to Individuals

Unit 44: Make Recommendations for the Use of Physical Resources in a Health Setting

Unit 45: Contribute to the Discharge of Individuals to Carers

Unit 48: Implement Positive Behaviour Support

Unit 50: Support Individuals to Meet Personal Care Needs

Unit 59: Perform First line Calibration on Clinical Equipment to Ensure it is Fit for Use

Unit 60: Give Presentations to Groups

Unit 61: Support Individuals in Undertaking Their Chosen Activities

Unit 63: Manage the Use of Physical Resources in a Health Setting

Unit 64: Assist Others to Plan Presentations

Unit 69: Move and Position Individuals Safely in Accordance with Their Care Plan

Unit 75: Prepare Individuals for Healthcare Activities

Unit 79: Administer Oral Nutritional Products to Individuals

Unit 80: Inform an Individual of Discharge Arrangements

Unit 81: Select and Wear Appropriate Personal Protective Equipment for Work in Healthcare Settings

Unit 83: Monitor and Maintain the Environment and Resources During and After Health Care activities

Unit 91: Contribute to the Effectiveness of Teams

Unit 92: Support Individuals to Retain, Regain and Develop Skills for Everyday Life

Unit 93: Support Individuals Who are Distressed

Unit 94: Support Individuals Undergoing Health Care Activities

Unit 101: Support Individuals to Manage Dysphagia

Unit 104: Support the Spiritual Wellbeing of Individuals

Unit 108: Support Individuals to Eat and Drink

Unit 111: Conduct Routine Maintenance on Clinical Equipment

Unit 118: Understand Planning and the Practical Application of Health Promotion

Unit 123: Understand Care and Support Planning and Risk Management in Mental Health

Unit 128: Support Carers to Meet the Care Needs of Individuals

Unit 133: Support Individuals with Specific Communication Needs

Unit 142: Administer Medication to Individuals and Monitor the Effects

Option 1 Senior Healthcare Support Worker – Adult Nursing Support:
Optional units might include:

a. Clinical care units

Unit 20: Understand Advance Care Planning

Unit 27: Insert and Secure Nasogastric Tubes

Unit 29: Undertake Personal Hygiene Activities with Individuals

Unit 37: Obtain Venous Blood Samples

Unit 51: Carry out Vision Screening

Unit 56: Conduct Hearing Assessment

Unit 62: Conduct External Ear Examination

Unit 70: Support Individuals to Manage Continence

Unit 71: Obtain and Test Specimens from Individuals

Unit 72: Undertake Urethral Catheterisation Processes

Unit 74: Perform Routine Electrocardiograph (ECG) Procedures

Unit 76: Undertake Treatments and Dressings of Lesions and Wounds

Unit 82: Carry Out Wound Drainage Care

Unit 99: Supporting the Care of Individuals with Naso-gastric Tubes

Unit 109: Perform Intravenous Cannulation

Unit 110: Care for Individuals with Urethral Catheters

Unit 125: Carry Out Blood Collection from Fixed or Central Lines

Unit 126: Undertake Stoma Care

Unit 135: Undertake Agreed Pressure Area Care

Unit 136: Obtain and Test Capillary Blood Samples

Unit 138: Remove Wound Drains

Unit 145: Undertake Tissue Viability Risk Assessments

Unit 151: Remove Wound Closure Materials

Unit 155: Understand Long-term Conditions and Frailty

Unit 156: Human Structure and Functionality

Unit 158: Understand the Administration of Medication

Unit 160: Assist in the Administration of Oxygen

Unit 161: Understand the Context of Supporting Individuals with Learning Disabilities

As well as the units above, apprentices and employers may wish to select alternative units from areas such as those listed below. All units selected must meet the minimum credit value to achieve the qualification:

b. Health navigation units

Unit 28: Coordinate the Progress of Individuals Through Care Pathways

Unit 49: Support Individuals to Access and Use Services and Facilities

Unit 141: Obtain a Client History

c. Elderly care units

Unit 22: Support Individuals who are Bereaved

Unit 67: Dementia Awareness

Unit 68: Understand the Process and Experience of Dementia

Unit 107: Support Individuals During a Period of Change

Unit 130: Understanding the Effects of Dementia on End of Life Care

Unit 162: Care for the Older Person

d. Learning disability support units

Unit 89: Awareness of Mental Health Legislation

Unit 161: Understand the Context of Supporting Individuals with Learning Disabilities

Unit 134: Support Independence in the Tasks of Daily Living

e. Community support units

Unit 38: Implement Therapeutic Group Activities

Unit 57: Work in Partnership with Families to Support Individuals

Unit 127: Advise and Inform Individuals on Managing Their Condition

Unit 134: Support Independence in the Tasks of Daily Living

Unit 144: Support Individuals to Live at Home

f. Other

Unit 24: Prepare for and Carry out Extended Feeding Techniques

Unit 46: Support Individuals During the Last Days of Life

Unit 137: Support Individuals at the End of Life

Unit 105: Managing Symptoms in End of Life Care

Unit 121: Contribute to the Care of a Deceased Person

Unit 154: Understand End of Life Care for Individuals with Specific Health Needs

Option 2 Senior Healthcare Support Worker – Maternity Support: *Optional units might include:*

Unit 33: Provide Advice and Information to Enable Parents to Promote the Health and Wellbeing of Their Newborn Babies

Unit 35: Care for the Physical and Nutritional Needs of Babies and Young Children

Unit 73 Undertake Urethral Catheterisation Processes

Unit 87: Care for a Newborn Baby

Unit 114: Support Parents or Carers to Interact with and Care for Their Newborn Baby

Unit 132: Anatomy and Physiology for Maternity Support Workers

Unit 150: Develop and Agree Individualised Care Plans for Babies and Families

Unit 157: Support Individuals with Feeding Babies

Option 3 Senior Healthcare Support Worker – Theatre Support: *Optional units might include:*

Unit 32: Perform the Non-Scrubbed Circulating Role for Perioperative Procedures

Unit 42: Receive and Handle Clinical Specimens within the Sterile Field

Unit 100: Assist in Receiving, Handling and Dispatching Clinical Specimens

Unit 43: Prepare Anaesthetic Environment and Provide Support for Pre- and Post-Operative Anaesthesia and Recovery

Unit 54: Contribute to the Safe Use of Medical Devices in the Perioperative Environment

Unit 55: Provide Support to the Surgical Team when Preparing Individuals for Operative and Invasive Procedures

Unit 71: Obtain and Test Specimens from Individuals

Unit 72: Undertake Urethral Catheterisation Processes

Unit 84: Prepare and Dress for Scrubbed Clinical Roles

Unit 85: Prepare and Provide Surgical Instrumentation and Supplementary Items for the Surgical Team

Unit 97: Reprocess Endoscopy Equipment

Unit 103: Transport, Transfer and Position Individuals and Equipment within the Perioperative Environment

Unit 112: Measure and Record Individuals' Body Fluid Balance in a Perioperative Environment

Unit 113: Prepare and Apply Dressings and Drains to Individuals in the Perioperative Environment

Unit 152: Assist in the Delivery of Perioperative Care and Support to Individuals

Option 4 Senior Healthcare Support Worker – Mental Healthcare Support:
Optional units might include:

Unit 24: Prepare for and Carry out Extended Feeding Techniques

Unit 66: Support Individuals to Manage Their Own Recovery from Mental Health Conditions

Unit 67: Dementia Awareness

Unit 68: Understand the Process and Experience of Dementia

Unit 88: Understanding Suicide Interventions

Unit 89: Awareness of Mental Health Legislation

Unit 95: Enable Individuals with Behaviours that Challenge to Develop Strategies to Manage Their Behaviour

Unit 96: Support Positive Risk Taking for Individuals

Unit 106: Recognise Indications of Substance Misuse and Refer Individuals to Specialists

Unit 116: Support Individuals During Emergency situations

Unit 119: Support Individuals with Mental Health Conditions to Change Patterns of Behaviour Using Coping Strategies

Unit 122: Understand Mental Health Interventions

Unit 124: Effective Communication and Building Relationships in Mental Health Work

Unit 129: Support Children and Young People with Mental Health Conditions

Unit 146: Enable Mental Health Service Users and Carers to Manage Change

Option 5 Senior Healthcare Support Worker – Children and Young People Support: *Optional units might include:*

Unit 21: Work with Babies and Young Children to Support Their Development and Learning

Unit 24: Prepare for and Carry out Extended Feeding Techniques

Unit 31: Develop Positive Relationships with Children and Young People

Unit 35: Care for the Physical and Nutritional Needs of Babies and Young Children

Unit 47: Understand Mental Health and Behaviour Management of Children and Young People

Unit 51: Carry out Vision Screening

Unit 65: Support Children and Young People Experiencing Transitions

Unit 90: Understand Child and Young Person Development

Unit 95: Enable Individuals with Behaviours that Challenge to Develop Strategies to Manage Their Behaviour

Unit 129: Support Children and Young People with Mental Health Conditions

Unit 131: Support Children and Young People with Additional Needs

Unit 139: Enable Children and Young People to Understand Their Health and Wellbeing

Unit 140: Support Parents/Carers and Those in a Parental Role to Care for Babies During Their First Year

Unit 143: Understand How to Safeguard the Wellbeing of Children and Young People

Unit 159: Communicate with Children and Young People in Care Settings

Option 6 Senior Healthcare Support Worker – Allied Health Profession Therapy Support: *Optional units might include:*

a. Dietetics support units

Unit 40: Provide Information and Advice to Individuals on Eating to Maintain Optimum Nutritional Status

Unit 78: Assist the Practitioner to Carry Out Health Care Activities

Unit 115: Deliver Training Through Demonstration and Instruction

Unit 117: Principles of Health Promotion

Unit 148: Monitor Individuals' Progress in Relation to Managing Their Body Weight and Nutrition

b. Physiotherapy support units: Optional units might include:

Unit 41: Assist in the Implementation of Programmes to Increase Mobility, Movement and Functional Independence

Unit 52: Implement Hydrotherapy Programmes for Individuals and Groups

Unit 53: Deliver Exercise Sessions to Improve Individuals' Health and Wellbeing

Unit 78: Assist the Practitioner to Carry Out Health Care Activities

Unit 99: Assist in Testing Individuals' Abilities Prior to Planning Physical Activities

Unit 149: Assist in Implementing Treatment Programmes for Individuals with Severely Reduced Movement/Mobility

c. Occupational Therapy units: Optional units might include:

Unit 34: Collaborate in the Assessment of Environmental and Social Support in the Community

Unit 38: Implement Therapeutic Group Activities

Unit 92: Support Individuals to Retain, Regain and Develop Skills for Everyday Life

Unit 98: Support Individuals with Cognition or Learning Difficulties

Unit 134: Support Independence in the Tasks of Daily Living

Unit 144: Support Individuals to Live at Home

d. Speech and Language Therapy support units: Optional units might include:

Unit 30: Support Individuals with Speech and Language Disorders to Develop Their Communication Skills

Unit 78: Assist the Practitioner to Carry Out Health Care Activities

Unit 147: Provide Support for Individuals with Communication and Interaction Difficulties

e. Podiatry support units: Optional units might include:

Unit 58: Provide Support for Mobility

Unit 77: Adapt and Fit Healthcare Equipment, Medical Devices, Assistive Technology or Products to Meet Individuals' Needs

Unit 78: Assist the Practitioner to Carry Out Health Care Activities

Unit 120: Provide Agreed Support for Foot Care

Unit 102: Provide Advice on Foot Care for Individuals with Diabetes

Unit 149: Assist in Implementing Treatment Programmes for Individuals with Severely Reduced Movement/Mobility

Unit 153: Examine the Feet of Individuals with Diabetes

f. Prosthetic/Orthotic support units: Optional units might include:

Unit 78: Assist the Practitioner to Carry Out Health Care Activities

Unit 77: Adapt and Fit Healthcare Equipment, Medical Devices, Assistive Technology or Products to Meet Individuals' Needs

Unit 25: Provide Support to Individuals to Continue Recommended Therapies

Unit 28: Coordinate the Progress of Individuals Through Care Pathways

Unit 127: Advise and Inform Individuals on Managing Their Condition

Unit 153: Examine the Feet of Individuals with Diabetes

Unit 102: Provide Advice on Foot Care for Individuals with Diabetes

g. Other

Unit 51: Carry out Vision Screening

Unit 56: Conduct Hearing Assessment

Unit 62: Conduct External Ear Examinations

Option 7 Diagnostic Imaging Support: *Optional units might include:*

Unit 23: Support Individuals to Access and Use Information About Services and Facilities

Unit 39: Collate and Communicate Health Information to Individuals

Unit 67: Dementia Awareness

Unit 69: Move and Position Individuals Safely in Accordance with Their Care Plan

Unit 75: Prepare Individuals for Healthcare Activities

Unit 78: Assist the Practitioner to Carry Out Health Care Activities

Unit 81: Select and Wear Appropriate Personal Protective Equipment for Work in Healthcare Settings

Unit 83: Monitor and Maintain the Environment and Resources During and After Health Care Activities

Unit 91: Contribute to the Effectiveness of Teams

Unit 93: Support Individuals who are Distressed

Unit 94: Support Individuals Undergoing Health Care Activities

Unit 109: Perform Intravenous Cannulation

Unit 116: Support Individuals During Emergency Situations

Unit 133: Support Individuals with Specific Communication Needs

Unit 156: Human Structure and Functionality

Unit 159: Communicate with Children and Young People in Care Settings

Unit 162: Care for the Older Person

Unit 164: Working in the Diagnostic Imaging Environment

Unit 165: Imaging Procedures, Indications and Contraindications

Unit 166: Imaging Science and Legislation

Annexe C: Coverage of the new Level 3 Healthcare Support Worker Apprenticeship Standard by the Level 3 Diploma in Healthcare Support qualification

The table below shows how the core KSBs in the new Level 3 Healthcare Support Worker Apprenticeship Standard ST0217 (published November 2022 map to the mandatory units in both the Pearson Level 3 Diploma in Healthcare Support (603/2462/4) and the NEW Level 3 Diploma in Healthcare Support (610/2253/6).

For learners on the Senior Healthcare Support Worker Apprenticeship, all core and optional pathway KSBs need to be covered as part of the on-programme delivery. As part of the given mapping information, the table gives guidance where identified gaps for the mandatory units of the qualification to be launched April 2023 could be covered.

For coverage of relevant optional pathway KSBs, centres need to check the coverage against the optional units chosen for each learner. Any gaps identified will need to be covered within the on-programme delivery.

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K1: The legislation, policies, standards, local ways of working and codes of conduct that apply to own role **S1:** Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role	**Responsibilities of a Care Worker – Unit 7** **1.** Understand working relationships in care settings **2.** Be able to work in ways that are agreed with the employer **3.** Be able to work in partnership with others	**Responsibilities of a Senior Healthcare Support Worker – Unit 6** **1.** Understand agreed ways of working **2.** Understand working relationships in healthcare settings **3.** Be able to follow agreed ways of working **4.** Be able to work in partnership with others
K2: The scope of practice, limitations of own competence, including limitations of own role in relation to medication and who to ask for support **S2:** Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed	**Responsibilities of a Care Worker – Unit 7** **1.** Understand working relationships in care settings **2.** Be able to work in ways that are agreed with the employer **3.** Be able to work in partnership with others	**Responsibilities of a Senior Healthcare Support Worker – Unit 6** **1.** Understand agreed ways of working **2.** Understand working relationships in healthcare settings **3.** Be able to follow agreed ways of working **4.** Be able to work in partnership with others

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K3: The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice **S3:** Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' established consent	**Promote Person-centred Approaches in Care Settings – Unit 14** 1. Understand how to promote the application of person-centred approaches in care settings 2. Be able to work in a person-centred way 3. Be able to establish consent when providing care or support 4. Be able to implement and promote active participation 5. Be able to support the individual's right to make choices	**Person-centred Practice, Choice and Independence – Unit 12** 1. Understand the application of person-centred practices in care settings 2. Understand the importance of individuals' relationships 3. Be able to apply person-centred approaches 4. Be able to promote individuals' rights to make choices 5. Be able to promote individuals' independence 6. Understand the role of risk assessments in promoting person-centred approaches, choice and independence
	Promote Equality and Inclusion in Care Settings – Unit 13 1. Understand the importance of diversity, equality and inclusion 2. Be able to work in an inclusive way 3. Be able to promote diversity, equality and inclusion	**Promote Equality and Inclusion in Care Settings – Unit 11** 1. Understand the importance of diversity, equality and inclusion 2. Be able to work in an inclusive way 3. Be able to promote diversity, equality and inclusion
	Responsibilities of a Care Worker – Unit 7 1. Understand working relationships in care settings 2. Be able to work in ways that are agreed with the employer 3. Be able to work in partnership with others	**Responsibilities of a Senior Healthcare Support Worker – Unit 6** 1. Understand agreed ways of working 2. Understand working relationships in healthcare settings 3. Be able to follow agreed ways of working 4. Be able to work in partnership with others

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K4: The principles of a 'duty of care' and 'safeguarding', the signs of abuse and ways to reduce the risk of abuse **S4:** Implement a duty of care, recognising and responding to safeguarding and protection concerns and acting in the best interest of individuals to ensure they do not come to harm	**Duty of Care in Care Settings – Unit 12** 1. Understand how duty of care contributes to safe practice 2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care 3. Know how to respond to complaints	**Duty of Care in Care Settings – Unit 10** 1. Understand how duty of care contributes to safe practice 2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care 3. Know how to respond to concerns, comments and complaints 4. Know how to recognise and respond to adverse events, incidents, errors and near misses
	Safeguarding and Protection in Care Settings – Unit 2 1. Understand principles of safeguarding adults 2. Know how to recognise signs of abuse 3. Know how to respond to suspected or alleged abuse 4. Understand the national and local context of safeguarding and protection from abuse 5. Understand ways to reduce the likelihood of abuse 6. Know how to recognise and report unsafe practices 7. Understand principles for online safety	**Safeguarding and Protection in Care Settings – Unit 2** 1. Understand principles of safeguarding adults 2. Know how to recognise signs and symptoms of abuse 3. Understand how to respond to suspected or alleged abuse 4. Understand the national and local context of safeguarding and protection from abuse 5. Understand ways to reduce the likelihood of abuse 6. Understand how to recognise and report unsafe practices 7. Understand principles for online safety

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K5: National and local definitions of health and well-being and priorities for promoting public health and reducing inequalities **S5:** Support individuals to make informed and positive lifestyle choices	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Communicate with Individuals About Promoting their Health and Well-being – Unit 14** 1. Understand the relationship between health, well-being and lifestyle 2. Understand factors influencing health and well-being 3. Be able to communicate with individuals and others when promoting health and well-being 4. Be able to encourage individuals to address issues relating to their health and well-being
K6: The availability of services to support individuals with lifestyle choices and how to make a referral if required **S6:** Actively seek out and act on opportunities to support individuals to maximise their health, well-being and positive lifestyle choices	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Communicate with Individuals about Promoting their Health and Well-being – Unit 14** 1. Understand the relationship between health, well-being and lifestyle 2. Understand factors influencing health and well-being 3. Be able to communicate with individuals and others when promoting health and well-being 4. Be able to encourage individuals to address issues relating to their health and well-being

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K7: The signs and symptoms that an individual's health and wellbeing is changing, including the role of prescribed medication **S7:** Recognise and respond to changes in an individual's health and wellbeing	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Contribute to Monitoring the Health of Individuals Affected by Health Conditions – Unit 18** 1. Understand monitoring of the health of individuals affected by health conditions 2. Be able to carry out observations of the health of individuals affected by health conditions 3. Be able to record and report on observations 4. Be able to respond to changes in an individual's condition
K8: The signs that an individual is in pain, distress or discomfort **S8:** Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and well-being	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Provide Support to Manage Pain and Discomfort – Unit 17** 1. Understand approaches to managing pain and discomfort 2. Be able to assist in minimising individuals' pain or discomfort 3. Be able to monitor, record and report on the management of individuals' pain or discomfort
K9: The principles of hydration, nutrition and food safety **S9:** Promote and monitor access to fluids and nutrition in line with an individual's care plan	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**To be assessed using Standard 8 of the Care certificate and in the apprenticeship EPA** Support individuals to eat and drink (Unit 108) remains as an optional unit.

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K10: Communication techniques to maximise understanding including for individuals with specific communication needs or wishes **S10:** Communicate with individuals, their families, carers and others in the workplace using techniques designed to facilitate understanding	**Promote Communication in Care Settings – Unit 6** 1. Understand why effective communication is important in the work setting 2. Be able to meet the communication and language needs, wishes and preferences of individuals 3. Be able to overcome barriers to communication 4. Be able to apply principles and practices relating to confidentiality	**Effective Communication in Care Settings – Unit 5** 1. Understand why effective communication is important in the work setting 2. Understand the variety in people's communication needs and preferences 3. Be able to communicate effectively with others 4. Be able to meet the communication and language needs, wishes and preferences of individuals 5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences 6. Understand confidentiality in care settings
K11: The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs **S11:** Recognise and respond to limitations in an individual's mental capacity	**Understand Mental Health Problems – Unit 9** 1. Understand the types of mental ill health 2. Understand the impact of mental ill health on individuals and others in their social network **Understand Mental Well-being and Mental Health Promotion – Unit 4** 1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span 2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	**Understand Mental Ill Health – Unit 4** 1. Understand the types of mental ill health 2. Understand the impact of mental ill health on individuals and others in their social network 3. Understand the difficulties individuals with mental ill health may face 4. Know how to recognise and respond to deterioration in an individual's overall health and wellbeing 5. Know how to recognise and respond to limitations in an individual's mental capacity

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K12: The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and personal protective equipment (PPE) **S12:** Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE)	**Promote Health, Safety and Wellbeing in Care Settings – Unit 3** 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety 2. Be able to carry out own responsibilities for health and safety 3. Understand procedures for responding to accidents and sudden illness 4. Be able to reduce the spread of infection 5. Be able to move and handle equipment and other objects safely 6. Be able to handle hazardous substances and materials 7. Be able to promote fire safety in the work setting 8. Be able to implement security measures in the work setting 9. Know how to manage stress	**Promote Health, Safety and Wellbeing in Care Settings – Unit 3** 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety 2. Be able to carry out own responsibilities for health and safety 3. Understand procedures for responding to accidents and sudden illness 4. Be able to reduce the spread of infection 5. Be able to move and handle equipment and other objects safely 6. Be able to handle hazardous substances and materials 7. Be able to promote fire safety in the work setting 8. Be able to implement security measures in the work setting 9. Know how to manage stress

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K12/S2 *continued*	**The Principles of Infection Prevention and Control – Unit 10** 1. Understand own and others' roles and responsibilities in the prevention and control of infections 2. Understand legislation and policies relating to prevention and control of infections 3. Understand systems and procedures relating to the prevention and control of infections 4. Understand the importance of risk assessment in relation to the prevention and control of infections 5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections 6. Understand the importance of good personal hygiene in the prevention and control of infections	**Maintain Infection Prevention and Control in a Care Setting – Unit 8** 1. Understand own role in the prevention and control of the spread of infection 2. Be able to work in ways to prevent and control the spread of infection
	Causes and Spread of Infection – Unit 5 1. Understand the causes of infection 2. Understand the transmission of infection	
	Cleaning, Decontamination and Waste Management – Unit 11 1. Understand how to maintain a clean environment 2. Understand the principles and steps of the decontamination process 3. Understand the importance of good waste management	

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K13: Local systems and processes to manage the supply, storage, use and safe disposal of stocks and supplies **S13:** Maintain the safe supply, storage, use and disposal of supplies and equipment	**Cleaning, Decontamination and Waste Management – Unit 11** 1. Understand how to maintain a clean environment 2. Understand the principles and steps of the decontamination process 3. Understand the importance of good waste management	**Cleaning, Decontamination and Waste Management – Unit 9** 1. Understand how to maintain a clean 2. environment 3. Understand the principles and steps of the decontamination process 4. Understand the importance of good waste management practice 5. Be able to undertake the decontamination process
		Maintain Infection Prevention and Control in a Care Setting – Unit 8 1. Understand own role in the prevention and control of the spread of infection 2. Be able to work in ways to prevent and control the spread of infection

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K13/S13 *continued*		**Promote Health, Safety and Wellbeing in Care Settings – Unit 3** 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety 2. Be able to carry out own responsibilities for health and safety 3. Understand procedures for responding to accidents and sudden illness 4. Be able to reduce the spread of infection 5. Be able to move and handle equipment and other objects safely 6. Be able to handle hazardous substances and materials 7. Be able to promote fire safety in the work setting 8. Be able to implement security measures in the work setting 9. Know how to manage stress

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K14: The principles of safe moving and assisting individuals, and moving and handling equipment **S14:** Move and handle equipment or other items safely and assist individuals	**Promote Health, Safety and Wellbeing in Care Settings – Unit 3** 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety 2. Be able to carry out own responsibilities for health and safety 3. Understand procedures for responding to accidents and sudden illness 4. Be able to reduce the spread of infection 5. Be able to move and handle equipment and other objects safely 6. Be able to handle hazardous substances and materials 7. Be able to promote fire safety in the work setting 8. Be able to implement security measures in the work setting 9. Know how to manage stress	**Promote Health, Safety and Wellbeing in Care Settings – Unit 3** 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety 2. Be able to carry out own responsibilities for health and safety 3. Understand procedures for responding to accidents and sudden illness 4. Be able to reduce the spread of infection 5. Be able to move and handle equipment and other objects safely 6. Be able to handle hazardous substances and materials 7. Be able to promote fire safety in the work setting 8. Be able to implement security measures in the work setting 9. Know how to manage stress

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K15: The meaning of 'risk' in the workplace, ways to raise concerns and own responsibilities in relation to incidents, errors and near misses **S15:** Take appropriate action in response to concerns, risks, incidents or errors and near misses arising in the workplace	**Promote Health, Safety and Wellbeing in Care Settings – Unit 3** 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety 2. Be able to carry out own responsibilities for health and safety 3. Understand procedures for responding to accidents and sudden illness 4. Be able to reduce the spread of infection 5. Be able to move and handle equipment and other objects safely 6. Be able to handle hazardous substances and materials 7. Be able to promote fire safety in the work setting 8. Be able to implement security measures in the work setting 9. Know how to manage stress	**Promote Health, Safety and Wellbeing in Care Settings – Unit 3** 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety 2. Be able to carry out own responsibilities for health and safety 3. Understand procedures for responding to accidents and sudden illness 4. Be able to reduce the spread of infection 5. Be able to move and handle equipment and other objects safely 6. Be able to handle hazardous substances and materials 7. Be able to promote fire safety in the work setting 8. Be able to implement security measures in the work setting 9. Know how to manage stress
K16: Techniques and principles to safely perform basic life support **S16:** Perform basic life support techniques	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Basic life support is not included in the qualification, however it can be delivered through Standard 12 of the Care Certificate.**

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K17: The common causes of conflict and how to respond to them in the workplace **S17:** Recognise and respond to potential conflict, challenging behaviour or an escalating situation	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Effective Communication in Care Settings – Unit 5** 1. Understand why effective communication is important in the work setting 2. Understand the variety in people's communication needs and preferences 3. Be able to communicate effectively with others 4. Be able to meet the communication and language needs, wishes and preferences of individuals 5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences 6. Understand confidentiality in care settings
K18: The importance of continuing personal and professional development **S18:** Undertake own training and development activities and contribute to the training and development of others	**Promote Personal Development in Care Settings – Unit 1** 1. Understand what is required for competence in own work role 2. Be able to reflect on practice 3. Be able to evaluate own performance 4. Be able to agree a personal development plan 5. Be able to use learning opportunities and reflective practice to contribute to personal development	**Promote Personal Development in Care Settings – Unit 1** 1. Understand what is required for competence in own work role 2. Be able to reflect on practice 3. Be able to evaluate own performance 4. Be able to agree a personal development plan 5. Be able to use learning opportunities and reflective practice to contribute to personal development

NEW STANDARD SENIOR HCSW CORE KSBs – 1st November 2022	PEARSON L3 DIPLOMA (603/2462/4) MANDATORY UNITS COVERAGE	PEARSON L3 DIPLOMA MANDATORY UNITS – 610/2253/6
K19: The local arrangements for appraisal of performance in the workplace **S19:** Participate in appraisal to support professional development	**Promote Personal Development in Care Settings – Unit 1** 1. Understand what is required for competence in own work role 2. Be able to reflect on practice 3. Be able to evaluate own performance 4. Be able to agree a personal development plan 5. Be able to use learning opportunities and reflective practice to contribute to personal development	**Promote Personal Development in Care Settings – Unit 1** 1. Understand what is required for competence in own work role 2. Be able to reflect on practice 3. Be able to evaluate own performance 4. Be able to agree a personal development plan 5. Be able to use learning opportunities and reflective practice to contribute to personal development
K20: The principles of reflective practice **S20:** Reflect on and develop your own practice	**Promote Personal Development in Care Settings – Unit 1** 1. Understand what is required for competence in own work role 2. Be able to reflect on practice 3. Be able to evaluate own performance 4. Be able to agree a personal development plan 5. Be able to use learning opportunities and reflective practice to contribute to personal development	**Promote Personal Development in Care Settings – Unit 1** 1. Understand what is required for competence in own work role 2. Be able to reflect on practice 3. Be able to evaluate own performance 4. Be able to agree a personal development plan 5. Be able to use learning opportunities and reflective practice to contribute to personal development

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K21: Ways to record and store information securely, including the safe use of technology **S21:** Record and store information related to individuals securely, including the safe use of technology	**Promote Effective Handling of Information in Care Settings – Unit 8** 1. Understand requirements for handling information in care settings 2. Be able to implement good practice in handling information 3. Be able to support others to handle information	**Promote Effective Handling of Information in Care Settings – Unit 7** 1. Understand requirements for handling information in care settings 2. Be able to implement good practice in handling information 3. Be able to support others to handle information 4. Be able to support audit processes within own role and responsibilities
K22: The principles of confidentiality, duty of confidence and disclosure **S22:** Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality, duty of confidence and disclosure	**Promote Effective Handling of Information in Care Settings – Unit 8** 1. Understand requirements for handling information in care settings 2. Be able to implement good practice in handling information 3. Be able to support others to handle information	**Promote Effective Handling of Information in Care Settings – Unit 7** 1. Understand requirements for handling information in care settings 2. Be able to implement good practice in handling information 3. Be able to support others to handle information 4. Be able to support audit processes within own role and responsibilities

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K22/S22 *continued*	**Promote Communication in Care Settings – Unit 6** 1. Understand why effective communication is important in the work setting 2. Be able to meet the communication and language needs, wishes and preferences of individuals 3. Be able to overcome barriers to communication 4. Be able to apply principles and practices relating to confidentiality	**Effective Communication in Care Settings – Unit 5** 1. Understand why effective communication is important in the work setting 2. Understand the variety in people's communication needs and preferences 3. Be able to communicate effectively with others 4. Be able to meet the communication and language needs, wishes and preferences of individuals 5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences 6. Understand confidentiality in care settings
K23: The principles of 'quality improvement' and ways to measure quality in the workplace **S23:** Participate in and support others with quality improvement activities in the workplace	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Maintaining Quality Standards in the Health Sector – Unit 15** 1. Understand how to provide a quality service within legislation, policies and procedures 2. Understand the importance of working with others to provide a quality service 3. Know how to monitor quality standards 4. Understand the importance of prioritising own workload to reduce risks to quality

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K23/S23 *continued*		**Service Improvement within the Health Sector – Unit 16** 1. Be able to evaluate own work and that of others to identify improvements. 2. Understand how to make constructive suggestions about how services can be improved. 3. Understand how to discuss and agree improvements with others. 4. Understand how to make agreed improvements to own work and how to support others to make changes
K24: The principles of investigatory techniques, research and evidence-based practice, and how to access existing evidence and use it to validate and improve practice **S24:** Use investigatory techniques to source evidence to validate and improve the delivery of care and support within own scope of practice	**Study Skills for Senior Healthcare Support Workers – Unit 15** 1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker 2. Understand how to use investigatory techniques 3. Be able to plan an extended piece of work 4. Be able to carry out research to inform an extended piece of work 5. Be able to present an extended piece of work 6. Be able to review an extended piece of own work	**Study Skills for Senior Healthcare Support Workers – Unit 13** 1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker 2. Understand the qualities and abilities required of an independent learner 3. Understand how to use investigatory techniques 4. Understand plagiarism and the consequences of plagiarism 5. Understand how to reference information sources 6. Be able to plan and carry out an extended piece of work 7. Be able to present an extended piece of work 8. Be able to review an extended piece of own work

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K25: The principles of critical thinking and methods of critical appraisal **S25:** Critically appraise sources of information and apply to practice	**Study Skills for Senior Healthcare Support Workers – Unit 15** 1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker 2. Understand how to use investigatory techniques 3. Be able to plan an extended piece of work 4. Be able to carry out research to inform an extended piece of work 5. Be able to present an extended piece of work 6. Be able to review an extended piece of own work	**Study Skills for Senior Healthcare Support Workers – Unit 13** 1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker 2. Understand the qualities and abilities required of an independent learner 3. Understand how to use investigatory techniques 4. Understand plagiarism and the consequences of plagiarism 5. Understand how to reference information sources 6. Be able to plan and carry out an extended piece of work 7. Be able to present an extended piece of work 8. Be able to review an extended piece of own work
K26: The principles and styles of leadership in relation to own role and place of work **S26:** Provide leadership and act as a role model for others within the scope of own role	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Leadership and role-modelling will be demonstrated incrementally as the apprentice progresses and evidenced across multiple units.** K26 and S26 to be assessed in the apprenticeship EPA

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K27: The relationship and differences between leadership, management, supervision and mentoring **S27:** Contribute to mentoring and supervision of others in the workplace within the scope of own role	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Mentoring and supervision will be demonstrated incrementally as the apprentice progresses and evidenced across multiple units.** K27 and S27 to be assessed in the apprenticeship EPA
K28: The physiological states, their normal ranges and the correct tools or equipment to use to measure them **S28:** Undertake physiological measurements, selecting and using the correct tools or equipment	**Not covered in the current qualification. Centres will need to ensure delivery of the knowledge and skills stated to prepare learners for EPA.**	**Undertake Physiological Measurements – Unit 19** 1. Understand relevant legislation, policy and good practice for undertaking physiological measurements 2. Understand the physiological states that can be measured 3. Be able to prepare to take physiological measurements 4. Be able to undertake physiological measurements 5. Be able to record and report results of physiological measurements