

# Specification

## BTEC Short Courses

Edexcel Level 2 BTEC Certificate in Working in the Health Sector (QCF)

Edexcel Level 3 BTEC Certificate in Working in the Health Sector (QCF)

For first teaching September 2009

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# Qualification titles covered by this specification

**Edexcel Level 2 BTEC Certificate in Working in the Health Sector (QCF)**

**Edexcel Level 3 BTEC Certificate in Working in the Health Sector (QCF)**

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website [www.dcsf.gov.uk/](http://www.dcsf.gov.uk/). The QCF Qualifications Accreditation Number should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on the learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel Level 2 BTEC Certificate in Working in the Health Sector (QCF)      500/6512/9

Edexcel Level 3 BTEC Certificate in Working in the Health Sector (QCF)      500/6510/5

These qualification titles will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

## Technical certificates

This qualification has been approved as a Technical Certificate for the Health and Social Care Apprenticeship framework.

# What are BTEC Level 1-3 Short Course qualifications?

BTEC QCF Level 1-3 short course qualifications are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC short courses also provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC).

On successful completion of a BTEC short course qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

## **Edexcel Level 2 BTEC Certificate in Working in the Health Sector (QCF) (13 credits)**

The 13-credit Edexcel Level 2 BTEC Certificate in Working in the Health Sector (QCF) offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners' the Edexcel Level 2 BTEC Certificate (QCF) can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

## **Edexcel Level 3 BTEC Certificate in Working in the Health Sector (QCF) (18 credits)**

The 18-credit Edexcel Level 3 BTEC Certificate in Working in the Health Sector (QCF) offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners' the Edexcel Level 3 BTEC Certificate (QCF) can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.



## Key features of the Edexcel Levels 2 and 3 BTEC Certificates in Working in the Health Sector (QCF)

The Edexcel Levels 2 and 3 BTEC Certificates in Working in the Health Sector (QCF) have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- gain knowledge, understanding and skills learners need to work in the health sector
- achieve a nationally recognised Level 2 or 3 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications
- develop Functional Skills.

## NHS Knowledge and Skills Framework

The technical certificates are based on the NHS Knowledge and Skills Framework (KSF) Core Dimensions (which applies to all NHS and increasingly the independent sector).

The KSF core dimensions, which the six mandatory units are based on are

- communication
- personal and people development
- health, safety and security
- service improvements
- quality
- equality and diversity.

The Edexcel BTEC Certificates in Working in the Health Sector have been approved as Technical Certificates for the Health and Social Care Apprenticeship framework. A mapping of the links between this qualification and the KSF Framework can be found in *Annexe C* on page 117. **For candidates who are also registered with Edexcel for their NVQ**, successful completion of this qualification will therefore provide some evidence for the related underpinning knowledge of the appropriate NVQ units.

Assessments will vary between centres, but can be designed to link clearly to this partial coverage and provide evidence for underpinning knowledge in related NVQ units. Centres are advised to confirm this source of evidence for the NVQs with their **NVQ external verifier**.

## BTEC Short Courses at Levels 1-3

QCF level

3

Edexcel Level 3 BTEC Award...

Edexcel Level 3 BTEC Certificate...

Edexcel Level 3 BTEC Diploma...

2

Edexcel Level 2 BTEC Award...

Edexcel Level 2 BTEC Certificate...

Edexcel Level 2 BTEC Diploma...

1

Edexcel Level 1 BTEC Award...

Edexcel Level 1 BTEC Certificate...

Edexcel Level 1 BTEC Diploma...

Credit value

1 to 12

13 to 36

37 and above

# Rules of combination

The rules of combination specify the credits that need to be achieved. All accredited qualifications within the QCF have a set rule of combination.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

When combining units for Edexcel Levels 2 and 3 BTEC (QCF), it is the centre's responsibility to ensure that the rules of combination are adhered – please see the following two pages.

## Edexcel Level 2 BTEC Certificate in Working in the Health Sector

The Edexcel Level 2 BTEC Certificate in Working in the Health Sector is a 13-credit and 75 guided learning hour (GLH) qualification that consists of six mandatory units.

### Rule of combination

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 13 credits.
- 3 All credits must be achieved from the units listed below.

| Edexcel Level 2 BTEC Certificate in Working in the Health Sector |   |        |       |
|--|---|--------|-------|
| Unit   | Mandatory units                                       | Credit | Level |
| 1  | Communication Skills for Working in the Health Sector | 3      | 2     |
| 2  | Equality and Diversity in the Health Sector           | 3      | 2     |
| 3  | Health, Safety and Security in the Health Sector      | 2      | 2     |
| 4  | Maintaining Quality Standards in the Health Sector    | 1      | 2     |
| 5  | People and Personal Development in the Health Sector  | 2      | 2     |
| 6  | Service Improvement in the Health Sector              | 2      | 2     |

## Edexcel Level 3 BTEC Certificate in Working in the Health Sector

The Edexcel Level 3 BTEC Certificate in Working in the Health Sector is a 18-credit and 110 guided learning hour (GLH) qualification that consists of six mandatory units.

### Rule of combination

- 1 Qualification credit value: a minimum of 18 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 18 credits.
- 3 All credits must be achieved from the units listed below.

| Edexcel Level 3 BTEC Certificate in Working in the Health Sector |   |        |       |
|--|---|--------|-------|
| Unit   | Mandatory units                                       | Credit | Level |
| 1  | Communication Skills for Working in the Health Sector | 3      | 3     |
| 2  | Equality and Diversity in the Health Sector           | 4      | 3     |
| 3  | Health, Safety and Security in the Health Sector      | 3      | 3     |
| 4  | Maintaining Quality Standards in the Health Sector    | 2      | 3     |
| 5  | People and Personal Development in the Health Sector  | 3      | 3     |
| 6  | Service Improvement in the Health Sector              | 3      | 3     |

# Assessment and grading

The assessment for the Edexcel Levels 2 and 3 BTEC Certificates in Working in the Health Sector are criterion referenced, based on the achievement of specified assessment criteria. Each unit contains contextualised pass criteria for unit assessment.

In the Edexcel Levels 2 and 3 BTEC Certificates in Working in the Health Sector all units are internally assessed. Centre assessment will be externally verified through the National Standards Sampling process.

The overall grading for the Edexcel Levels 2 and 3 BTEC Certificates in Working in the Health Sector is a pass, based upon the successful completion of the minimum credit. **Learners must pass six mandatory units to achieve the Edexcel Level 2 or 3 BTEC Certificate in Working in the Health Sector.**

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

Centres are encouraged to use a variety of assignments and assessment methods, including case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment criteria grid* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

## Quality assurance of centres for 2009-2010

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

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities:

### Internal verification

Centres are required to have processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the *QCF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

## External verification

Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the National Standards Sampling (NSS) protocol as set out in the *QCF BTEC Levels 2/3 (including Short Courses Levels 1–3) Handbook* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the unit (or units) which will be subject to NSS. Centres will be required to make available work produced by four learners which provides evidence for the assessment (in whole or in part) of the identified unit (or units). The assignment brief (or briefs) on which the work is based must have been internally verified. The learner work **must** have been internally assessed, and at least 50 per cent of it **must** have been internally verified.

## Risk assessment

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel.

### Edexcel Quality Assurance Handbook

Centres should refer to the *Handbook for Quality Assurance for BTEC QCF Qualifications*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## Quality assurance arrangements from September 2010

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. From September 2010, the methods which it uses to do this for BTEC Short Course programmes accredited under the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval, undertaking approval visits to centres where necessary
- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

# Programme design and delivery

## Mode of delivery

BTEC Short Course qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities.

In BTEC Short Courses each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner's achievements. It does not include time spent by staff in day to day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Edexcel does not define the mode of delivery for Edexcel Levels 2 and 3 BTEC (QCF) qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learner's needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Edexcel Levels 2 and 3 BTEC (QCF) qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.



## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel Levels 2 and 3 BTEC (QCF) qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

As the qualification has been designated and approved as a Technical Certificate and forms part of a Modern Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for these BTEC Certificates and the NVQs and key skills that also contribute to the scheme.

## Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above the Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to [www.ndaq.org.uk](http://www.ndaq.org.uk) and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

## Functional Skills

Edexcel Levels 2 and 3 BTEC (QCF) qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications.

# Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## Restrictions on learner entry

The Edexcel Level 2 BTEC Certificate in Working in the Health Sector (QCF) is accredited on the QCF for learners aged pre-16 and above.

The Edexcel Level 3 BTEC Certificate in Working in the Health Sector (QCF) is accredited on the QCF for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

## Unit format

All units in the Edexcel Levels 2 and 3 BTEC (QCF) qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

### Unit title

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

### QCF level

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

### Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

### Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

### Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

### **Relationship between content and assessment criteria**

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

### **Content structure and terminology**

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.



# Level 2 units





# Unit 1: Communication Skills for Working in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | T/502/3651        |
| QCF Level 2:  | BTEC Short Course |
| Credit value: | 3                 |

---

## Unit aim

To develop an understanding of communication for working in the health sector. The unit covers the forms, types of communication and the barriers which may need to be overcome, as well as the importance of working within guidance. Learners will become aware of the different people they may need to communicate with and the importance of using appropriate communication in each case.

## Unit introduction

The unit provides learners with knowledge and understanding of a wide range of communication methods. Emphasis is placed on accuracy, appropriateness and professionalism in communication. Barriers to communication cycles are described, together with ways of overcoming and minimising these. Accurate and complete record keeping is an essential component of a number of health sector roles and the unit provides learners with an understanding of communication methods in regular use, together with the need to maintain confidentiality and follow the relevant legislative guidelines. Learners will gain an understanding of how to use communication in order to present a professional and positive image of both themselves and the organisations they represent.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence the learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes   | Assessment criteria  |
|---|--|
| 1 Understand how to communicate with a range of people                    | 1.1 explain the forms of communication available for use<br>1.2 describe the range of people they might communicate with during work activities<br>1.3 illustrate how to select forms of communication appropriate to the person and situation |
| 2 Understand how to reduce barriers to effective communication            | 2.1 describe barriers to communication<br>2.2 suggest ways to overcome barriers to communication   |
| 3 Understand how to maintain accurate and complete records                | 3.1 explain how to report and record work activities<br>3.2 explain the importance of accurate record keeping  |
| 4 Understand how to maintain confidentiality                              | 4.1 explain the importance of confidentiality<br>4.2 explain how to maintain confidentiality when sharing information<br>4.3 outline the relevant guidelines that affect how information is shared   |
| 5 Know how to present a positive image of self, organisation and service. | 5.1 describe how to present a positive image of self<br>5.2 describe how to present a positive image of the organisation or service<br>5.3 state why presenting a positive image of self, organisation or service to others is important.      |

## Unit content

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### 1 Understand how to communicate with a range of people

*Forms of communication:* verbal eg use of speech; paralanguage; use of preferred spoken language; the communication cycle; non-verbal eg posture, body orientation, eye contact, gestures; appropriate use of touch and personal space; signs and symbols; Makaton; Braille; British Sign Language; listening skills; cultural variations

*Appropriate use of communication:* colleagues; managers; ancillary workers; people who use services; people with a disability eg sensory, physical, learning disabilities; English as a second language; situational differences; Integrated Workforce Strategy; multi-agency or multi-professional working

### 2 Understand how to reduce barriers to effective communication

*Barriers:* disability; cognitive and sensory impairment; English as a second language; assumptions; stereotyping; prejudice; labelling; mental health issues; time; use of jargon and slang; aggressive behaviour

*Ways of overcoming barriers:* use of technological support eg hearing aids, minicom; use of text facility eg computer software; use of human support eg befrienders, advocates, translators, signers

### 3 Understand how to maintain accurate and complete records

*Completion of records:* use of correct format eg diary, medication records, fluid balance charts, blood pressure charts; necessity of dating and signing records where appropriate; regular completion of records; reasons for accuracy

*Storage of records:* methods of secure storage; use of secure password for electronic storage; accurate filing systems; retrieval of files; concept of 'need to know'; keeping records confidential; relevant sections from Data Protection Act; Freedom of Information Act

### 4 Understand how to maintain confidentiality

*Importance of confidentiality:* preserving trust; safeguarding individuals from abuse and exploitation; legal reasons; professionalism; reputation of the organisation

*Maintaining confidentiality when sharing information:* authorisation; observation of organisational protocols, policies and procedures; use of secure passwords; safe storage of emails; use of privacy when passing on information

*Legislation, regulations and guidelines:* knowledge of past, current and future legislation eg Access to Health Records Act, Freedom of Information Act, Computer Misuse Act, Data Protection Act, Human Rights Act, Health and Social Care Act, Mental Capacity Act; PMS and APMS Regulations and Directions; GMS; organisational guidelines; policies and procedures

**5 Know how to present a positive image of self, organisation and service**

*Positive self-image:* use of professional terms; assertiveness; confident body language eg clear eye contact, non-defensive posture, clear and non hesitant speech; importance of positive self image; professional appearance; appropriate use of space

*Positive image of the organisation or service:* importance of presenting positive images; use of positive language; professional appearance; showing respect to visitors or individuals who use services, colleagues and managers; appropriate paralanguage

## Essential guidance for tutors

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### Delivery

The unit should be delivered by an appropriately qualified and experienced tutor. Although learners will need some tutor input, they would also benefit from observing a demonstration of communication skills in the workplace. Role play and simulation activities would also benefit learners. Video recordings of these activities would help learners evaluate their own skills. Case studies could enable learners to consider communication skills appropriate to particular situations. Case studies could be used to introduce learners to the concept of barriers to communication and methods of overcoming these.

Learners could be encouraged to research the relevant legislation, regulations and guidelines for the recording and storage of sensitive information. This could then be used as a basis for class discussions on the importance of confidentiality. Examples of appropriate records would allow learners to practice the completion of professional documents under the guidance of the tutor. Attention should be paid to spelling and grammar, as part of a professional approach to recording information/data in the health sector.

Learners will require some tutor taught input on the key legislation and should be provided with a basic understanding of the concepts of the legislation and an awareness of the need to refer to legislation in specific instances.

Learners would benefit from guest speakers who model a professional self image and who present a positive image of their organisation. Participation in buzz groups and group discussions would also enhance learning.

### Assessment

Assessment may be divided into several tasks, in order to provide learners with a variety of ways in which to achieve the unit requirements.

For assessment criteria 1.1 to 1.3 learners could produce a set of information sheets which identify four individuals who use services, describe the method of communication to be used with each one and explain, using examples, how learners would choose the appropriate form of communication.

For assessment criteria 2.1 and 2.2 learners could be asked to produce a short report, outlining four barriers to communication in the health sector, and describing, with examples, how those barriers could be overcome.

For assessment criteria 3.1 and 3.2 learners could be asked to produce two completed work records for a specific area of the health sector.

For assessment criteria 4.1 to 4.3 learners could be asked to produce a short explanation of the importance of accurate and confidential record keeping and a poster, outlining two pieces of relevant legislation or guidelines.

Assessment criteria 5.1 to 5.3 could be assessed by learners producing a booklet for new health care assistants on how to present positive images of both themselves and their organisation and followed this up with a presentation which reviews the importance of this.

## Essential resources

Learners will require full access to library facilities including appropriate texts, current newspapers, CD ROMs, recordings of suitable television programmes, professional magazines, internet access and ICT facilities. Access to digital video recordings and photographs would enable learners to observe their own communication skills and which would help them to present how they develop self-evaluation skills.

## Indicative resource materials

### Textbooks

Burnard P and Morrison P – *Caring and Communicating* (Palgrave Macmillan, 1997)  
ISBN 0333664396

Meggit C – *A Special Needs Handbook for Health and Social Care* (Hodder Arnold, 1997)  
ISBN 0340683600

Miller J – *Social Care Practice* (Hodder and Stoughton, 1996) ISBN 034065516X

Nolan Y – *S/NVQ Level 2 in Care: Student Handbook* (Heinemann, 2003) ISBN 04355452215

### Journals

*Community Care Magazine*

*The Nursing Times*

### Websites

[www.communitycare.com](http://www.communitycare.com)

*Community Care Magazine*

[www.dh.gov.uk](http://www.dh.gov.uk)

Department of Health

[www.kingsfund.org.uk](http://www.kingsfund.org.uk)

The King's Fund supporting equality in health care

[www.rnib.org.uk](http://www.rnib.org.uk)

Royal National Institute for the Blind

[www.rnid.org.uk](http://www.rnid.org.uk)

Royal National Institute for the Deaf

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Health – Sector Skills Council for Health

## Functional Skills – Level 2

| Skill  | When learners are ...   |
|--|---|
| <b>ICT – Use ICT systems</b>   |   |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs  | investigating websites to gain information for the assessment tasks   |
| Manage information storage to enable efficient retrieval   | storing incomplete work, relevant documents and articles  |
| Follow and understand the need for safety and security practices   | saving work to an appropriate portable electronic storage device and using a password for security                      |
| <b>ICT – Find and select information</b>   |   |
| Select and use a variety of sources of information independently for a complex task  | independently investigating a variety of websites to obtain relevant information  |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose  | accessing appropriate websites and evaluate the information for relevance   |
| <b>ICT – Develop, present and communicate information</b>  |   |
| Bring together information to suit content and purpose   | combining information in a variety of formats for presentation and assessment   |
| Present information in ways that are fit for purpose and audience  | presenting information in a variety of formats for assessment   |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | using email to contact tutors and discuss progress with assessment tasks  |
| <b>English</b>   |   |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts             | questioning guest speakers; participating in buzz groups and group discussions; delivering presentations for assessment |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                         | reading relevant texts and professional magazines or journals to obtain relevant information                            |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively      | producing information as reports; information sheets and posters.   |





## Unit 2: Equality and Diversity in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | T/502/3665        |
| QCF Level 2:  | BTEC Short Course |
| Credit value: | 3                 |

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### Unit aim

To develop an understanding of equality and diversity for working in the health sector. The unit covers equality and diversity in relation to everyone within the sector, including those who use the services, their supporters, staff, visitors and the general public. Learners will gain awareness that it is everyone's responsibility to act in ways that support equality and diversity and how this should be embedded in their working practice.

### Unit introduction

Equality and diversity are essential parts of a multicultural society. These concepts are of particular importance within the health sector, where individuals who require support may be vulnerable due to the nature of their needs.

Learners will investigate the rights of the various people involved in the health sector, and the legislation, guidelines, policies and procedures which form the framework within which services are delivered. The unit will identify ways in which people may be treated fairly and what sort of behaviour undermines equality and diversity. Factors which may give rise to, as well as methods of reporting, discrimination are examined.

This unit enables learners to gain an understanding of the ways in which people's values and beliefs may differ, and gives learners guidance on ways in which people may be treated according to their need.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes  | Assessment criteria  |
|--|--|
| 1 Know how legislation and guidelines support equality and diversity | 1.1 describe the rights of people involved in the organisation or service<br>1.2 state how the law protects the rights of individuals<br>1.3 identify the guidelines to follow to support equality, diversity, dignity and respect |
| 2 Know how to work in ways that support equality and diversity       | 2.1 list a range of factors which might be a cause for discrimination<br>2.2 describe how people's values and beliefs may differ<br>2.3 identify ways to treat people fairly and according to their individual needs               |
| 3 Know how to respond to behaviour that is discriminatory.           | 3.1 identify behaviour which is discriminatory and undermines equality and diversity<br>3.2 describe how to report discriminatory behaviour.   |

## Unit content

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### 1 Know how legislation and guidelines support equality and diversity

*Legislation, regulation, codes of practice and guidelines:* relevant sections from past, current and future legislation eg Care Standards Act, Data Protection Act, Sex Discrimination Act, Mental Health Act, The Children Act, Race Relations (Amendment) Act, Disability Discrimination Act, Human Rights Act, Nursing and Residential Homes Regulations, Mental Capacity Act, Age Discrimination Act, Public Interest Act, Valuing People, Valuing People Now, National Minimum Standards; General Social Care Council Codes of Practice; Nursing and Midwifery Council Code of Practice; organisational/service policies and practices

### 2 Know how to work in ways that support equality and diversity

*Factors which may be a cause for discrimination:* ethnicity; culture; faith; beliefs; values; disability; cognitive and sensory impairment; gender; sexuality; age; economic status; vulnerability

*Active promotion of anti-discriminatory practice:* valuing and respecting difference; use of correct names; use of preferred spoken language; providing choice; individual at the heart of service provision; promotion of rights; providing active support consistent with beliefs, culture and preferences; empowerment of individuals; use of appropriate language

*Rights of individuals:* treated with respect; treated equally without discrimination; treated as an individual; accorded dignity; allowed privacy; safeguarded against danger and harm; allowed access to information about themselves; allowed to communicate in their preferred manner; supported in a way which supports choice; provide for needs and recognises individuality

### 3 Know how to respond to behaviour that is discriminatory

*Discriminatory practice:* use of discriminatory terms; infringement of rights; abuse of power; physical abuse; verbal abuse; bullying; prejudice; stereotyping; labelling; restriction of choices; direct and indirect discrimination

*Methods of reporting discriminatory practice:* challenging discriminatory practice; lines of reporting; following organisational and service policies and procedures; completing documentation

## Essential guidance for tutors

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### Delivery

The unit should be taught by an experienced and appropriately qualified tutor, who has a clear understanding of the concepts of equality and diversity in the health sector. Learners will need tutor input to help them develop a general understanding of the concepts of equality and diversity-based legislation and an awareness of the need to refer to this legislation in specific instances. Learners should also be given time to explore their own thoughts and feelings on the subject.

Learners should be encouraged to consider and challenge their own prejudices and misconceptions within a supportive environment. Internet research and group discussions or buzz groups focusing on equality and diversity issues would enable learners to develop the depth of understanding required, to provide appropriate support to individuals who use health services. Learners would benefit from visits to institutions such as a disability living centre or an international community centre. Guest speakers from community groups or centres of faith such as churches, synagogues or mosques would be beneficial to the unit's delivery; speakers from organisations such as the Terence Higgins Trust would also enhance understanding. Learners should investigate values and beliefs which are not their own such as humanism and vegetarianism, as well as a range of religious and cultural beliefs.

### Assessment

It is essential that assessment reflects the vocational nature of the unit and enables learners to demonstrate a practical understanding of the pertinent issues. For assessment criteria 1.1 to 1.3 learners could produce a magazine article which identifies relevant guidelines, describes the rights of individuals within the NHS and explains the role of legislation in protecting those rights.

Assessment criteria 2.1 to 2.3 could be assessed by smaller tasks such as a list or a letter to a friend who is about to enter health sector employment, which demonstrate learners' ability to apply the knowledge they have gained.

Assessment criteria 3.1 to 3.2 could be assessed by the production of a poster which identifies types of discriminatory behaviour and links each with methods of reporting it, enabling learners to make links and to reinforce the message that discrimination is unacceptable.

## Essential resources

Learners will require full access to library facilities including relevant texts, professional magazines and journals, current newspapers and ICT facilities.

## Indicative resource materials

### Textbooks

Clements P and Jones J – *The Diversity Training Handbook: A Practical Guide to Understanding and Changing Attitudes* (Kogan Page, 2002) ISBN 074943227

Department of Health – *Change your Mindset-an activity pack for youth groups about discrimination and mental health* (DOH, 2003) ASIN B001ON5I9U

Malik H – *A Practical Guide to Equal Opportunities* (Nelson Thornes, 2003) ISBN 0748770798

Thomas E – *What About Me? An Equal Opportunities Support Pack* (HLB Associates, 2003) ISBN 139780954736200

### Journals

*Care and Health*

*Community Care*

*The Independent* newspaper

*The Nursing Times*

### Websites

[www.bcodp.org.uk](http://www.bcodp.org.uk)

British Council for Disabled People

[www.dh.gov.uk](http://www.dh.gov.uk)

Department of Health

[www.eoc.org.uk](http://www.eoc.org.uk)

Equal opportunities Commission

[www.kingsfund.org.uk](http://www.kingsfund.org.uk)

The Kings Fund

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Health – Sector Skills Council for Health

[www.tht.org.uk](http://www.tht.org.uk)

The Terence Higgins Trust

## Functional Skills – Level 2

| Skill   | When learners are ...   |
|---|---|
| <b>ICT – Use ICT systems</b>  |   |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs                                     | conducting internet searches to find background information on legislation and guidelines           |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used  | evaluating formats for presenting assessment tasks  |
| Manage information storage to enable efficient retrieval  | storing incomplete work, articles and documents for later use                                       |
| Follow and understand the need for safety and security practices  | storing work on an appropriate portable electronic storage device and using a password for security |
| <b>ICT – Find and select information</b>  |   |
| Select and use a variety of sources of information independently for a complex task   | selecting information from a variety of websites  |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose   | evaluating web-based information for its relevance and use  |
| <b>ICT – Develop, present and communicate information</b>   |   |
| Bring together information to suit content and purpose  | producing the magazine article, chart and letter  |
| Present information in ways that are fit for purpose and audience   | presenting the magazine article, chart and letter   |
| <b>English</b>  |   |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        | participating in buzz groups, group discussions and questioning visiting speakers                   |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | conducting literature searches to compare and select relevant information                           |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing the article, chart and letter for assessment.   |

## Unit 3: Health, Safety and Security in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | J/502/3668        |
| QCF Level 2:  | BTEC Short Course |
| Credit value: | 2                 |

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### Unit aim

This unit aims to give the learner an understanding of how they can assist in maintaining health, safety and security in the healthcare environment. It incorporates aspects such as identifying risk; relevant legislation and workplace policies and procedures; how to respond to emergency situations and how to report issues.

### Unit introduction

Health, safety and security are essential components of any course preparing learners for work in the healthcare sector. Sometimes these can be matters of life and death. Individuals who receive the services of healthcare professionals may be exposed to a variety of potential hazards and it is therefore paramount that workers are equipped with an understanding of health and safety issues and the guidelines relating to these.

Learners will examine how following workplace policies and procedures, which are supported by key legislation, can minimise risk. They will also gain an understanding of the process of summoning emergency help and any actions they could take prior to that help arriving.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes   | Assessment criteria   |
|---|---|
| 1 Know how to assist in maintaining a healthy, safe and secure working environment consistent with legislation and organisational policies and procedures | 1.1 outline how risks to health, safety and security can be minimised in an organisation or service<br>1.2 identify the key legislation that relates to health safety and security<br>1.3 identify how an organisation's policies and procedures support key legislation<br>1.4 outline ways of working that are consistent with these policies or procedures |
| 2 Know how to summon immediate help in an emergency   | 2.1 identify situations that may need an emergency response<br>2.2 describe the process for summoning immediate help in an emergency<br>2.3 outline the actions that could be taken to contain the emergency until help arrives   |
| 3 Understand the need for, and ways of reporting incidents related to health, safety and security.  | 3.1 explain the importance of accurate and timely reporting of incidents that may put health, safety and security at risk<br>3.2 explain the method(s) used for reporting incidents in line with the procedures of an organisation or service.  |



## Unit content

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### 1 Know how to assist in maintaining a healthy, safe and secure working environment consistent with legislation and organisational policies and procedures

*Minimising risks:* risk assessment; correct use of equipment; monitoring equipment; replacing broken equipment; use of safety measures eg covers for electric sockets; testing of electrical equipment; safe handling and storage of hazardous substances; maintaining food safety standards; correct procedures for lifting and handling; infection prevention and control eg hand washing; decontamination of surfaces and equipment

*Legislation and guidelines:* knowledge of relevant sections from past, current and future legislation eg Food Safety Act, Food Safety (General Food Hygiene) Regulations, Manual Handling Regulations; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health Regulations (COSHH), Health and Safety at Work Act; organisational policies and procedures

### 2 Know how to summon immediate help in an emergency

*Situations:* accidents due to falls; faulty equipment or other hazards; poor manual handling; illness; disability; frailty; sensory and cognitive impairment; aggressive behaviour; intruders

*Summoning help:* knowledge of named persons within the setting; knowledge of alarm systems; procedures for contacting the emergency services

*First aid procedures:* action at an emergency; life saving procedures; dealing with injuries; fractures; sprains; bleeding; burns; asthma attacks; epilepsy; diabetes; stings; bites; allergies

### 3 Understand the need for, and ways of reporting incidents related to health, safety and security

*Incidents:* contamination risk; biological spillages; chemical spillages; aggressive behaviour; intruders; lost keys or purses; missing individuals; individuals locked out of rooms or premises; fires within premises; bomb scares

*Procedures:* lines of reporting; named persons; methods of reporting including completion of incident and accident books/personal records

## Essential guidance for tutors

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### Delivery

It is essential that the unit is delivered by an experienced and suitably qualified tutor, who is familiar with the knowledge and practice contained in the content. Learners will require some tutor input on the relevant legislation, policies and procedures. Supported access to relevant internet sites will enhance learning and encourage independence. Learners should gain a basic understanding of the concepts of the legislation and an awareness of the need to refer to legislation in specific instances. DVDs and case studies can give learners a more realistic context to place their understanding in. Guest speakers from, for example, the Health and Safety Executive, environmental health agencies and the Royal Society for the Prevention of Accidents or local accident prevention units would enhance learners' understanding.

Learners would benefit from undertaking an appropriate certificated first aid course provided by an HSE approved training organisation, for example Appointed Person or First Aid at Work, as this would expose learners to training by a qualified professional in first aid.

Tutors should consider including first aid courses undertaken previously to this unit as Recognised Prior Learning (RPL). Learners would also benefit from a period of work experience in the healthcare industry as it would provide a vocational context for the unit and enable learners to link classroom learning with the world of work. Visits to vocational settings would be a suitable alternative.

Emphasis should be placed on the necessity to seek help and report incidents and the importance of recognising lines of reporting and adherence to guidelines, policies and procedures. Learners should be encouraged to explore the boundaries of their own role and that of others within healthcare settings. Simulated activities and role plays would also enhance learner experience and facilitate discussion of pertinent issues.

### Assessment

Assessment criteria 1.1 to 1.4 could be assessed by a presentation. However, it must be stressed that learners must present information as an individual, in order to fully meet Edexcel requirements. Learners could submit evidence of research and a bibliography in addition to the presentation of sources. Tutors would need to design a witness statement form which shows how learners have met each assessment criteria.

Assessment criteria 2.1 to 2.3 could be assessed in two parts. Firstly by an appropriate certified first aid course provided by an HSE approved training organisation to demonstrate learner understanding of emergency procedures and secondly by an assignment in three sections; a poster identifying emergency situations, a short report which describes the process for summoning help and a leaflet which explains how to contain the emergency until help comes.

Assessment criteria 3.1 and 3.2 could be assessed by producing a booklet for healthcare assistants which identifies, with examples, the importance of accurate and timely reporting of incidents and explains at least two methods of reporting.

## Essential resources

Learners will require full access to library facilities, including texts, professional magazines, current newspapers and CD ROMs. They will also benefit from internet access and opportunities to view relevant DVDs and television recordings.

## Indicative resource materials

### Textbooks

Ashbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006) ISBN 0435463322

Clarke L – *Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 0748770720

Eden S – *Society, Health and Development Level 1 Foundation Diploma* (Pearson, 2008) ISBN 9780435500900

Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030

Pritchard J and Kemshall H (editors) – *Good Practice in Risk Assessment and Risk Management* (Jessica Kingsley, 1995) ISBN 9781853023385

### Journal

*The Nursing Times*

### Websites

[www.bohs.org](http://www.bohs.org)

British Occupational Hygiene Society

[www.doh.gov.uk](http://www.doh.gov.uk)

Department of Health

[www.foodstandards.gov.uk](http://www.foodstandards.gov.uk)

Food Standards Agency

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Health – Sector Skills Council for Health

## Functional Skills – Level 2

| Skill  | When learners are ...  |
|--|--|
| <b>ICT – Use ICT systems</b>   |  |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs  | conducting independent research to obtain information regarding relevant legislation                 |
| Manage information storage to enable efficient retrieval   | storing incomplete work and documents for use in the assessment tasks                                |
| Follow and understand the need for safety and security practices   | saving work onto a appropriate portable electronic storage devises and using a password for security |
| <b>ICT – Find and select information</b>   |  |
| Select and use a variety of sources of information independently for a complex task  | selecting and using information from a variety of websites for the assessment tasks                  |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose  | accessing a variety of internet sites and evaluating their relevance                                 |
| <b>ICT – Develop, present and communicate information</b>  |  |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul> | preparing an electronic presentation, using appropriate software                                     |
| Bring together information to suit content and purpose   | producing presentations, posters, reports, booklets, producing leaflets                              |
| Present information in ways that are fit for purpose and audience  | delivering presentations, presenting posters, reports, booklets, leaflets                            |

| Skill   | When learners are ...  |
|---|--|
| <b>English</b>  |  |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        | participating in group discussions and buzz groups<br>listening to the views of others |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | conducting literature searches in order to gather information for the assessment tasks |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing extended documents for the assessment.   |



# Unit 4: Maintaining Quality Standards in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | Y/502/3674        |
| QCF Level 2:  | BTEC Short Course |
| Credit value: | 1                 |

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## Unit aim

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

## Unit introduction

This unit will enable learners to understand the importance of working with others, delivering services within their boundaries of knowledge and expertise, reporting and seeking help to use resources efficiently. This unit allows learners to explore the boundaries of their knowledge and expertise of quality standards, and also to extend their understanding. Learners are invited to consider the benefits of learning from others as role models, rather than solely consulting sources such as the internet and appropriate texts.

This unit will introduce learners to the concept of competence and will give them an understanding of how to use quality standards to measure this. Learners should be encouraged to link the unit with their work experience in order to provide a relevant context.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

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



## Unit content

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### 1 Know how legislation, policies and procedures determine quality standards of work

*Legislation:* relevant sections from past, current and future legislation eg Care Standards Act, Data Protection Act, Health and Safety at Work Act, Health and Social Care Act, Nursing and Residential Care Homes Regulations, Disability Discrimination Act, Mental Health Act, National Minimum Standards

*Policies:* Integrated Workforce Strategy; requirements and regulations of the Sector Skills Council for Health; organisational policies

*Procedures:* National Occupational Standards; organisational procedures; links between quality standards, legislation, policies and procedures

*Effects of personal attitudes and behaviours on the quality of service:* empathy; prejudice; labelling; stereotyping; behaviour eg aggressive, passive, assertive; effects of compliance and non-compliance with legislation, procedures and policies

### 2 Know the limits of own experience and knowledge and when to refer to others

*Definitions:* competence; competencies; measurements of competence

*Boundaries:* importance of recognising personal limits of knowledge and experience; risk to individuals who use services; identifying when to seek help; recognition of roles and responsibilities within the workplace

*Seeking help and reporting issues:* reducing risks; harm minimisation; lines of reporting; hierarchies within the work place; procedures; documentation; confidentiality; data protection issues; the concept of 'need to know'

*Learning from others:* concept of team work; benefits eg the experience of others; peer support; modelling good practice; gaining confidence and competence; positive reinforcement

### 3 Know how to use resources efficiently to support quality standards

*Using and maintaining resources:* reading and following instructions, manuals or procedural documents; following national guidelines and regulations; correct procedures for storing resources; checking understanding of procedures; appropriate use

*Reporting issues:* reduction of risks; harm minimisation; prevention of deterioration of equipment or resources; maintaining resource levels

*Efficient use of resources:* reduction of costs; meeting targets; reduction of waste; increased efficiency

## Essential guidance for tutors

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### Delivery

It is essential that the unit is delivered by a suitably qualified and experienced tutor. Learners will require considerable input on the relevant legislation, policies and procedures to ensure a general understanding of the concepts of the legislation and an awareness of the needs to refer to legislation in specific instances.

The emphasis on the relevant sections of legislation is paramount, in order to focus learners on the links with quality standards in the workplace. Learners will also benefit from supported internet research and access to case studies that provide a vocational context for government acts, policies and procedures.

Case studies could also form the basis of learning about the effects of personal attitudes and behaviour on the quality of service. It is recommended that learners participate in simulations and reflect upon their own attitudes and behaviour, focusing particularly on their willingness to undertake and complete tasks. Relevant DVDs or television recordings would also be useful here. Learners would benefit from a period of work experience allowing them to observe the application of quality standards in the workplace.

Reasons for reporting issues and seeking help could be introduced to learners through a buzz group and followed by a group discussion on the benefits of learning from others.

Role play and simulation activities where learners are provided with case studies and a list of available resources and are asked to prioritise could also be useful. It is suggested that such activities could be followed by tutor-led group discussions.

### Assessment

Learners will require guidance in all aspects of the assessment as to many the subject will be unfamiliar. The unit should be delivered and assessed with as much vocational input as possible. Learners must be encouraged to make links between quality standards and the support of people who use the service. The learning outcomes for this unit could be met through four separate assignment tasks where learners are asked to present their evidence, using a variety of methods. The chart for assessment criterion 1.1 must clearly link the legislation, policies and procedures with quality standards in the health sector. For assessment criterion 1.2 a leaflet could be produced which clearly shows how personal attitudes and behaviour may affect quality standards in the work place.

For assessment criteria 2.1 to 2.4 learners could be asked to produce a report which identifies and describes examples of, and reasons for, reporting issues and seeking help. Learners could demonstrate their recognition of personal limits with regard to knowledge and experience, and also the benefits of learning from others.

For assessment criterion 3.1 learners could be asked to identify, describe and explain the importance of the correct use and maintenance of resources and provide examples to illustrate their answers.

For assessment criteria 3.2 and 3.3 learners could produce a poster which identifies the reasons for reporting issues related to resources. The poster should clearly demonstrate reasons with potential consequences to quality of service of not reporting.

**Essential resources**

Learners will require access to full library facilities including texts, DVDs, CD ROMs, relevant professional magazines and current newspapers. They will also require access to relevant internet sites with tutor support.

**Indicative resource materials**

**Textbooks**

Ashbridge L, Laver S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006) ISBN 0435463322

Clarke L – *Edexcel Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 0748770720

Fisher A, Seamons S, Wallace I and Webb D – *GCSE Health and Social Care: Student Book* (Folens Publishers, 2003) ISBN 184303364X

Nolan Y – *S/N/VQ Level 2 Health and Social Care Candidate Handbook* (Heinemann Educational Publishers, 2008) ISBN 139780435450694

**Journals**

*Community Care Magazine*

*Meeting the Challenge/Skills for Health Annual Review 2007/2008*

*Quality Assurance News for Healthcare Education – No 11*

*The Nursing Times*

**Websites**

|  |  |
|--|--|
| <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>                                     | Department of Health                                 |
| <a href="http://www.dh.gov.uk/en">www.dh.gov.uk/en</a>                               | Publications and Statistics                          |
| <a href="http://www.healthcare-commission.co.uk">www.healthcare-commission.co.uk</a> | Health Care Commission                               |
| <a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>           | Skills for Health – Sector Skills Council for Health |
| <a href="http://www.suht.nhs.uk">www.suht.nhs.uk</a>                                 | Quality Standards from Skills for Health             |

## Functional Skills – Level 2

| Skill  | When learners are ...   |
|--|---|
| <b>ICT – Use ICT systems</b>   |   |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs  | researching information relevant to quality standards, researching current legislation and policies                                       |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used   | investigating a variety of internet sites to provide information for the assessment tasks   |
| Manage information storage to enable efficient retrieval   | saving incomplete work and articles or documents for use in the assessment tasks  |
| Follow and understand the need for safety and security practices   | using an appropriate portable electronic storage device to save work and relevant information from websites using a password for security |
| <b>ICT – Find and select information</b>   |   |
| Select and use a variety of sources of information independently for a complex task  | selecting appropriate information from a variety of websites for use in assessment tasks  |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose  | evaluating the relevance of information obtained from a variety of websites   |
| <b>ICT – Develop, present and communicate information</b>  |   |
| Bring together information to suit content and purpose   | producing charts, leaflets, booklets and posters  |
| Present information in ways that are fit for purpose and audience  | presenting their charts, leaflets, booklets and posters   |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | sending and receiving emails regarding relevant information from organisations in the health sector                                       |

| Skill   | When learners are ...  |
|---|--|
| <b>English</b>  |  |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        | participating in buzz groups and group discussions; questioning visiting speakers; discussing progress with subject tutors |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | reading information from a variety of sources, in order to determine relevance   |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing and presenting leaflets, booklets and posters.   |



# Unit 5: People and Personal Development in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | D/502/3675        |
| QCF Level 2:  | BTEC Short Course |
| Credit value: | 2                 |

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## Unit aim

To gain an understanding of own personal development in the health sector. This unit covers the expectations of a named work role in relation to the NHS Knowledge and Skills Framework (KSF).

## Unit introduction

This unit will encourage learners to develop a positive approach to reflective practice as a tool for personal development. Learners will investigate the various work roles within the health sector, gaining knowledge of their specific requirements.

Learners will explore ways in which they can develop the skills, knowledge and personal attributes needed for a particular work role and consider their own career choices in a more realistic way.

Methods of recording and reviewing development opportunities are identified, to provide learners with an understanding of Continuous Professional Development (CPD). Learners will also consider how to contribute to their own personal development plan.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes  | Assessment criteria   |
|--|---|
| 1 Explore a work role in the health sector               | 1.1 describe the duties and responsibilities of a named work role in the health sector<br>1.2 identify the skills, knowledge and attitudes required for this work role  |
| 2 Know how to contribute to a personal development plan. | 2.1 identify own skills for the named work role<br>2.2 identify areas for development<br>2.3 describe how these development needs could be achieved<br>2.4 identify methods to record and review development opportunities. |



## Unit content

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### 1 Explore a work role in the health sector

*Work roles:* different work roles eg health care assistant, nurse, midwife, operating theatre practitioner, laboratory assistant, ward receptionist, porter, stoma advisor, radiographer

*Duties and responsibilities:* job descriptions; person specifications; named persons; responsibilities according to qualification; specific duties; variation between settings; role within the team; hierarchies

*Attitudes:* approach to team work; use of initiative; respect for authority; commitment to role; effects of prejudice, stereotyping, assumptions, values and beliefs; willingness to complete tasks; professionalism

*Skills and knowledge:* qualifications; requirements of professional bodies; National Occupational Standards; competencies; National Quality Framework

### 2 Know how to contribute to a personal development plan

*Identifying own skills:* personal reflection; accepting constructive criticism; appraisal; reflective diaries; peer reviews; continuous professional development; use of supervision; mentors; completing personal development plans

## Essential guidance for tutors

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### Delivery

The unit should be delivered by a suitably qualified and experienced tutor. The process of self-reflection may be entirely new to many learners and they will require support and encouragement to participate in the suggested activities. Internet research will enable learners to obtain some information about relevant work roles. However, learners will benefit from input from health sector professionals at all levels.

In addition to taught sessions, learners would benefit from participation in buzz groups, group discussions, role plays and simulation activities. Learners should be encouraged to take a realistic approach to career choices and professional progression. Class discussions on the attitudes required for work roles would be beneficial, and learners should be encouraged to explore their own attitudes, values and beliefs and the consequences these have for professional practice. Methods for recording development opportunities could be delivered as a taught session, and learners should be introduced to the CPD.

### Assessment

Learners could be assessed in a variety of ways. However, there should be a strong thread of self-reflection and assessment running throughout. For assessment criteria 1.1 and 1.2 learners could produce an information booklet on their chosen work role.

For assessment criteria 2.1 and 2.2 learners could produce a chart which matches their current skills with those required for their chosen work role and identifies areas of development.

For assessment criterion 2.3 they could write a short description of how they could achieve the required skills.

For assessment criterion 2.4 learners could produce a leaflet which identifies methods of recording development opportunities and reviews how effective these opportunities would be in supporting their progress towards achievement of their career goals.

### Essential resources

Learners will require access to full library facilities including journals/professional magazines, relevant texts, CD ROMs and ICT facilities.

## Indicative resource materials

### Textbooks

Ashbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006) ISBN 9780435463328

Burnard P and Morrison P – *Caring and Communicating* (Palgrave and Macmillan, 1997) ISBN 0333664396

Edexcel Trident – *BTEC Activator: First Health and Social Care* (Pearson Education Ltd, 2007) ISBN 9781846903250

Michie V – *BTEC First Health and Social Care* (Nelson Thorne 2006) ISBN 978048783892

Miller J – *Social Care Practice* (Hodder and Stoughton, 1996) ISBN 034065516X

### Journals

*Community Care Magazine*

*The Nursing Times*

### Websites

[www.community-care.co.uk](http://www.community-care.co.uk)

*Community Care Magazine*

[www.doh.gov.uk](http://www.doh.gov.uk)

Department of Health

[www.nhscareers.nhs.uk](http://www.nhscareers.nhs.uk)

NHS careers

[www.recordingachievement.org](http://www.recordingachievement.org)

Centre for Recording Achievement

[www.roehampton.ac.uk](http://www.roehampton.ac.uk)

Roehampton University

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Health – Sector Skills Council for Health

## Functional Skills – Level 2

| Skill   | When learners are ...   |
|---|---|
| <b>ICT – Use ICT systems</b>  |   |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | conducting internet searches to investigate the requirements of a named work role   |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used      | evaluating a variety of websites with regard to relevance for assessment tasks  |
| Manage information storage to enable efficient retrieval  | storing documents and articles for future use   |
| Follow and understand the need for safety and security practices                                      | storing work on an appropriate portable electronic storage device and using a password for security                                 |
| <b>ICT – Find and select information</b>  |   |
| Select and use a variety of sources of information independently for a complex task                   | selecting information from a variety of websites for use in assessment tasks  |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose         | accessing, researching and evaluating information from a variety of internet sources, with regard to relevance for assessment tasks |
| <b>ICT – Develop, present and communicate information</b>   |   |
| Bring together information to suit content and purpose  | producing leaflets, charts and information booklets   |
| Present information in ways that are fit for purpose and audience                                     | presenting leaflets, charts and information booklets  |

| Skill   | When learners are ...   |
|---|---|
| <b>English</b>  |   |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        | participating in group discussions; questioning guest speakers                      |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | conducting literature searches and using information from these in assessment tasks |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing information booklets and leaflets.  |



# Unit 6: Service Improvement in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | K/502/3680        |
| QCF Level 2:  | BTEC Short Course |
| Credit value: | 2                 |

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## Unit aim

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

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

## Unit introduction

The introduction of government legislation, together with media coverage of some inconsistencies of service, have highlighted the need for standardisation of health provision in all areas. In order to measure service provision, evaluative measures have been introduced by government and also by professional bodies. Therefore it is of paramount importance, that employees in the health sector have a full understanding of the need for and the practice of evaluation and improvement of services.

This unit will provide learners with an understanding of the importance of evaluating services in order to meet the requirements of government legislation, codes of practice and organisational guidelines and policies. Factors which affect the service are explored, as well as those factors which could improve the provision of services.

Learners will examine circumstances when support may be required, in order to make changes to their own practice, to comply with service and legislative requirements and to improve the support of people who use services. Reflection on own performance and the need to progress in areas of weakness will be examined through a consideration of the appraisal system, monitoring of performance and continuing professional development. Learners will also consider the importance of keeping to timelines when implementing effective improvements.

## Learning outcomes and assessment criteria

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

**On completion of this unit a learner should:**

| Learning outcomes  | Assessment criteria   |
|--|---|
| 1 Know how to carry out evaluation of services                           | 1.1 state the importance of evaluating service provision<br>1.2 describe evaluation tasks to be carried out   |
| 2 Know how to pass on constructive ideas for improving service provision | 2.1 identify factors affecting the service<br>2.2 describe factors that could improve service provision<br>2.3 state how to raise issues and make suggestions about service provision |
| 3 Know how to make changes to own practice to improve service provision. | 3.1 describe circumstances when support may be required to make changes to own practice<br>3.2 state the importance of keeping to timelines to implement effective improvements.      |



## Unit content

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### 1 Know how to carry out evaluation of services

*Reasons for evaluation:* ensure effective delivery; meeting government and service led targets and guidelines; identification of areas for improvement; empowerment of individuals who use the service

*Methods of evaluation:* government and organisational reviews; checklists; people who use services forums; surveys; measurement of service delivery against government and organisational standards; staff observations and monitoring; peer observations; staff appraisals; supervision of practice; use of mentors

*Legislation and guidelines:* relevant sections from appropriate past, current and future legislation, eg Care Standards Act, National Health Service (NHS) Act, National Minimum Standards, National Service Frameworks, Nursing and Midwifery Code of Practice, NHS Quality Framework, National Institute for Clinical Excellence Guidelines (NICE), National Institute for Mental Health in England Guidelines (NIMH), Quality and Outcomes Framework, Valuing People, Valuing People Now

### 2 Know how to pass on constructive ideas for improving service provision

*Contribution of ideas:* lines of reporting; knowledge of organisational procedures; staff meetings; use of appropriate forms and documents; methods of reporting; importance of verbal and non-verbal communication; listening skills; use of professional language; knowledge of own role and boundaries; ability to recognise the contributions of others

*Factors which affect the service:* attitudes; assumptions; prejudice; distribution of resources; financial issues; staffing levels; government and organisational targets; guidelines and policies; workloads

*Raising issues:* opportunities to contribute ideas; methods of management; importance of teamwork; multi-disciplinary approach

### 3 Know how to make changes to own practice to improve service provision

*Improving own practice:* continuing professional development; training events; upgrading of skills in line with current service standards; use of peer reviews; reflective journals; supervision; mentors; reading appropriate literature, eg professional journals and magazines

*Importance of timelines:* reviewing progress

## Essential guidance for tutors

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### Delivery

The unit should be delivered by a suitably qualified and experienced tutor, and taught in the context of current health sector issues. Learners will need an explanation of the term 'evaluation' and should be encouraged to evaluate their own performance as an ongoing process.

Promoting the use of a reflective journal would encourage self-evaluation; support would be needed to monitor own performance and recognise areas of weakness. The use of case studies and media coverage of actual events in the sector could provide material for the evaluation of services.

Learners will require some taught input with regard to the legislation and guidelines, but supported access to appropriate internet sites will enhance learning and encourage independence. Learners should have a basic understanding of the concepts of the legislation and an awareness of the needs to refer to legislation in specific instances.

Learners should be encouraged to contribute their own experiences of health sector employment or periods of work experience where appropriate, to provide a realistic context for the unit. Role play and simulation activities could support learners in developing the skills necessary to contribute ideas for service improvement, and enable learners to explore issues of concern.

Input from health sector professionals would benefit learners and enhance their learning. Access to professional journals and magazines would support delivery, particularly with regard to professional updates. Buzz groups and group discussions will enable learners to clarify points and the use of internet and other sources of information will provide some of the underpinning knowledge requirements of the unit.

### Assessment

The unit could be assessed by four tasks, all forming one assignment which covers the whole unit. For assessment criteria 1.1 and 1.2 learners could produce a short report stating the importance of evaluating services and describing three evaluation tasks which could be carried out in one area of the health sector. Learners will require guidance with regard to the appropriate format for writing reports.

For assessment criteria 2.1 to 2.2 learners could produce a chart which identifies factors which affect service provision. Assessment criterion 2.3 could be assessed by a written essay, describing three factors which could improve service provision, explain procedures for raising awareness and make suggestions for improvement.

Assessment criterion 3.1 could be assessed by the production of a short essay, discussing three circumstances where a learner may require support in order to improve their professional practice. For assessment criterion 3.2 learners could produce a short presentation on the importance of timelines when implementing improvements. Tutors would need to provide a written statement of achievement, outlining understanding of the relevant course content, and use of verbal and non-verbal communication skills.

## Essential resources

Learner will require access to full library facilities, including texts, CD ROM, professional magazines, sector standards, current newspapers and ICT facilities. Relevant case studies and recordings of television programmes such as the Channel Four series 'Dispatches ' would also enhance learning.

## Indicative resource materials

### Textbooks

Ashbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006) ISBN 9870435463328

Burnard P and Morrison P – *Caring and Communicating* (Palgrave Macmillan, 1997) ISBN 033664396

Miller J – *Social Care Practice* (Hodder and Stoughton, 1996) ISBN 034065516X

### Journals

*Community Care Magazine*

*The Independent* newspaper

*The Nursing Times*

### Websites

[www.dh.gov.uk/en/publicationsandstatistics](http://www.dh.gov.uk/en/publicationsandstatistics)

NHS Quality Framework

[www.performance.doh.gov.uk](http://www.performance.doh.gov.uk)

NHS Performance Indicator

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Health – Sector Skills Council for Health

## Functional Skills – Level 2

| Skill  | When learners are ...  |
|--|--|
| <b>ICT – Use ICT systems</b>   |  |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs  | using a variety of websites to obtain relevant information   |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used   | evaluating a variety of websites with regard to relevance and usefulness                                   |
| Manage information storage to enable efficient retrieval   | storing incomplete work, documents and articles for later use  |
| Follow and understand the need for safety and security practices   | storing information on an appropriate portable electronic storage device and using a password for security |
| <b>ICT – Find and select information</b>   |  |
| Select and use a variety of sources of information independently for a complex task  | selecting a variety of internet sources when investigating information for assessment tasks                |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose  | accessing a variety of websites and evaluating their information for relevance to assessment tasks         |
| <b>ICT – Develop, present and communicate information</b>  |  |
| Bring together information to suit content and purpose   | producing charts, essays and presentations   |
| Present information in ways that are fit for purpose and audience  | presenting charts, essays and presentations  |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | emailing attachments of assessment tasks to tutors in order to obtain formative feedback                   |

| Skill   | When learners are ...  |
|---|--|
| <b>English</b>  |  |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        | contributing to buzz groups and group discussions; delivering the presentation |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | conducting literature searches prior to completing assessment tasks            |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing essays for assessment.   |



# Level 3 units





# Unit 1: Communication Skills for Working in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | L/502/3381        |
| QCF Level 3:  | BTEC Short Course |
| Credit value: | 3                 |

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## Unit aim

To improve the effectiveness of communication for working in the health sector. The unit covers how barriers to effective communication can be managed working within laws and regulations. Learners will become more effective in communicating with different groups of people consistent with relevant procedures, legislation and policies.

## Unit introduction

Learners will examine the factors which should be considered when communicating and the importance of using forms of communication that are appropriate to the situation. This unit outlines the skills required to communicate effectively and in compliance with the relevant policies, procedures and legislation.

Learners will investigate barriers to effective communication and evaluate the effectiveness of the suggested strategies in overcoming barriers.

Learners will examine how to maintain accurate and complete records, essential for the communication of written information in the health sector. Learners will also investigate the relevant legislation, policies and procedures in relation to record keeping requirements.

Learners will investigate how to develop their own communication skills, assess appropriate strategies to improve their own communication and examine the ways in which effective communication can present positive images of self, organisation or service.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes   | Assessment criteria   |
|---|---|
| 1 Understand how to communicate effectively in different situations | 1.1 explain the factors to consider when communicating<br>1.2 explain the importance of using forms of communication that are appropriate to the situation<br>1.3 outline the skills needed for effective communication in different situations<br>1.4 explain how to communicate according to policies, procedures and legislation |
| 2 Understand how to manage barriers to effective communication      | 2.1 describe barriers to effective communication<br>2.2 evaluate strategies to overcome barriers to effective communication   |
| 3 Know how to maintain accurate and complete records                | 3.1 describe the requirements of relevant legislation, policies and procedures in relation to record keeping<br>3.2 describe how to maintain accurate and complete records<br>3.3 describe why it is important to follow relevant legislation, policies and procedures when communicating and sharing information                   |
| 4 Understand how to develop own communication skills.               | 4.1 explain how effective communication can present a positive image of self, organisation or service<br>4.2 assess strategies to improve effectiveness of own communication.   |

## Unit content

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### 1 Understand how to communicate effectively in different situations

*Factors:* communication needs; preferred spoken language; cognitive and sensory impairment; mental health issues; age; the environment eg lighting, background noise, seating; behaviour eg attitudes, assertive, aggressive, submissive aggressiveness; responses to behaviour; levels of understanding; presence of others; confidentiality

*Forms of communication:* formal and informal; one-to-one; groups; verbal; non-verbal; speech and language eg slang, jargon, dialect; paralanguage; listening skills; paraphrasing; reflection; the communication cycle; communicating with professionals; communication passports; objects of reference; signs, symbols and pictures; technology eg hearing aids, text, mobile phones; written eg reports, letters, memorandum; British Sign Language; Makaton; anti-discriminatory practice in communication

*Skills needed:* listening skills, paraphrasing, reflection; the communication cycle; communicating with professionals; communication passports; objects of reference

*Policies, procedures and legislation:* relevant sections from past, current and future legislation eg Freedom of Information Act, Data Protection Act, Care Standards Act, Children Act, Children Act, Human Rights Act, Mental Health Act; organisational policies and procedures; integrated workforce agenda, communication across organisations and services

### 2 Understand how to manage barriers to effective communication

*Barriers:* language needs and preferences; type of communication eg difficult, sensitive, complex; disability; mental health issues; cultural differences and customs; use and abuse of power; time; self-esteem; assumptions; prejudice; values and beliefs

*Strategies to overcome barriers:* use of technological support eg hearing aids, minicom; use of text facility eg computer software; use of human support eg befrienders, advocates, translators, signers

### 3 Know how to maintain accurate and complete records

*Ways of maintaining and completing records:* correct completion and maintenance; accurate filing and retrieval; storage including electronic storage; use of secure passwords

*Legislation, policies and procedures:* sections of relevant legislation eg Data Protection Act, Freedom of Information Act, Human Rights Act, Mental Health Act; organisational policies and procedures; importance of following relevant legislation, policies and procedures

#### 4 **Understand how to develop own communication skills**

*Effective communication:* ways effective communication can present positive images of self, organisations and services

*Strategies to improve:* developing self-awareness; use of professional language; appropriate non-verbal communication; awareness of cultural norms; accurate speech; avoiding certain speech eg jargon, slang, dialect; use of supervision and mentors; accepting constructive criticism

## Essential guidance for tutors

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### Delivery

The unit should be delivered by an appropriately qualified and experienced tutor. It is essential that the tutor has experience in demonstrating and modelling appropriate communication skills in order to fully provide learners with sufficient understanding of what this unit requires.

Learners will require tutor input on much of the unit content. However, learners should be encouraged to participate in simulation activities and role play, based on vocational scenarios, in order to practice the skills essential to effective communication. Tutors should ensure learners have a general understanding of the concepts of the legislation and an awareness of the needs to refer to legislation in specific instances.

The use of case studies as a basis for class discussions will enable learners to match communication skills with situations and also to consider potential barriers and their solutions. Learners could also develop their knowledge and understanding of the relevant legislation, policies and procedures by applying them to case studies.

Learners could be encouraged to keep a reflective journal of their progress through the unit, particularly their participation in various role plays and simulation activities. The portrayal of self, organisations and services through communication will require some tutor input, however, learners should be encouraged to discuss issues and reflect upon their own progress in this area. Appropriate DVDs would also enhance learning.

Learners should have access to exemplars of accurately completed records, to enable them to understand the procedures.

### Assessment

Assessment criteria 1.1 to 1.3 could be assessed using an essay which describes effective communication skills, explains factors to be considered and evaluates the importance of using the correct form of communication in order to be effective. Learners must show an ability to apply information to vocational situations in order to meet the criteria.

Assessment criterion 1.4 asks learners to apply legislation, policies and procedures to issues around sharing information in the health sector. This criterion could be assessed by applying them to a potential incident which may be encountered within the health sector in order to provide a relevant context for learners.

For assessment criteria 2.1 and 2.2 learners could produce a brief report which discusses barriers to effective communication and evaluates strategies to minimise or overcome them.

Assessment criteria 3.1, 3.2 and 3.3 could be assessed using an information pack that describes and analyses the important links between records and the relevant legislation, policies and procedures.

Assessment criterion 4.1 could be assessed through learners outlining how effective communication helps present a positive image of self, organisation or service.

Assessment criterion 4.2 could be assessed through learner evaluation of their current communication skills and an assessment of how they could make these more effective.

## Essential resources

Learners will require access to full library facilities including relevant texts, DVDs, CD ROMs, current newspapers, professional magazines and ICT facilities.

## Indicative resource materials

### Textbooks

Boys D and Langridge E – *BTEC National Health and Social Care Book 1* (Nelson Thornes, 2007) ISBN 0748784047

Crawford P and Bonham P – *Communication in Clinical Settings* (Nelson Thornes, 2006) ISBN 0748797165

Stretch B – *Core Themes in Health and Social Care* (Heinemann, 2007) ISBN 9780435464257

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007) ISBN 9780435499150

### Journals

*Care and Health*

*Community Care*

*The Nursing Times*

### Websites

[www.community-care.co.uk](http://www.community-care.co.uk)

[www.dh.gov.uk](http://www.dh.gov.uk)

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

*Community Care Magazine*

Department of Health

Skills for Health – Sector Skills Council for Health

## Functional Skills – Level 2

| Skill  | When learners are ...  |
|--|--|
| <b>ICT – Use ICT systems</b>   |  |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs  | selecting and using a variety of internet sources to obtain information regarding relevant legislation       |
| Manage information storage to enable efficient retrieval   | storing documents and articles for further use in assessments  |
| Follow and understand the need for safety and security practices   | storing information onto an appropriate portable electronic storage device and using a password for security |
| <b>ICT – Find and select information</b>   |  |
| Select and use a variety of sources of information independently for a complex task  | selecting information from a variety of websites   |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose  | accessing websites, searching for relevant information and evaluating its relevance for tasks                |
| <b>ICT – Develop, present and communicate information</b>  |  |
| Bring together information to suit content and purpose   | collating web-based information for use in assessment tasks  |
| Present information in ways that are fit for purpose and audience  | presenting work as essays and information packs  |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | emailing tutors to gain formative feedback on assessment tasks   |

| Skill   | When learners are ...   |
|---|---|
| <b>English</b>  |   |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        | contributing to class discussions and buzz groups; questioning guest speakers |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | conducting literature searches to obtain relevant information                 |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing essays and information packs.                                       |



## Unit 2: Equality and Diversity in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | L/502/3400        |
| QCF Level 3:  | BTEC Short Course |
| Credit value: | 4                 |

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### Unit aim

To increase understanding of equality and diversity for working in the health sector. The unit covers equality and diversity in relation to everyone within the sector, including those who use the services, their supporters, staff, visitors and the general public. Learners will gain an understanding of their responsibility to act in ways that support equality and diversity and how discrimination can affect people. They will gain understanding of the action to take if their own or others' behaviour undermines equality and diversity.

### Unit introduction

This unit investigates ways in which relevant legislation, policies and procedures support the rights of people within the organisation or service and provides learners with an understanding of the legislative framework within which they must work.

Learners will consider individual differences in belief and the effects these can have on individual preferences and choices. Learners will investigate ways of working with individuals which respect these beliefs, preferences and choices and supports equality and diversity.

Learners will investigate causes and types of discriminatory behaviour and be encouraged to examine/challenge their own attitudes and behaviour as workers in the health sector.

Learners will also identify how discrimination may occur between organisations and between people and how this may be avoided.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes   | Assessment criteria   |
|---|---|
| 1 Know how legislation and policy provide guidance for promoting rights and supporting equality and diversity | 1.1 describe ways in which legislation supports people's rights within an organisation or service<br>1.2 describe the procedures to follow to promote rights and support equality and diversity   |
| 2 Understand the need to value individuality and respect diversity  | 2.1 explain how individual differences may affect people's beliefs, preferences and choices<br>2.2 explain ways of working which value individuality and respect diversity  |
| 3 Understand how peoples' behaviour impacts on equality and diversity   | 3.1 assess how attitudes and prejudice may lead to behaviour which undermines equality and diversity<br>3.2 explain how people are affected by behaviour which undermines equality and diversity<br>3.3 evaluate the effects of own behaviour on others |
| 4 Know how to respond appropriately to behaviour that is discriminatory or undermines equality and diversity. | 4.1 identify how people or organisations may discriminate against others<br>4.2 describe the actions to be taken when equality and diversity is not promoted or if discrimination is taking place.  |

## Unit content

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### 1 Know how legislation and policy provide guidance for promoting rights and supporting equality and diversity

*Legislation:* relevant sections from past, current and future legislation eg Sex Discrimination Act, Mental Health Act, Race Relations (Amendment) Act, Disability Discrimination Act, Human Rights Act, Nursing and Residential Care Homes, Care Standards Act, Data Protection Act, Age Discrimination Act

*Policies and procedures:* Valuing People; Valuing People Now; organisational or service policies and procedures eg positive promotion of individual rights, advocacy, work practices, staff development and training, quality issues, complaints procedures; users of services forums; affirmative action; anti-harassment; confidentiality; human rights

### 2 Understand the need to value individuality and respect diversity

*Beliefs, preferences and choices:* humanism; religious faith; sexuality; ethnicity; culture; moral beliefs eg pro-life, pro-choice, vegetarianism, veganism

*Positive approaches:* anti-discriminatory practice; promotion of rights; active support consistent with beliefs, choices, preferences, culture, ethnicity, faith; empowerment of individuals; person centred approach to support of individuals; promoting and celebrating diversity; challenging discrimination

### 3 Understand how peoples' behaviour impacts on equality and diversity

*Behaviour which undermines equality and diversity:* prejudice; labelling; stereotyping; direct and indirect discrimination; misunderstanding of situations and people, assumptions; effects of discriminatory behaviour and practice

*Effect of own behaviour on others:* balancing own rights with those of others; evaluating interactions and outcomes

### 4 Know how to respond appropriately to behaviour that is discriminatory or undermines equality and diversity

*Forms of discrimination:* direct and indirect discrimination; effects of discriminatory behaviour; making assumptions; preferential treatment of others; use of derogatory terms and descriptions; misuse of names; inaccurate use of individual's names; refusing choices; ignoring preferences; inappropriate support; ignoring celebrations and festivals; organisational policies and procedures

*Dealing with discriminatory behaviour:* lines of reporting; named persons; challenging discriminatory behaviour openly; offering training; challenging prejudice, assumptions, stereotypes and labels; challenging own behaviour

## Essential guidance for tutors

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### Delivery

Learners will require considerable guidance when exploring the issues covered by this unit. Furthermore, some measure of structured teaching will be needed in order to introduce the concepts covered by this unit, some of which will be unfamiliar to learners. Learners should be able to discuss issues and views within a safe environment. However, sensitivity, tact and diplomacy will be required in dealing with controversial opinions which may arise. Visiting speakers from centres of religious faith such as churches, synagogues, mosques and Sikh temples, or guest speakers from, for example, the Humanist Society or a Disability Living Centre would enhance learners' experience.

Case studies from the Council for Racial Equality documents could be used to demonstrate the effects of racism and other forms of discrimination to learners. Articles from current broadsheet newspapers such as *The Guardian* and *The Independent* could also offer insight into the issue of racism and discrimination.

Learners need to be provided with accurate information on the current procedures for dealing with discrimination in all of its forms within the health sector and the serious consequences of such behaviour.

Learners will need tutor input in order to gain a general understanding of the concepts of the relevant past, current and future legislation on diversity and an awareness of the needs to refer to legislation in specific instances.

### Assessment

This unit may be assessed in a variety of ways, enabling learners to meet the evidence requirements through a range of means. Assessment criteria 1.1 and 1.2 could be assessed by a letter written to a friend which addresses relevant legislation and procedures within the health sector for dealing issues of discrimination.

For assessment criteria 2.1 and 2.2 learners could discuss issues which may arise because of individual differences, beliefs, choices and preferences, in the form of an essay.

Assessment criteria 3.1, 3.2 and 3.3 could be assessed by a report which deals with issues of attitude and prejudice. Learners may need support to deal with the challenges which a report on these issues may present.

Assessment criteria 4.1 and 4.2 could be met by a poster which identifies ways in which discrimination happens and the correct action to take to tackle it.

## Essential resources

Learners will require access to full library facilities including relevant texts, DVDs, CD ROMs, current newspapers, professional magazines and ICT facilities.

## Indicative resource materials

### Textbooks

Clements P and Jones J – *The Diversity Training Handbook: A Practical Guide to Understanding and Changing Attitudes* (Kogan Page, 2002) ISBN 0749437227

Malik H – *A Practical Guide to Equal Opportunities* (Nelson Thornes, 2003) ISBN 0748770798

Moonie N – *Diversity and Rights in Care* (Heinemann, 2004) ISBN 0435401262

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007) ISBN 9780435499150

### Journals

*Care and Health*

*Community Care Magazine*

*Guardian* newspaper

*Independent* newspaper

*The Nursing Times*

### Websites

[www.cre.gov.uk](http://www.cre.gov.uk)

Council for Racial Equality

[www.kingsfund.org.uk](http://www.kingsfund.org.uk)

The Kings Fund

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Health – Sector Skills Council for Health

[www.tht.org.uk](http://www.tht.org.uk)

The Terence Higgins Trust

## Functional Skills – Level 2

| Skill  | When learners are ...   |
|--|---|
| <b>ICT – Use ICT systems</b>   |   |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs  | using internet research to locate pertinent information for assessment tasks                                    |
| Manage information storage to enable efficient retrieval   | storing incomplete course work, relevant documents and articles for future use, labelling documents and folders |
| Follow and understand the need for safety and security practices   | storing information onto appropriate portable electronic storage devices and using a password for security      |
| <b>ICT – Find and select information</b>   |   |
| Select and use a variety of sources of information independently for a complex task  | selecting relevant websites and using the information in assessment tasks                                       |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose  | accessing a variety of websites and selecting relevant material   |
| <b>ICT – Develop, present and communicate information</b>  |   |
| Bring together information to suit content and purpose   | collating information into appropriate formats for use in assessment tasks                                      |
| Present information in ways that are fit for purpose and audience  | producing essays, reports and letters for assessment  |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | using email to contact tutors and peers to discuss progress   |
| <b>English</b>   |   |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts             | questioning guest speakers; participating in buzz groups and group discussions                                  |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                         | conducting literature searches  |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively      | producing the letter, report and essay.   |

## Unit 3: Health, Safety and Security in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | R/502/3401        |
| QCF Level 3:  | BTEC Short Course |
| Credit value: | 3                 |

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### Unit aim

This unit aims to give the learner an understanding of how they can assist in monitoring and maintaining health, safety and security in the healthcare environment. It incorporates aspects such as identifying and managing risk; relevant legislation and workplace policies and procedures; how to report issues and promote the importance of health, safety and security.

### Unit introduction

The monitoring and maintenance of health, safety and security is of paramount importance, within the healthcare environment. This unit will introduce learners to the principles and practice of the subject, as well as the legislative framework which guides the safe running of a healthcare environment.

Learners will investigate ways of assessing risks to themselves and to others from identified hazards and how risks may be managed and monitored using organisational policies and procedures.

Learners will review key health, safety and security legislation and explain the policies and procedures which are associated with this.

Learners will gain an understanding of the importance of reporting incidents, within an appropriate timeframe, that may place health, safety and security at risk. Methods of reporting incidents will be examined and emphasis should be placed on the need to adhere to organisational policies and procedures.

Learners will investigate how to alert others to pertinent issues and how to provide information and advice to others about risks to health, safety and security in an organisation or service. This unit will also enable learners to describe ways of promoting health, safety and security and to manage emergency situations.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes   | Assessment criteria   |
|---|---|
| 1 Understand how to assess and manage potential risks to the health safety and security of self and others              | 1.1 explain ways to assess risks to self and others for identified hazards<br>1.2 explain how risks to self can be managed in an organisation or service<br>1.3 explain how risks to others can be managed and monitored  |
| 2 Understand how to work in ways that are consistent with legislation and organisational policies and procedures        | 2.1 review the key legislation that relates to health, safety and security in an organisation or service<br>2.2 explain the policies of an organisation or service that are associated with the legislation<br>2.3 explain how to work in a way that is consistent with these policies or procedures  |
| 3 Understand the importance of, and how to provide reports of actual and potential risks to health, safety and security | 3.1 explain the importance of accurate and timely reporting of incidents that may put health safety and security at risk<br>3.2 explain the method(s) used for reporting incidents in line with organisational procedures   |
| 4 Know how to support others in maintaining health, safety and security.  | 4.1 outline how to alert others to issues of health, safety and security<br>4.2 describe ways in which a healthy, safe and secure working environment can be promoted<br>4.3 describe ways of providing information and advice to others about risk in an organisation or service<br>4.4 describe the process of managing an emergency situation. |



## Unit content

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### 1 Understand how to assess and manage potential risks to the health, safety and security of self and others

*Assessing risks:* risk assessments; review of risk assessments

*Risks:* injury or harm to individuals; infection; damage to equipment; damage to the environment; damage to the reputation of the organisation or service

*Managing risks to self and others:* adherence to legislation and organisational policies and procedures; following instructions for equipment and medication; correct storage and disposal of waste and hazardous substances; correct use of personal protective equipment; personal hygiene; completing documentation; monitoring work practices; regular reviews of potential risks, policies and procedures; completion of health and safety records, incident books and accident books

### 2 Understand how to work in ways that are consistent with legislation and organisational policies and procedures

*Legislation and guidelines:* relevant sections from past, current and future legislation eg Health and Safety at Work Act, Management of Health and Safety at Work Act, Management of Health and Safety Regulations, Food Safety Act, Food Safety (General Food Hygiene) Regulations, Manual Handling Operations, Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health Regulations (COSHH)

*Policies and procedures:* organisational policies and procedures; links with relevant legislation; familiarisation of staff with relevant literature; monitoring work practices to ensure match to relevant legislation; use of supervision; management and peer observations; official reviews; calibration of equipment

### 3 Understand the importance of, and how to, provide reports of actual and potential risks to health, safety and security

*Reporting risks:* accurate and timely reporting of incidents eg spillages (chemical, biological), reporting broken or faulty equipment; named persons; health and safety officers; completing of incident and accident books; contacting the Health and Safety Executive; producing reports when appropriate; use of hazard notices eg for wet or slippery surfaces

**4 Know how to support others in maintaining health, safety and security**

*Promoting health, safety and security:* use of health and safety notices; issuing leaflets about particular health, safety and security issues; procedure books; staff training; supervision; monitoring of staff; accurate disposal of waste, sharps, soiled laundry; provision of hand hygiene facilities; provision of personal protective equipment; safe storage of food, substances and medication; locking doors and windows; use of safety gates where appropriate; accurate use of hoists or lifting and handling equipment

*Managing emergency situations:* action at emergency; containing situations; named contacts; contacting emergency services where appropriate; dealing with onlookers; preventing further risks or harm to others and self; need for calm approach; first aid procedures

## Essential guidance for tutors

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### Delivery

The unit should be delivered by an experienced and appropriately qualified tutor, preferably with a history of employment in the health sector. Learners will require some focused input, to introduce them to the various aspects of the unit. Learners would benefit from a combination of taught sessions and visits from guest speakers, for example health professionals, environmental health officers or personnel from local offices of the Health and Safety Executive.

The concept of risk management could be introduced in the classroom by getting learners to conduct a risk assessment. This could be in the form of a survey of the centre or a local park or other leisure facility. Learners could obtain information on key legislation using the internet and tutor support, and use class discussions to reinforce this knowledge.

Learners need to understand the links between legislation and organisational policies and procedures and the consequences of not adhering to these. Learners should have a general understanding of the concepts of the legislation and an awareness of the need to refer to legislation in specific instances.

The use of 'hazard' pictures of vocational settings and case studies will help learners place the information in context. Newspaper articles on outbreaks of infections, food poisoning and other illnesses could be used to set the unit in context.

Learners could be encouraged to conduct a survey of the health and safety notices and other pertinent information, for example fire exits and fire fighting equipment, within the centre.

Learners should be encouraged to undergo appropriate first aid training and certification. Other relevant qualifications include those in food hygiene and manual handling.

### Assessment

The unit may be assessed in a variety of ways but it is strongly recommended that assessments retain the vocational focus of the unit.

Assessment criteria 1.1, 1.2 and 1.3 could be assessed by the production of a leaflet which informs colleagues of methods of dealing with risks. Learners who work in the sector could be encouraged to share the information with their supervisors.

For assessment criteria 2.1, 2.2 and 2.3 learners could write an essay which reviews key legislation and policies and analyses ways of structuring work practice in line with these. The format should enable learners to demonstrate an ability to link theory with practice.

For assessment criteria 3.1 and 3.2 learners could produce an article for a student magazine, describing the importance of accurate and timely reporting of incidents and the methods of reporting them. Learners will need to demonstrate full understanding of the consequences of delays in reporting incidents at this level.

For assessment criteria 4.1, 4.3 and 4.4 learners could produce a poster, outlining six ways of alerting colleagues to health, safety and security issues. Learners could also produce an information sheet on managing an emergency situation linked with an earlier identified risk. Learners could produce posters and information sheets to a professional standard and tutors should ensure that identifiable pictures/photographs are not included, in line with Edexcel policy.

For assessment criterion 4.2 learners could write an essay, discussing ways of promoting healthy, safe and secure working environments.

### Essential resources

Learners will require access to full library facilities including relevant texts, professional magazines and journals, CD ROMs, current newspapers and ICT facilities. Learners would also benefit from access to information from voluntary organisations such as the Royal Society for the Prevention of Accidents and government offices such as the Health and Safety Executive.

### Indicative resource materials

#### Textbooks

Owens G A – *HACCP Works* (Highfield Publications, 2005) ISBN 1904544363

Sprenger R – *The Foundation HACCP Handbook* (Highfield Publications) ISBN 19045444355

Sprenger R and Fisher I – *The Essentials of Health and Safety (Carers)* (Highfield Publications) ISBN 1871912032

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007) ISBN 9780435499150

#### Journals

*Community Care*

*The Nursing Times*

#### Websites

[www.bohs.org](http://www.bohs.org)

British Occupational Hygiene Society

[www.dh.gov.uk](http://www.dh.gov.uk)

Department of Health

[www.foodstandards.ds.gov.uk](http://www.foodstandards.ds.gov.uk)

Food Standards Agency

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

[www.hsebooks.co.uk](http://www.hsebooks.co.uk)

Health and Safety Executive Books

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Health – Sector Skills Council for Health

## Functional Skills – Level 2

| Skill   | When learners are ...  |
|---|--|
| <b>ICT – Use ICT systems</b>  |  |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs                                     | selecting a variety of websites for information to include in assessment tasks                           |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used  | saving information in a variety of formats   |
| Manage information storage to enable efficient retrieval  | storing incomplete work, documents and articles in folders for future use                                |
| Follow and understand the need for safety and security practices  | storing information on appropriate portable electronic storage devices and using a password for security |
| <b>ICT – Find and select information</b>  |  |
| Select and use a variety of sources of information independently for a complex task   | using a variety of websites to use in essays and magazine articles                                       |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose   | accessing a variety of internet sites, selecting information and evaluating its relevance for the unit   |
| <b>ICT – Develop, present and communicate information</b>   |  |
| Bring together information to suit content and purpose  | combining information collated from a variety of websites  |
| Present information in ways that are fit for purpose and audience   | presenting work as essays, reports, leaflets and information sheets                                      |
| <b>English</b>  |  |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        | contributing to buzz groups and group discussions and questioning guest speakers                         |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | conducting literature searches, gathering information and using it in assessment tasks                   |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing essays, leaflets, information sheets and magazine articles.                                      |



## Unit 4: Maintaining Quality Standards in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | F/502/3412        |
| QCF Level 3:  | BTEC Short Course |
| Credit value: | 2                 |

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### Unit aim

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

### Unit introduction

The maintenance of quality standards is a major part of providing 'best practice' in supporting individuals who use services. Media coverage of areas of weakness within the health and care sectors has demonstrated the need to raise and maintain standards which meet the rigour demanded by the people who use services, governments and professional bodies within the sector.

Learners will investigate the essential nature of quality in all areas of health sector provision, including resources, staff issues, team working and the prioritising of workload to support the work life balance. Learners will investigate the concept of accountability when working with others, in order to ensure quality standards and professionalism.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes   | Assessment criteria   |
|---|---|
| 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<br>1.2 explain how others could be encouraged to meet quality standards<br>1.3 explain the benefits of maintaining quality standards              |
| 2 Understand the importance of working with others to provide a quality service           | 2.1 explain personal responsibilities for working with others<br>2.2 explain accountability when working with others<br>2.3 explain the importance of working effectively with others to provide a quality service  |
| 3 Know how to monitor quality standards   | 3.1 describe methods of monitoring quality standards<br>3.2 state how to inform other staff of quality issues<br>3.3 describe how resources can be monitored and maintained<br>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<br>4.2 evaluate how prioritising work will ensure the maintenance and improvement of a quality service.   |



## Unit content

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### 1 Understand how to provide a quality service within legislation, policies and procedures

*Quality standards, legislation, guidelines and regulations:* relevant sections from past, current and future legislation eg Care Standards Act, National Institute for Clinical Excellence Guidelines, Health and Social Care (Community Health and Standards) Act, Human Rights Act, Nursing and Residential Care Homes Regulations, Mental Health Act and associated codes of practice; National Minimum Standards; Nursing and Midwifery Council Code of Professional Conduct; National Occupational Standards; Quality Standards for Health and Social Care; importance of meeting quality standards as determined by legislation, policies and procedures

*Ways of engaging others:* meeting targets; meeting national minimum standards; accuracy of delivery; standardisation of provision throughout the sector

*Benefits of maintaining quality standards:* increased quality of provision for people who use services; increased work satisfaction; reduction of adverse publicity of the sector; reduction of worker stress; reducing inaccuracies; cost effective; reduction of waste with regard to resources

### 2 Understand the importance of working with others to provide a quality service

*Personal responsibilities and accountability:* recognition of personal responsibilities by the team; monitoring of efficiency, and effectiveness; observing models of good practice; health and safety issues

*Benefits of working with others:* greater accountability; shared responsibility for quality; peer support; recognition of personal responsibilities by the team; monitoring of efficiency, and effectiveness; observing models of good practice; health and safety issues

### 3 Know how to monitor quality standards

*Methods of monitoring quality standards:* peer reviews; appraisals; personal development plans; use of supervision and mentors; checking and recording use and levels of resources; calibration of equipment; conversance with standards

*Ways of informing staff of quality issues:* use of supervision and mentors

*Ways of monitoring and maintaining resources:* checking and recording use and levels of resources; calibration of equipment

*Benefits of monitoring quality:* ensuring standards; measuring standards against government and sector targets; requirements of people who use services; improvements in service delivery; enhanced reputation of the organisation/service; amending services where necessary

**4 Understand the importance of prioritising own workload to reduce risks to quality**

*Factors affecting workload:* time constraints; poor time management; inefficiency; inability to delegate; staff shortages; staff illness; increased caseloads; government and service targets; financial constraints

*Reasons for prioritising work:* greater effectiveness and efficiency; reduction in inaccuracies; reduction in stress levels and related illness; attention to quality issues; improved staff relations

## Essential guidance for tutors

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### Delivery

It is essential that the tutor delivering this unit has a thorough understanding of quality standard issues and their effects on service delivery in the health sector. Learners will need to fully understand the essential nature of quality standards and their impact on all aspects of the sector. Although some direct tutor input will be necessary, other methods such as the use of case studies, DVDs, buzz groups, class discussions and relevant visits may be needed to maintain learner interest and provide a vocational context.

Learners should recognise the importance of accountability when working with others and the benefits of peer reviews and feedback with regard to their own approach to quality standards.

The issues surrounding supportive teamwork could be explored through simulation activities and role play, with group discussions used to debrief and evaluate performance.

Media coverage of poor standards of service delivery and monitoring standards should be used to demonstrate the need for quality rather than opportunities to criticise professionals.

Internet and literature searches could be used to supplement taught sessions. Learners who are employed within the sector should be encouraged to contribute experiences where appropriate.

### Assessment

The unit may be assessed in a variety of ways. Assessment criteria 1.1, 1.2 and 1.3 could be assessed by a short report on quality standards, demonstrating learners' ability to apply legislation, policies and procedures to standards and to show understanding of the benefits.

Assessment criteria 2.1 to 2.3 could be assessed in the form of an information pack for new healthcare assistants and assessors should emphasise the need for professionalism in presentation, without extensive decoration and unnecessary pictures.

Assessment criterion 3.4 could be presented in the form of a poster.

Assessment criterion 4.1 and 4.2 could take the form of a personal learning plan and may be included as evidence for personal and professional development for learners employed in the sector.

## Essential resources

Learners will require full access to library facilities including relevant texts, professional magazines, CD ROMs and ICT facilities. Input from personnel management on dealing with the work life balance and time management would be of benefit to learners.

## Indicative resource materials

### Textbooks

Boys D and Langridge E – *BTEC National Health and Social Care Book 1* (Nelson Thornes, 2007) ISBN 0748784047

Miller J – *Care Practice for S/NVQ 3* (Hodder Arnold, 2005) ISBN 0340889330

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007) ISBN 9780435499150

Stretch B and Whitehouse M – *BTEC National Diploma Health and Social Care Book 2* (Heinemann, 2007) ISBN 9780435499167

### Journals

*Care and Health*

*Community Care Magazine*

*The Nursing Times*

*Quality Assurance News for Healthcare Education – No 11*

### Websites

|  |   |
|--|---|
| <a href="http://www.dhsspsni.gov.uk">www.dhsspsni.gov.uk</a>                         | Department of Health, Social Services and Public Safety |
| <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>                                     | Department of Health                                    |
| <a href="http://www.healthcarecommission.org.uk">www.healthcarecommission.org.uk</a> | Health Care Commission                                  |
| <a href="http://www.nice.org.uk">www.nice.org.uk</a>                                 | National Institute of Clinical Excellence (NICE)        |
| <a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>           | Skills for Health – Sector Skills Council for Health    |
| <a href="http://www.suht.nhs.uk">www.suht.nhs.uk</a>                                 | Quality Standards from Skills for Health                |

## Functional Skills – Level 2

| Skill   | When learners are ...   |
|---|---|
| <b>ICT – Use ICT systems</b>  |   |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs                                     | selecting a variety of websites to obtain relevant information  |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used  | organising work into online folders   |
| Manage information storage to enable efficient retrieval  | saving incomplete work in folders for easy access   |
| Follow and understand the need for safety and security practices  | storing work onto an appropriate portable electronic storage device and using a password for security |
| <b>ICT – Find and select information</b>  |   |
| Select and use a variety of sources of information independently for a complex task   | selecting and using a variety of websites to produce assessment tasks                                 |
| <b>ICT – Develop, present and communicate information</b>   |   |
| Bring together information to suit content and purpose  | combining web-based information in essays, posters and information packs                              |
| Present information in ways that are fit for purpose and audience   | presenting essays, posters and information packs  |
| <b>English</b>  |   |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        | contributing to group discussions and buzz groups   |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | conducting literature searches to obtain relevant materials   |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing essays and information packs.   |



# Unit 5: People and Personal Development in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | Y/502/3402        |
| QCF Level 3:  | BTEC Short Course |
| Credit value: | 3                 |

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## Unit aim

To gain an understanding of own personal development and how to support the development of others within the health sector. Learners should be aware of sources of feedback and use this to inform own personal development. The unit covers how to offer information to others to assist their development.

## Unit introduction

Personal and professional development is now a recognised component of any organisational strategy for employees. In addition, the professional bodies who oversee the health and care sectors have incorporated such strategies into their requirements for professional advancement.

It is therefore essential that learners intending to enter the health sector are familiar with the concepts of appraisal and development prior to employment.

Learners will examine a named work role within the health sector and assess that role against relevant standards such as the National Occupational Standards for Health and Social Care.

Learners will also be able to measure their own knowledge and skills, whilst identifying areas for development and opportunities for improvement. A reflective approach to work is encouraged throughout the unit, as learners need to be able to see the benefits of self-assessment and the need for personal and professional development within the framework of legislation and standards.

Learners will investigate the need for interpersonal skills, as they support colleagues in meeting development needs and obtaining pertinent information.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes  | Assessment criteria   |
|--|---|
| 1 Understand a work role in the health sector                                  | 1.1 explain the duties and responsibilities of a named work role in the health sector<br>1.2 evaluate the expectations of the work role in relation to relevant standards                                       |
| 2 Understand the components of a personal development plan                     | 2.1 assess own knowledge and understanding against relevant standards.<br>2.2 explain how to use feedback to inform own development<br>2.3 identify own learning needs, interests and development opportunities |
| 3 Understand how learning opportunities can contribute to personal development | 3.1 review ways to record own learning opportunities<br>3.2 evaluate effectiveness of learning opportunities in supporting personal development   |
| 4 Know how to offer information to others to support their development.        | 4.1 identify the information which others may need for their development<br>4.2 describe appropriate methods of offering this information.  |



## Unit content

---

### 1 Understand a work role in the health sector

*Work roles:* know different work roles eg adult nurse, children's nurse, community nurse, GP practice nurse, midwife, healthcare assistant, operating theatre practitioner, ward receptionist, specialist practitioner nurse, environmental health officer, physiotherapist, speech and language therapist; duties and responsibilities; relevant qualifications; skills and personal attributes

*Relevant standards:* relevant sections from past, current and future legislation eg Care Standards Act, Data Protection Act, Freedom of Information Act, Health and Social Care Act, Health and Social Care (Community Health and Standards) Act, National Minimum Standards, Nursing and Midwifery Code of Professional Conduct, Nursing and Midwifery Council Code of Practice; National Occupational Standards for Health and Social Care; requirements of registration with professional bodies

### 2 Understand the components of a personal development plan

*Personal development plans:* appraisal process; defining long-term development; defining short-term goals; need for regular reviews; reflecting on own performance; identifying areas for development; use of supervision, mentors, completing plans, continual professional development; acting on feedback

### 3 Understand how learning opportunities can contribute to personal development

*Learning opportunities:* skills audits; use of mentors and supervision; peer observations; organisational, service or professional bodies training days; study days; use of relevant literature; constructive feedback; evaluation sheets

*Recording learning and development:* reflective journals; personal development plans; compiling a professional development portfolio

### 4 Know how to offer information to others to support their development

*Supporting development:* peer observations; acting as mentor; supervision; appropriate interpersonal skills; constructive feedback; modelling good practice; paired practice; buddy system; sharing examples of good practice; empathy

## Essential guidance for tutors

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### Delivery

It is essential this unit is delivered by a subject specialist, with appropriate experience, who is able to provide learners with a thorough understanding of the pertinent issues. Learners should be supported when researching their chosen work role and guided towards a realistic view of their own skills and abilities. The emphasis of the unit is on recognising the value of personal development and delivery should reflect this.

Learners should become conversant with the relevant standards and competencies and have a working knowledge of these; not only for assessment purposes but also for personal use in their employment. Supervised internet searches will encourage learners to develop their functional skills in addition to obtaining relevant information regarding occupational standards and pertinent legislation.

Learners should be encouraged to reflect on their own progress and to recognise and value development opportunities as being part of their ongoing progression in the health sector. Learners should be introduced to standard formats of personal development plans and participate in simulation activities, completing development reviews and plans.

The acquisition of appropriate interpersonal skills is an essential component of the unit, and learners will benefit from practical sessions followed by reviews of development in this area. Appropriate videos or DVDs, for example interpersonal training sessions, will be of benefit to learners.

### Assessment

This unit may be assessed in a variety of ways, the following suggestions may support tutor decisions. For assessment criteria 1.1 and 1.2 learners could write a short report on the duties and responsibilities of a work role within the sector, including an evaluation of the standards expected of the role, assessing it against relevant standards in the health sector. Learners will need guidance on the format of the report and support in choosing an appropriate, named role.

For assessment criteria 2.1 to 2.4 learners might be asked to measure their current knowledge and understanding of their chosen role. Sensitive guidance will be required here in order to preserve levels of self esteem and encourage learners to progress appropriately. Learners could produce a personal learning plan which they should be encouraged to view as a positive method of progression.

Assessment criteria 3.1 and 3.2 are related to recording learning opportunities and learners could be asked to review methods of recording and evaluate these. Learners should be encouraged to relate the task to their own experience and career aspirations.

For assessment criteria 4.1 and 4.2 learners could produce a leaflet which identifies the information a colleague may require in order to satisfy the requirements of their chosen work role. Learners might also be asked to describe methods of presenting this information to colleagues. The importance of sensitivity and appropriate interpersonal skills and an ability to empathise with others should be included in learners' work.

## Essential resources

Learners will require access to full library facilities including relevant texts, DVDs CD ROMs, current newspapers, professional magazines and ICT. They will also need exemplars of personal development plans and the documentation relevant to personal appraisal.

## Indicative resource materials

### Textbooks

Crawford P and Bonham P – *Communication in Clinical Settings* (Nelson Thornes, 2006)  
ISBN 0748797165

Jasper M – *Beginning Reflective Practice* (Nelson Thornes, 2003) ISBN 0748771174

Miller J – *Care Practice for S/NVQ Level 3* (Hodder Arnold, 2005) ISBN 0340889330

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007) ISBN 9780435499150

### Journals

*Care and Health*

*Community Care*

*The Nursing Times*

### Websites

[www.healthandsociacare.org](http://www.healthandsociacare.org)

NHS careers

[www.medicalmestoday.com/articles](http://www.medicalmestoday.com/articles)

Review of Annual Nursing and Midwifery Council Report

[www.nhscareers.nhs.uk](http://www.nhscareers.nhs.uk)

National Occupational Standards for Health and Social Care

[www.nmc-uk.org](http://www.nmc-uk.org)

Nursing and Midwifery Council

[www.roehampton.ac.uk](http://www.roehampton.ac.uk)

Roehampton University

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Health – Sector Skills Council for Health

## Functional Skills – Level 2

| Skill  | When learners are ...  |
|--|--|
| <b>ICT – Use ICT systems</b>   |  |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs  | selecting relevant websites to use in a variety of assessment tasks  |
| Manage information storage to enable efficient retrieval   | storing incomplete work, documents and other information for later use   |
| Follow and understand the need for safety and security practices   | storing information onto an appropriate portable electronic storage device and using a password for security                         |
| <b>ICT – Find and select information</b>   |  |
| Select and use a variety of sources of information independently for a complex task  | selecting and using a variety of websites to access information for assessment tasks   |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose  | accessing and evaluating the relevance of web-based information  |
| <b>ICT – Develop, present and communicate information</b>  |  |
| Bring together information to suit content and purpose   | collating information obtained from several web-based sources  |
| Present information in ways that are fit for purpose and audience  | presenting essays and personal development plans   |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | using email to contact relevant organisations to obtain information<br>storing contact lists of tutors to obtain support when needed |
| <b>English</b>   |  |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts             | contributing to group discussions and questioning visiting speakers  |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                         | conducting literature searches to gather relevant information  |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively      | writing essays and personal development plans.   |

## Unit 6: Service Improvement in the Health Sector

|               |                   |
|---------------|-------------------|
| Unit code:    | J/502/3413        |
| QCF Level 3:  | BTEC Short Course |
| Credit value: | 3                 |

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### Unit aim

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.

### Unit introduction

Service improvement is a continual process within the health sector. Services are generally being measured against government standards and targets, demands of people who use services and professional bodies such as the Sector Skills Councils and the Nursing and Midwifery Council.

This unit will develop learners' understanding of the necessity of continual service improvement, and the need to provide optimum support to the people who use the services.

Learners will investigate and examine key issues relating to potential improvements and discuss how such improvements may be implemented.

Learners will also examine and evaluate the effectiveness of their own work role and devise strategies for improvement. The importance of agreeing changes with others in the health sector workforce is emphasised reflecting the 'team nature' of health sector working.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning outcomes   | Assessment criteria  |
|---|--|
| 1 Understand how to evaluate own work and that of others to identify potential improvements         | 1.1 illustrate how to benchmark own work and that of others<br>1.2 explain how feedback can be obtained and used to identify potential service improvements<br>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<br>2.2 explain why service improvements are required<br>2.3 discuss how service improvements could be implemented   |
| 3 Understand how to discuss and agree improvements with others                                      | 3.1 explain the importance of agreeing changes with others<br>3.2 illustrate how working with others can support service improvements  |
| 4 Understand how to make agreed improvements to own work and how to support others to make changes. | 4.1 evaluate strategies for making changes effective within own work role<br>4.2 explain how to support others in implementing changes.  |

## Unit content

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### 1 Understand how to evaluate own work and that of others to identify potential improvements

*Bench marks:* National Occupational Standards; quality standards for health and social care; professional codes of practice; organisational and service benchmarks; organisational and service standards; agenda for change

*Reasons for evaluation:* ensuring effective delivery; meeting government and service led targets; complaints and suggestions from people who use services; identification of areas for improvement; empowerment of people who use services; response to incidents and accidents; to raise standards; continual professional development; empowerment of staff

*Methods of benchmarking and gaining feedback:* appraisals; completion of personal development plans measurement against national occupational standards; national minimum standards; peer reviews; uses of supervision; use of mentors; peer observations; management observations

*Policies and strategies for improvement:* relevant sections from past, current and future legislation eg Care Standards Act, National Minimum Standards, Nursing and Midwifery Codes of Practice, NHS Quality Framework, Quality Outcomes Framework, National Institute for Mental health in England Guidelines (NIMH), National Institute for Clinical Excellence Guidelines; organisational and services policies and guidelines

### 2 Understand how to make constructive suggestions about how services can be improved

*Key issues:* gaps in service; changes in government targets; changes in government guidelines or legislation; responses from forums for people who use services; changes in National Occupational Standards; feedback from Sector Skills Councils; response to research findings eg more efficient methods of delivering services; financial issues; substandard working practices; attitudes; prejudice; assumptions; resistance to change

*Implementing service improvements:* use of interpersonal skills; training days; use of supervision; use of mentors; support for staff through use of appraisal; personal development plans; provision of literature; staff meetings or staff forums; dealing with resistance to change

### 3 Understand how to discuss and agree improvements with others

*Importance of agreeing changes with others:* maintenance of positive working relations; motivation for change; showing respect for individuals; inviting input; smoother implementation of changes; greater levels of cooperation; retention of staff; improved communications

*Supporting improvements through working with others:* cooperative approach; full implementation of changes; positive reinforcement; inclusion of all; supporting weaker team members; sharing issues and problems; dealing with issues

**4 Understand how to make agreed improvements to own work and how to support others to make changes**

*Strategies for effective change and support for others:* use of reflective diaries; review of appraisals; action plans and review of action plans; use of SMART targets; supervision; mentors; measurement against benchmarks; training days; accepting constructive criticism from others eg supervisors, mentors, peers; acting as mentors; observing and modelling changes as good practice; positive use of interpersonal skills; use of experts or external trainers; use of staff forums



## Essential guidance for tutors

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### Delivery

The unit should be delivered by an experienced and well-qualified tutor who ideally has some experience of implementing changes in the health sector, for example at management level. Alternatively, relevant guest speakers could support learning and bring realism to the topics.

Learners who work in the health sector could share their positive experiences and the issues they experienced implementing change in the services. Learners without employment would benefit from a period of work experience.

It is essential that learners consider all of the issues in some depth and whilst internet-based research are appropriate, learners will need opportunities to discuss their findings and to clarify any misunderstandings. Positive and negative aspects of change should be discussed, with emphasis on the necessity of continual service improvement. The interests of people who use the service at the centre of consideration.

The use of the Belbin self-assessment inventory will enable learners to explore their own role within a team and recognise the boundaries and expectations within that. Practise at providing constructive feedback will benefit learners and tutors must stress that staff have boundaries and official procedures which must be followed when giving feedback.

### Assessment

The unit can be assessed in a variety of ways. Assessment criteria 1.1 to 1.3 could be assessed by means of an essay which discusses benchmarking, using feedback received and analysing policies and strategies for improving services. Learners should be encouraged to demonstrate their understanding of the benefits of feedback in supporting the improvements to their working practices.

Assessment criteria 2.1 to 2.3 could be assessed producing a leaflet on service improvements.

For assessment criteria 3.1 and 3.2 learners could write a short report on team work and agreement on necessary changes. Learners will need guidance on the appropriate format for report writing.

Evidence for assessment criteria 4.1 and 4.2 could be in the form of an essay which asks the learner to discuss how to support others in implementing changes and how to evaluate strategies for making effective change in their own work role. Learners should be encouraged to take a realistic approach, particularly with regard to recommended strategies.

## Essential resources

Learners will need full access to relevant texts, professional magazines, CD ROMs and ICT facilities. Guest speakers who have been, or are involved with, implementing service improvements will be an invaluable resource for learners, as will the experiences of learners who are currently working in the health sector in some capacity. The Belbin self-assessment inventory can be obtained free online and is a useful tool for enabling learners to understand their place in a team and the role they can play in implementing changes to improve services.

## Indicative resource materials

### Textbooks

Aslangul S and Meggitt C – *Further Studies for Social Care* (Hodder Arnold, 2002)  
ISBN 0340804246

Jasper M – *Beginning Reflective Practice* (Nelson Thornes, 2003) ISBN 0748771174

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007) ISBN 139780435499150

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 2* (Heinemann, 2007) ISBN 9780435499167

### Journals

*Care and Health*

*Community Care*

*Guardian* newspaper

*Times Educational Supplement*

### Websites

[www.bmj.bmjournals.com](http://www.bmj.bmjournals.com)

*British Medical Journal*

[www.dh.org.uk](http://www.dh.org.uk)

Department of Health

[www.nice.org.uk](http://www.nice.org.uk)

National Institute for Clinical Excellence

[www.nursingtimes.net](http://www.nursingtimes.net)

*The Nursing Times*

## Functional Skills – Level 2

| Skill   | When learners are ...  |
|---|--|
| <b>ICT – Use ICT systems</b>  |  |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs                                     | selecting a variety of websites for use in assessment tasks  |
| Manage information storage to enable efficient retrieval  | storing information into online folders for future use   |
| Follow and understand the need for safety and security practices  | storing information onto an appropriate portable electronic storage device and using a password for security |
| <b>ICT – Find and select information</b>  |  |
| Select and use a variety of sources of information independently for a complex task   | selecting appropriate information from a variety of internet sites for use in assessment                     |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose   | conducting internet searches and evaluating the relevance of the information                                 |
| <b>ICT – Develop, present and communicate information</b>   |  |
| Bring together information to suit content and purpose  | collating internet information to produce essays, leaflets, posters and reports                              |
| Present information in ways that are fit for purpose and audience   | presenting essays, leaflets, posters and reports for assessment  |
| <b>English</b>  |  |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        | participating in group discussions and questioning guest speakers  |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | conducting literature searches for information which will be included in assessment tasks                    |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing essays and reports for assessment.   |



## Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

## Useful publications

Further copies of this document and related publications can be obtained from:

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Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467 467  
Fax: 01623 450 481  
Email: [publications@linney.com](mailto:publications@linney.com)

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

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

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

# Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

|                               |               |
|-------------------------------|---------------|
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| GCE                           | 0844 576 0025 |
| The Diploma                   | 0844 576 0028 |
| DIDA and other qualifications | 0844 576 0031 |

Calls may be recorded for training purposes.

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- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

# Annexe A

## The Edexcel/BTEC qualification framework for the health sector

Progression opportunities within the framework.

| QCF Level | General qualifications      | BTEC full vocationally-related qualifications              | BTEC Short Courses   | NVQ/occupational  |
|-----------|-----------------------------|--|--|---|
| 5         |                             | BTEC Higher Nationals in Health and Social Care            |  |   |
| 4         |                             | BTEC Higher Nationals in Health and Social Care            |  | NVQ Health and Social Care  |
| 3         |                             | BTEC Nationals in Health and Social Care                   | Health and Social Care (Certificate); Society, Health and Development (Award/Extended Certificate/Diploma); Developing Counselling Skills (Diploma)  | NVQ Health; NVQ Health and Social Care                                    |
| 2         | GCSE Health and Social Care | BTEC Firsts in Health and Social Care                      | Health and Social Care (Certificate); Safe Learning in the Workplace (Award); Society, Health and Development (Award/Certificate/Extended Certificate); Nutrition Awareness (Award); Introduction to Counselling Skills (Award); Ambulance Care Assistance (Certificate) | NVQ Health; NVQ Health and Social Care; NVQ Support Service in Healthcare |
| 1         |                             | BTEC Introductory Qualifications in Health and Social Care | Healthy Eating (Award)   |   |





# Annexe B

## Wider curriculum mapping

Study of the Edexcel Levels 2 and 3 BTEC (QCF) qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.



# Annexe C

## NHS Knowledge and Skills Framework mapping

The grid below maps the knowledge covered in the Edexcel Level 2 BTEC (QCF) qualifications in Working in the Health Sector against the NHS Knowledge and Skills Framework (KSF).

| KSF Core dimensions             | Level 2 unit  |
|---------------------------------|---|
| Communication                   | Communication Skills for Working in the Health Sector |
| Equality and diversity          | Equality and Diversity in the Health Sector           |
| Health, safety and security     | Health, Safety and Security in the Health Sector      |
| Quality                         | Maintaining Quality Standards in the Health Sector    |
| Personal and people development | People and Personal Development in the Health Sector  |
| Service improvements            | Service Improvement in the Health Sector              |

The grid below maps the knowledge covered in the Edexcel Level 3 BTEC (QCF) qualifications in Working in the Health Sector against the NHS Knowledge and Skills.

| KSF Core dimensions             | Level 3 unit  |
|---------------------------------|---|
| Communication                   | Communication Skills for Working in the Health Sector |
| Equality and diversity          | Equality and Diversity in the Health Sector           |
| Health, safety and security     | Health, Safety and Security in the Health Sector      |
| Quality                         | Maintaining Quality Standards in the Health Sector    |
| Personal and people development | People and Personal Development in the Health Sector  |
| Service improvements            | Service Improvement in the Health Sector              |



# Annexe D

## Mapping to Functional Skills

| Level 2   | Unit    |   |   |   |   |   |         |   |   |   |   |   |
|---|---------|---|---|---|---|---|---------|---|---|---|---|---|
|   | Level 2 |   |   |   |   |   | Level 3 |   |   |   |   |   |
| English— Speaking and listening   | 1       | 2 | 3 | 4 | 5 | 6 | 1       | 2 | 3 | 4 | 5 | 6 |
| Make a range of contributions to discussions and make effective presentations in a wide range of contexts                       | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ |
| English – Reading   |         |   |   |   |   |   |         |   |   |   |   |   |
| Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ |
| English – Writing   |         |   |   |   |   |   |         |   |   |   |   |   |
| Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ |

| Level 2   | Unit    |   |   |   |   |   |         |   |   |   |   |   |
|---|---------|---|---|---|---|---|---------|---|---|---|---|---|
|   | Level 2 |   |   |   |   |   | Level 3 |   |   |   |   |   |
| ICT – Use ICT systems   | 1       | 2 | 3 | 4 | 5 | 6 | 1       | 2 | 3 | 4 | 5 | 6 |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used      |         | ✓ |   | ✓ | ✓ | ✓ |         |   | ✓ | ✓ |   |   |
| Manage information storage to enable efficient retrieval  | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ |
| Follow and understand the need for safety and security practices                                      | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ |
| Troubleshoot  |         |   |   |   |   |   |         |   |   |   |   |   |

| Level 2  | Unit    |   |   |   |   |   |         |   |   |   |   |   |
|--|---------|---|---|---|---|---|---------|---|---|---|---|---|
|  | Level 2 |   |   |   |   |   | Level 3 |   |   |   |   |   |
| <b>ICT – Find and select information</b>   | 1       | 2 | 3 | 4 | 5 | 6 | 1       | 2 | 3 | 4 | 5 | 6 |
| Select and use a variety of sources of information independently for a complex task  | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose  | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ |   | ✓ | ✓ |
| <b>ICT – Develop, present and communicate information</b>  | 1       | 2 | 3 | 4 | 5 | 6 | 1       | 2 | 3 | 4 | 5 | 6 |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul> |         |   | ✓ |   |   |   |         |   |   |   |   |   |
| Bring together information to suit content and purpose   | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ |
| Present information in ways that are fit for purpose and audience  | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓       | ✓ | ✓ | ✓ | ✓ | ✓ |
| Evaluate the selection and use of ICT tools and facilities used to present information   |         |   |   |   |   |   |         |   |   |   |   |   |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists   | ✓       |   |   | ✓ |   | ✓ | ✓       | ✓ |   |   | ✓ |   |

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