

Pearson Edexcel Level 2 Diploma in Clinical Healthcare Support (QCF)

Specification

Edexcel competence-based qualifications

For first registration January 2011

Issue 4

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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 Diploma in Clinical Healthcare Support (QCF).

Qualification title

Pearson Edexcel Level 2 Diploma in Clinical Healthcare Support (QCF)

Qualification Number (QN)

501/1765/8

Accreditation start date

01/01/11

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000. The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aim Reference Application (LARA), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

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

This title replaces the following qualification from 1st January 2010:

Qualification title

Edexcel Level 3 NVQ in Health

**Qualification
Number (QN)**

100/4986/1

**Accreditation
start date**

01/04/05

**Accreditation
end date**

31/12/10

Key features of the Pearson Edexcel Level 2 Diploma in Clinical Healthcare Support (QCF)

This qualification:

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

The Pearson Edexcel Level 2 Diploma in Clinical Healthcare Support (QCF) has been approved as a component for the Apprenticeship framework.

What is the purpose of this qualification?

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

Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

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

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

Healthcare Assistant

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

It is anticipated that learners will progress to the Level 3 Diploma in Clinical Healthcare Support (QCF), or to specialist qualifications reflecting the context in which they work.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 Diploma in Clinical Healthcare Support (QCF)?

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

General Information

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

Learners must achieve a minimum of 50 credits to gain the Edexcel Level 2 Diploma in Clinical Healthcare Support (QCF). To do this they must achieve:

- 29 credits from the mandatory units
- a minimum of 21 credits from the optional units
- a minimum 30 credits at, or above, Level 2.

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

Mandatory Units

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
L/601/5470	1	Introduction to personal development in health, social care or children's and young people's settings	2	3	23
F/601/5465	2	Introduction to communication in health, social care or children's and young people's settings	2	3	23
H/601/5474	3	Introduction to duty of care in health, social care or children's and young people's settings	2	1	9
R/601/5471	4	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	20
J/601/8576	5	The role of the health and social care worker	2	2	14
R/601/8922	6	Contribute to health and safety in health and social care	2	4	33
L/501/6737	7	The Principles of infection prevention and control	2	3	30
H/501/7103	8	Causes and spread of infection	2	2	20
A/601/8140	9	Implement person centred approaches in health and social care	2	5	33
A/601/8574	10	Principles of safeguarding and protection in health and social care	2	3	26
J/601/8142	11	Handle information in health and social care settings	2	1	10
Total credit for mandatory units = 29					

Optional Units

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
R/502/3138	12	Principles of health promotion	2	2	13
R/502/3141	13	Promotion of general health and wellbeing	2	2	12
Y/502/3674	14	Maintaining quality standards in the health sector (Barred combination with J/502/3413)	2	1	8
K/502/3680	15	Service improvement in the health sector (Barred combination with F/502/3412)	2	2	15
J/601/2874	16	Dementia Awareness	2	2	17
F/602/0097	17	Understand mental well-being and mental health promotion	3	3	14
J/602/0103	18	Understand mental health problems	3	3	14
R/602/0928	19	Carry out pre-donation assessment at blood/blood component donation sessions	2	4	31
T/601/8850	20	Obtain and test capillary blood samples	3	4	30
Y/602/0929	21	Prepare donors for blood or blood component donation and monitor the donation process	2	5	38
Y/602/0932	22	Conclude the collection of blood or blood component donations	2	3	27
A/602/0938	23	Manage the refreshment area at blood donation sessions	2	3	23
T/602/0940	24	Contribute to the promotion and effective functioning of blood and blood component sessions and services	2	3	23

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
F/602/0942	25	Register donors at blood donation sessions	2	2	15
Y/602/0946	26	Record and organise information related to blood donation sessions	2	2	17
H/602/0951	27	Prepare blood donations, samples and documentation for transport	2	2	17
A/602/0955	28	Welcome donors at donation sessions and provide information	2	2	15
K/602/1034	29	Select and wear appropriate personal protective equipment for work in healthcare settings	2	2	15
J/602/3096	30	Prepare individuals for healthcare activities	2	3	17
L/601/8725	31	Support individuals undergoing healthcare activities	2	3	22
K/602/3883	32	Monitor and maintain the environment and resources during and after clinical/therapeutic activities	2	3	20
L/602/4489	33	Transport, transfer and position individuals and equipment within the perioperative environment	3	5	32
D/504/6101	34	First Aid Essentials	2	1	10
R/501/6738	35	Cleaning, decontamination and waste management	2	2	20
J/601/8853	36	Obtain and test specimens from individuals	2	2	12
D/601/8017	37	Support individuals to carry out their own healthcare procedures	2	2	15

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
M/601/9026	38	Contribute to monitoring the health of individuals affected by health conditions	2	2	18
K/601/9025	39	Provide support to manage pain and discomfort	2	2	15
D/601/9023	40	Provide support for therapy sessions	2	2	14
T/601/8721	41	Undertake agreed pressure area care	2	4	30
J/601/8027	42	Move and position individuals in accordance with their plan of care	2	4	26
A/601/9420	43	Assist in the administration of medication	2	4	25
K/602/3091	44	Receive and store medication and products	2	2	18
L/601/8143	45	Support individuals who are distressed	2	3	21
F/601/8060	46	Support individuals to meet personal care needs	2	2	16
R/601/8256	47	Contribute to the care of a deceased person	2	3	24
J/602/3924	48	Assist the practitioner to carry out healthcare activities	2	2	13
T/601/9495	49	Support individuals at the end of life	3	7	53
M/601/8054	50	Support individuals to eat and drink	2	2	15
A/601/7926	51	Support individuals to access and use information about services and facilities	2	3	20
J/601/8058	52	Support individuals to manage continence	2	3	19
J/601/9050	53	Protecting from the risk of violence at work	2	3	23
Y/601/9490	54	Provide support for sleep	2	2	13

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
L/601/3430	55	Contribute to the effectiveness of teams	2	3	5
F/601/2467	56	Manage own performance in a business environment	2	2	9
L/601/0933	57	Give customers a positive impression of yourself and your organisation	2	5	33
A/602/3001	58	Administer appointments in a healthcare environment	2	3	18
Minimum credit for optional units = 21					

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the Assessment principles for the sector, or
- as part of a training programme.

Assessment principles

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence (to be read in conjunction with the assessment principles in *Annexe D*)

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

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

Approvals agreement

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

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

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

Unit content

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

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This is the unit owner's reference number for the specified unit.
QCF level:					All units and qualifications within the QCF 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, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements:					The assessment principles are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

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

Unit reference number: L/601/5470

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

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

Assessment requirements

Assessment criteria 2.2, 2.3, 3.3, 4.1, 4.2, 4.3, 4.4 must be assessed in real work situations.

Additional Information

Standards may include:

- codes of practice
- regulations
- minimum standards
- national occupational standards.

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

Sources of support may include:

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

Who should be involved may include:

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

Assessment methodology

Assessment criteria 2.2, 2.3, 3.3, 4.1, 4.2, 4.3, 4.4 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand what is required for competence in own work role	<p>1.1 describe the duties and responsibilities of own role</p> <p>1.2 identify standards that influence the way the role is carried out</p> <p>1.3 describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work</p>			
2 Be able to reflect on own work activities	<p>2.1 explain why reflecting on practice is an important way to develop knowledge, skills and practice</p> <p>2.2 assess how well own knowledge, skills and understanding meet standards</p> <p>2.3 demonstrate the ability to reflect on work activities</p>			
3 Be able to agree a personal development plan	<p>3.1 identify sources of support for own learning and development</p> <p>3.2 describe the process for agreeing a personal development plan and who should be involved</p> <p>3.3 contribute to drawing up own personal development plan</p>			
4 Be able to develop knowledge, skills and understanding	<p>4.1 show how a learning activity has improved own knowledge, skills and understanding</p> <p>4.2 show how reflecting on a situation has improved own knowledge, skills and understanding</p> <p>4.3 show how feedback from others has developed own knowledge, skills and understanding</p> <p>4.4 show how to record progress in relation to personal development</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

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

Unit reference number: F/601/5465

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

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

Equivalent Unit

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

Assessment requirements

Assessment criteria 2.1, 2.2, 2.3, 3.2, 3.3 and 4.2 must be assessed in real work situations.

Additional Information

Communication methods include:

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

Services may include:

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

Assessment methodology

Assessment criteria 2.1, 2.2, 2.3, 3.2, 3.3 and 4.2 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand why communication is important in the work setting	<p>1.1 identify the different reasons people communicate</p> <p>1.2 explain how effective communication affects all aspects of the learner's work</p> <p>1.3 explain why it is important to observe an individual's reactions when communicating with them</p>			
2 Be able to meet the communication and language needs, wishes and preferences of individuals	<p>2.1 show how to find out an individual's communication and language needs, wishes and preferences</p> <p>2.2 demonstrate communication methods that meet an individual's communication needs, wishes and preferences</p> <p>2.3 show how and when to seek advice about communication</p>			
3 Be able to overcome barrier to communication	<p>3.1 identify barriers to effective communication</p> <p>3.2 demonstrate ways to overcome barriers to effective communication</p> <p>3.3 demonstrate ways to ensure that communication has been understood</p> <p>3.4 identify sources of information and support or services to enable more effective communication</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to apply principles and practices relating to confidentiality at work</p>	<p>4.1 explain the term confidentiality 4.2 demonstrate confidentiality in day-to-day communication, in line with agreed ways of working 4.3 describe situations where information normally considered to be confidential might need to be passed on 4.4 explain how and when to seek advice about confidentiality</p>			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: **Introduction to duty of care in health, social care or children's and young people's settings**

Unit reference number: H/601/5474

QCF level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the meaning of duty of care	1.1 define the term 'duty of care' 1.2 describe how the duty of care affects own work role		
2	Understand support available for addressing dilemmas that may arise about duty of care	2.1 describe dilemmas that may arise between the duty of care and an individual's rights 2.2 explain where to get additional support and advice about how to resolve such dilemmas		
3	Know how to respond to complaints	3.1 describe how to respond to complaints 3.2 identify the main points of agreed procedures for handling complaints 3.3 describe own role in responding to complaints as part of own duty of care		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

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

Unit reference number: R/601/5471

QCF level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion, which are fundamental to such roles.

Equivalency

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

Assessment requirements

Assessment criteria 2.2 and 3.2 must be assessed in a real work situation.

Assessment methodology

Assessment criteria 2.2 and 3.2 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of diversity, equality and inclusion	<p>1.1 Explain what is meant by:</p> <ul style="list-style-type: none"> - diversity - equality - inclusion - discrimination <p>1.2 describe ways in which discrimination may deliberately or inadvertently occur in the work setting</p> <p>1.3 explain how promoting practices that support equality and inclusion reduces the likelihood of discrimination</p>			
2 Be able to work in an inclusive way	<p>2.1 identify which legislation, codes of practice relating to equality, diversity, discrimination apply to own role</p> <p>2.2 show interaction with individuals that respects their beliefs, culture, values and preferences</p> <p>2.3 describe how to challenge discrimination in a way that encourages change</p>			
3 Know how to access information, advice and support about diversity, equality and inclusion	<p>3.1 identify a range of sources of information, advice and support about diversity, equality and inclusion</p> <p>3.2 demonstrate how and when to access information, advice and support about diversity, equality and inclusion</p>			

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

Unit reference number: J/601/8576

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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

Assessment requirements

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

Assessment methodology

Learning outcomes 2 and 3 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand working relationships in health and social care

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

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

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

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

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

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

3 Be able to work in partnership with others

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

Resolving conflicts: skills and approaches needed for resolving conflicts eg managing stress, remaining calm, being aware of both verbal and non-verbal communication, controlling emotions and behaviour, avoid threatening others, paying attention to the feelings being expressed as well as the spoken words of others, being aware of and respectful of differences, developing a readiness to forgive and forget, having the ability to seek compromise, seeking resolution, being specific with

communication, trying not to exaggerate or over-generalise, avoiding accusations, importance of active listening

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

Learning outcomes and assessment criteria

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

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(if sampled)

Unit 6: Contribute to health and safety in health and social care

Unit reference number: R/601/8922

QCF level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.

Assessment requirements

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

Additional Information

Others may include:

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

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

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

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

- use of equipment
- first aid
- medication
- healthcare procedures
- food handling and preparation.

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

Assessment methodology

Learning outcomes 4, 5, and 8 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand own responsibilities, and the responsibilities of others , relating to health and safety in the work setting	<p>1.1 identify legislation relating to general health and safety in a health or social care work setting</p> <p>1.2 describe the main points of the health and safety policies and procedures agreed with the employer</p> <p>1.3 outline the main health and safety responsibilities of: self the employer or manager others in the work setting</p> <p>1.4 identify tasks relating to health and safety that should not be carried out without special training</p> <p>1.5 explain how to access additional support and information relating to health and safety</p>			
2 Understand the use of risk assessments in relation to health and safety	<p>2.1 explain why it is important to assess health and safety hazards posed by the work setting or by particular activities</p> <p>2.2 explain how and when to report potential health and safety risks that have been identified</p> <p>2.3 explain how risk assessment can help address dilemmas between rights and health and safety concerns</p>			
3 Understand procedures for responding to accidents and sudden illness	<p>3.1 describe different types of accidents and sudden illness that may occur in own work setting</p> <p>3.2 outline the procedures to be followed if an accident or sudden illness should occur</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to reduce the spread of infection	4.1 demonstrate the recommended method for hand washing 4.2 demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work			
5 Be able to move and handle equipment and other objects safely	5.1 identify legislation that relates to moving and handling 5.2 explain principles for moving and handling equipment and other objects safely 5.3 move and handle equipment or other objects safely			
6 Know how to handle hazardous substances and materials	6.1 identify hazardous substances and materials that may be found in the work setting 6.2 describe safe practices for: <ul style="list-style-type: none"> - storing hazardous substances - using hazardous substances - disposing of hazardous substances and materials 			
7 Understand how to promote fire safety in the work setting	7.1 describe practices that prevent fires from: <ul style="list-style-type: none"> - starting - spreading 7.2 outline emergency procedures to be followed in the event of a fire in the work setting 7.3 explain the importance of maintaining clear evacuation routes at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to implement security measures in the work setting	8.1 use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> - premises - information 8.2 implement measures to protect own security and the security of others in the work setting 8.3 explain the importance of ensuring that others are aware of own whereabouts			
9 Know how to manage own stress	9.1 identify common signs and indicators of stress 9.2 identify circumstances that tend to trigger own stress 9.3 Describe ways to manage own stress			

Learner name: _____ Date: _____

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(if sampled)

Learning outcomes and assessment criteria

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

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

Learner name: _____
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(if sampled)

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Unit 8: Causes and spread of infection

Unit reference number: H/501/7103

QCF level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learner name: _____
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Unit 9: Implement person centred approaches in health and social care

Unit reference number: A/601/8140

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

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

Assessment requirements

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Additional Information

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

Person centred values include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- Partnership.

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

Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.

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

Well-being may include aspects that are:

- spiritual
- emotional
- cultural
- religious
- social
- political.

Assessment methodology

Learning outcomes 2, 3, 4, 5 and 6 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand person centred approaches for care and support	<p>1.1 define person-centred values</p> <p>1.2 explain why it is important to work in a way that embeds person centred values</p> <p>1.3 explain why risk-taking can be part of a person centred approach</p> <p>1.4 explain how using an individual's care plan contributes to working in a person centred way</p>			
2 Be able to work in a person-centred way	<p>2.1 find out the history, preferences, wishes and needs of the individual</p> <p>2.2 apply person centred values in day-to-day work, taking into account the history, preferences, wishes and needs of the individual</p>			
3 Be able to establish consent when providing care or support	<p>3.1 explain the importance of establishing consent when providing care or support</p> <p>3.2 establish consent for an activity or action</p> <p>3.3 explain what steps to take if consent cannot be readily established</p>			
4 Be able to encourage active participation	<p>4.1 describe how active participation benefits an individual</p> <p>4.2 identify possible barriers to active participation</p> <p>4.3 demonstrate ways to reduce the barriers and encourage active participation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support the individual's right to make choices	5.1 support an individual to make informed choices 5.2 use agreed risk assessment processes to support the right to make choices 5.3 explain why a worker's personal views should not influence an individual's choice 5.4 describe how to support an individual to question or challenge decisions concerning them that are made by others			
6 Be able to promote individuals' well-being	6.1 explain how individual identity and self esteem are linked with well-being 6.2 describe attitudes and approaches that are likely to promote an individual's well-being 6.3 support an individual in a way that promotes a sense of identity and self esteem 6.4 demonstrate ways to contribute to an environment that promotes well-being			

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(if sampled)

Unit 10: Principles of safeguarding and protection in health and social care

Unit reference number: A/601/8574

QCF level: 2

Credit value: 3

Guided learning hours: 26

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Know how to recognise signs of abuse

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

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

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

2 Know how to respond to suspected or alleged abuse

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

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

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

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

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

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

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

4 Understand ways to reduce the likelihood of abuse

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

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

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

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

5 Know how to recognise and report unsafe practices

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____
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Unit 11 : Handle information in health and social care settings

Unit reference number: J/601/8142

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

Assessment requirements

Learning outcome 3 must be assessed in a real work environment.

Additional Information

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

Assessment methodology

Learning outcome 3 is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the need for secure handling of information in health and social care settings	<p>1.1 identify the legislation that relates to the recording, storage and sharing of information in health and social care</p> <p>1.2 explain why it is important to have secure systems for recording and storing information in a health and social care setting</p>			
2 Know how to access support for handling information	<p>2.1 describe how to access guidance, information and advice about handling information</p> <p>2.2 explain what actions to take when there are concerns over the recording, storing or sharing of information</p>			
3 Be able to handle information in accordance with agreed ways of working	<p>3.1 keep records that are up to date, complete, accurate and legible</p> <p>3.2 follow agreed ways of working for:</p> <ul style="list-style-type: none"> - recording information - storing information - sharing information 			

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Date: _____

Unit 12: Principles of health promotion

Unit reference number: R/502/3138

QCF level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit covers the principles of health promotion, and includes factors that influence health, the role of effective communication in health promotion and behaviour change.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Describe factors that influence health	1.1 define concepts of health and health promotion 1.2 outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health 1.3 explore national health policies and local initiatives			
2 Explore behaviour change	2.1 outline theories of behaviour change 2.2 discuss factors that influence behaviour change 2.3 investigate barriers to change			
3 State the role of effective communication in health promotion	3.1 identify appropriate and inappropriate methods of communication 3.2 outline the range of health promotion communication methods 3.3 discuss the effectiveness of health promotion materials			

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(if sampled)

Unit 13: Promotion of general health and wellbeing

Unit reference number: R/502/3141

QCF level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is concerned with health promotion related to general health and wellbeing. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Describe methods of health promotion planning	1.1 outline the stages of a health promotion project 1.2 distinguish between aims and objectives 1.3 explain the importance of needs assessments			
2 Identify opportunities for the practical application of health promotion	2.1 recognise appropriate applications of own health promotion knowledge 2.2 identify opportunities for health promotion within own workplace 2.3 outline strategies for health promotion opportunities			
3 Outline the scientific basis of health promotion	3.1 describe the evidence available for the cause(s) of one body system-related disease 3.2 identify the effect of this disease on general health and wellbeing 3.3 review current methods of disease prevention 3.4 state appropriate health promotion messages			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 14: Maintaining quality standards in the health sector

Unit reference number: Y/502/3674

QCF level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

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

Forbidden combination

This unit must not be taken with Unit 15: *Service improvement in the health sector* (J/502/3413).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Service improvement in the health sector

Unit reference number: K/502/3680

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Forbidden combination

This unit must not be taken with Unit 14: *Maintaining quality standards in the health sector* (F/502/3412).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 16: Dementia awareness

Unit reference number: J/601/2874

QCF level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Additional Information

Others eg

- care workers
- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- admiral nurses
- independent mental capacity advocate
- community psychiatric nurse
- dementia care advisors
- advocate
- support groups.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand what dementia is	<p>1.1 explain what is meant by the term 'dementia'</p> <p>1.2 describe the key functions of the brain that are affected by dementia</p> <p>1.3 explain why depression, delirium and age related memory impairment may be mistaken for dementia</p>			
2 Understand key features of the theoretical models of dementia	<p>2.1 outline the medical model of dementia</p> <p>2.2 outline the social model of dementia</p> <p>2.3 explain why dementia should be viewed as a disability</p>			
3 Know the most common types of dementia and their causes	<p>3.1 list the most common causes of dementia</p> <p>3.2 describe the likely signs and symptoms of the most common causes of dementia</p> <p>3.3 outline the risk factors for the most common causes of dementia</p> <p>3.4 identify prevalence rates for different types of dementia</p>			
4 Understand factors relating to an individual's experience of dementia	<p>4.1 describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability</p> <p>4.2 outline the impact that the attitudes and behaviours of others may have on an individual with dementia</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 17: Understand mental well-being and mental health promotion

Unit reference number: F/602/0097

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

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

Assessment requirements

Learning outcome 1, assessment criteria 1.2 requires learners to 'explain the range of factors that may influence mental well-being and mental health problems *across the life span*'. The qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood their well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups</p>	<p>2.1 explain the steps that an individual may take to promote their mental well-being and mental health</p> <p>2.2 explain how to support an individual in promoting their mental well-being and mental health</p> <p>2.3 evaluate a strategy for supporting an individual in promoting their mental well-being and mental health</p> <p>2.4 describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community</p> <p>2.5 evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Understand mental health problems

Unit reference number: CMH 302

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

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

Assessment requirements

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____
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(if sampled)

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Unit 19: **Carry out pre-donation assessment at blood/blood component donation sessions**

Unit reference number: R/602/0928

QCF level: 2

Credit value: 4

Guided learning hours: 31

Unit summary

This unit is aimed at those who meet and greet potential donors at blood and blood component donation sessions. It covers the pre-assessment of regular or established blood donors and applies to whole blood and/or automated blood component collection/apheresis and to all types of donation session.

The knowledge and skills in this unit are limited to reviewing donors' responses, asking scripted questions and noting donors; responses against donor deferral and acceptance criteria.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to assessment for blood donation	<p>1.1 identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to pre-donation assessment</p> <p>1.2 outline own responsibilities and accountability in relation to carrying out pre-donation assessment</p>			
2 Know the process of pre-donation assessment	<p>2.1 outline how to set up a confidential health screening assessment area</p> <p>2.2 describe the importance of applying health and safety measures relevant to pre-donation assessment</p> <p>2.3 outline different types of donor status and the impact this has on the information required</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to promote individuals, understanding of procedures for blood donation</p>	<p>3.1 greet each donor in a polite and friendly manner taking into account their individual needs</p> <p>3.2 explain to the individual the importance of the health screening and of providing correct and complete information</p> <p>3.3 confirm the individual's identity, donor status, details and eligibility using specified selection criteria, referring on any issues outside own role</p> <p>3.4 explain to the individual the procedures which require valid consent</p> <p>3.5 check the individual's understanding of the procedures for blood donation and obtain valid consent</p>			
<p>4 Be able to obtain information from individuals attending blood donor sessions</p>	<p>4.1 gather specific information from an individual, in relation to their suitability to donate blood</p> <p>4.2 check information that has been provided is complete and sufficient</p> <p>4.3 describe procedures for referring the individual to the appropriate team member when an individual is not able to provide the information or consent needed</p> <p>4.4 outline the procedures to follow when the individual's suitability to donate falls outside the defined selection criteria</p> <p>4.5 record information in line with local policies and protocols</p> <p>4.6 maintain confidentiality according to local policies and protocols</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support individuals following pre-donation assessment	5.1 describe how to respond to any concerns the individual may have, including when these need to be referred on and to whom 5.2 provide support, information and advice if the individual is assessed as not suitable for donation 5.3 inform the individual of the next stage in the procedure 5.4 implement the donor award system			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Obtain and test capillary blood samples

Unit reference number: T/601/8850

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is aimed at health and social care workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required.

Assessment requirements

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Additional Information

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

Assessment methodology

Learning outcomes 3, 4, 5 and 6 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples	1.1 describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples			
2 Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples	2.1 describe the structure and purpose of capillary blood vessels 2.2 explain blood clotting processes and the factors that influence blood clotting			
3 Be able to prepare to obtain capillary blood samples	3.1 confirm the individual's identity and obtain valid consent 3.2 select and prepare an appropriate site for obtaining the sample, taking into account the individual's preferences 3.3 provide support and reassurance to address the individual's needs and concerns 3.4 communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences			
4 Be able to obtain capillary blood samples	4.1 apply health and safety measures relevant to the procedure and environment 4.2 apply standard precautions for infection prevention and control 4.3 describe the different reasons for obtaining capillary blood samples			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to test and record the results of blood samples	5.1 test the sample, using the approved method in line with organisational procedure 5.2 describe normal or expected results for particular tests 5.3 recognise and interpret normal, expected and abnormal results 5.4 ensure that results are passed on to an appropriate staff member for interpretation as required 5.5 record results fully and accurately and forward according to local requirements			
6 Be able to pass on the results of blood samples	6.1 communicate the results of the tests and any further action required to the individual 6.2 respond to questions and concerns from individuals, providing accurate information 6.3 refer issues outside own responsibility to an appropriate staff member			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 21: Prepare donors for blood or blood component donation and monitor the donation process

Unit reference number: Y/602/0929

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

This unit covers preparing donors, materials and equipment for blood or blood component donation and monitoring donors during the donation process in line with relevant legislation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to preparing donors</p>	<p>1.1 describe the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice when preparing and monitoring donors, materials and equipment for blood or blood component donation</p> <p>1.2 explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice in relation to preparing and monitoring donors, materials and equipment for blood or blood component donation</p> <p>1.3 explain the importance of applying standard precautions to the preparation of donors, materials and equipment for blood or blood component donation and the potential consequences of poor practice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand the procedures involved in blood donation</p>	<p>2.1 explain the volume of blood or blood components which may be collected and the amount of time which can safely be allowed to collect them</p> <p>2.2 explain how to prepare, set up and check relevant materials and equipment, including packs or harnesses or intra venous solutions</p> <p>2.3 explain why good blood flow is important, how it is monitored and what action to take if blood flow is poor</p> <p>2.4 explain how to recognise problems with the collection procedure and packs or harnesses or medical devices and what action to take to resolve</p>			
<p>3 Be able to prepare donors for blood or blood component donation</p>	<p>3.1 confirm the individual's identity and gain valid consent</p> <p>3.2 confirm the donor has fully completed the required pre-donation assessment</p> <p>3.3 identify the occasions when the procedure should be stopped</p> <p>3.4 help the donor into a suitable position to obtain an unrestricted venous access site</p> <p>3.5 maintain the donor's dignity, self-respect and comfort</p> <p>3.6 apply health and safety measures relevant to the procedure and environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to prepare the venous access site for blood donation</p>	<p>4.1 apply standard precautions for infection control 4.2 prepare the venous access site for the next stage in the procedure 4.3 assist with gaining venous access and obtain the required number and volume of blood samples in line with local policy 4.4 describe the procedures for informing a team member, in line with local policy, if unable to obtain the required number and volume of samples</p>			
<p>5 Be able to monitor the condition of donors throughout the blood donation process</p>	<p>5.1 monitor the donor's condition, behaviour and blood flow, identifying signs of adverse reaction to the procedure 5.2 offer reassurance and emotional support to an individual while they are donating blood or blood components 5.3 recognise changes in the donor's condition and take appropriate action 5.4 respond to any questions or concerns from the donor 5.5 communicate information in a way that is sensitive to the personal beliefs and preferences of the individual 5.6 identify when to refer to an appropriate person if the questions and concerns are beyond own responsibility and knowledge</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to complete the collection process	6.1 monitor the donation and equipment, taking prompt action to assure the quality of the product 6.2 take appropriate action if faults are identified in the collection pack or harness, or in the procedure 6.3 label donations, samples and relevant documents in line with local policy 6.4 identify the types of instruments and equipment that may be reused and those which must be discarded 6.5 update records in line with local policy			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Conclude the collection of blood or blood component donations

Unit reference number: Y/602/0932

QCF level: 2

Credit value: 3

Guided learning hours: 27

Unit summary

This unit covers concluding blood or blood component donation, monitoring donors following the donation process and providing post-donation advice and support.

Assessment requirements

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

Assessment methodology

Learning outcomes 3 and 4 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to the conclusion of collecting donations	<p>1.1 identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice in relation to concluding the collection of blood or blood component donations</p> <p>1.2 explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols when concluding the collection of blood or blood component donations</p>			
2 Understand the procedures involved in concluding donations	<p>2.1 explain the reasons for and importance of cleaning instruments, equipment, machines and blood spills and splashes effectively</p> <p>2.2 explain what is hazardous and non-hazardous waste and how to dispose of each</p> <p>2.3 explain the importance of avoiding damaging donation packs and samples</p> <p>2.4 explain the importance of checking that the identification labels and numbers on packs, donor records and sample tubes match and what to do if discrepancies are found</p> <p>2.5 explain the importance of checking and recording batch numbers and expiry dates</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to conclude the blood collection process</p>	<p>3.1 apply standard precautions for infection control</p> <p>3.2 maintain compliance with health and safety guidance at all times</p> <p>3.3 treat the needle site in line with organisational procedure</p> <p>3.4 give the donor instructions on how to care for the needle site</p> <p>3.5 remove, clean or dispose of equipment and materials from the donor in line with local policy</p> <p>3.6 explain how long the donor should rest for and what food and drink they should have immediately after donation</p> <p>3.7 monitor the length of the donor's rest period</p> <p>3.8 recognise signs of adverse reactions in the donor, taking remedial actions in line with local policy as necessary</p> <p>3.9 verify that the donation samples and records correspond prior to transport or storage, reporting any discrepancies to the appropriate person</p>			
<p>4 Be able to provide relevant advice and information to donors</p>	<p>4.1 respond to questions or concerns from the donor, referring any that are beyond own level of responsibility to an appropriate person</p> <p>4.2 give the donor clear and accurate instructions on their own aftercare</p> <p>4.3 ensure transport or escort arrangements are made for the donor, in line with organisational policy</p> <p>4.4 update records in line with local policy</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Date: _____
Date: _____

Unit 23: Manage the refreshment area at blood donation sessions

Unit reference number: A/602/0938

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit covers the provision of refreshments and distribution of donor information.

This includes the preparation of the refreshment area together with preparing and serving refreshments to donors and their accompanying friends or relatives.

It also covers monitoring donors in the refreshment area, and dealing with adverse reactions/events.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to managing the refreshment area	<p>1.1 identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which affect work practice in relation to managing the refreshment area at a blood donation session</p> <p>1.2 explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to managing the refreshment area at a blood donation session</p>			
2 Be able to prepare the refreshment area at blood donation sessions	<p>2.1 apply standard precautions for infection control</p> <p>2.2 apply health and safety measures relevant to the procedure and environment</p> <p>2.3 identify a suitable location for the refreshment area</p> <p>2.4 prepare materials and equipment ready for use</p> <p>2.5 display current donor information in the designated sites</p> <p>2.6 set up the area to be used in accordance with health and safety legislation and organisational policy</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to manage the refreshment area at blood donation sessions	3.1 maintain compliance with health and safety guidance at all times 3.2 use electrical equipment in accordance with manufacturers' instructions 3.3 identify and report any problems with materials and equipment-taking appropriate action 3.4 maintain supplies of self-service items and ensure that they are easily accessible			
4 Be able to offer assistance and information at the donation refreshment area	4.1 explain the importance of valuing and thanking donors for attending the session 4.2 provide accurate information about the availability of refreshments 4.3 prepare and serve refreshments 4.4 respond to any questions as appropriate, referring questions beyond own roles and responsibilities to an appropriate member of staff 4.5 monitor donors for any sign of adverse reactions, taking appropriate action in line with local policy and protocol as necessary 4.6 maintain records in line with local policy and protocol			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Date: _____
Date: _____

Unit 24: **Contribute to the promotion and effective functioning of blood and blood component sessions and services**

Unit reference number: T/602/0940

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit covers the promotion of blood and blood component donation and services, and the way in which learners contribute to making donation sessions run effectively.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to sessions and services	<p>1.1 identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions and services</p> <p>1.2 explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to promoting the effective functioning of blood and blood component donation sessions and services</p>			
2 Be able to contribute to effective team work for the delivery of services	<p>2.1 support the team to help the flow of donors through the blood donation session</p> <p>2.2 respond to requests from colleagues in a manner which is likely to promote goodwill</p> <p>2.3 consider other colleagues' work demands when seeking support and advice</p> <p>2.4 explain the roles and responsibilities of others within the team</p>			
3 Be able to suggest areas for improving systems at blood donation sessions	<p>3.1 explain issues which can affect the flow of donors through the session</p> <p>3.2 suggest areas for improvement to session systems and resources</p> <p>3.3 explain how sessions and services operate</p> <p>3.4 explain how donations will be used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to offer assistance and information at donation sessions</p>	<p>4.1 greet visitors to the session in line with local policy and protocol</p> <p>4.2 explain to the donor about blood and blood component collection services</p> <p>4.3 encourage the donor to ask questions and seek clarification on any aspects they are unsure of</p> <p>4.4 monitor the donor's progress throughout the session, reporting any issues promptly</p> <p>4.5 check that the donor is aware of how to give feedback on their experiences</p> <p>4.6 communicate any feedback to the appropriate person as necessary</p> <p>4.7 provide information and advice to the donor in order to encourage them to promote blood and blood component collection services to their family, friends and colleagues</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 25: Register donors at blood donation sessions

Unit reference number: F/602/0942

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is for those registering donors at a blood donation session. It covers both whole blood and blood component collection.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions	<p>1.1 identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions</p> <p>1.2 explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to registering donors at blood donation sessions</p> <p>1.3 explain the importance of working within own role and of seeking advice when faced with situations outside this role</p>			
2 Be able to obtain information from donors	<p>2.1 obtain required information in a way which encourages the donor to provide sufficient answers</p> <p>2.2 confirm an individual's identity and gain valid consent for the donation of blood</p> <p>2.3 check the information given against existing records, identifying any discrepancies</p> <p>2.4 seek further details and clarification if the information obtained does not match existing records</p> <p>2.5 update donors' records in line with local policy and protocol, maintaining confidentiality at all times</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to offer assistance and information at blood donation sessions</p>	<p>3.1 respond to questions from the donor</p> <p>3.2 refer to an appropriate person if questions asked are beyond own responsibility and knowledge</p> <p>3.3 communicate information in a way that is sensitive to the personal beliefs and preferences of the individual</p> <p>3.4 provide the donor with information on the donation procedure appropriate to the individual's needs and concerns including the next stage in the process</p> <p>3.5 check the donor's understanding of information given</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 26: Record and organise information related to blood donation sessions

Unit reference number: Y/602/0946

QCF level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

This unit covers entering and organising information related to blood donors and donation outcomes onto record systems. This unit applies to both whole blood and blood component collection, to all types of donor sessions and a range of donors.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions	<p>1.1 identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions relation to blood donation sessions</p> <p>1.2 explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols related to gathering and recording blood donor information</p> <p>1.3 explain the importance of working within own role and of seeking advice when faced with situations outside own sphere of competence</p> <p>1.4 explain how to deal with breakdowns in information systems</p>			
2 Be able to gather and record blood donation information	<p>2.1 organise information ready for input to the record system</p> <p>2.2 input the donation outcome onto the record system in line with local policy and protocol</p> <p>2.3 communicate with colleagues when further action is required</p> <p>2.4 update records when provided with new documentation</p> <p>2.5 maintain confidentiality of information in line with local policy and protocol</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the types of donor information which needs to be recorded	3.1 explain the importance of registration and management of donor information 3.2 explain how the information required differs for a range of donors			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 27: Prepare blood donations, samples and documentation for transport

Unit reference number: H/602/0951

QCF level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

This unit covers the preparation of donations, samples and associated documentation for transport and storage at session.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to the preparation of donations, samples and documentation	<p>1.1 identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions relation to blood donations and samples</p> <p>1.2 explain responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols</p> <p>1.3 describe the record systems used in own work area</p>			
2 Be able to receive and handle blood donations and samples	<p>2.1 apply standard precautions for infection prevention and control</p> <p>2.2 maintain compliance with health and safety guidance at all times</p> <p>2.3 receive and handle blood donations, samples and documentation in line with local policy and protocol</p> <p>2.4 inspect blood donation packs to confirm that they are correctly sealed and free from damage, taking appropriate action as necessary</p> <p>2.5 clean any spills and splashes of blood in line with local policy and protocol</p> <p>2.6 dispose of waste safely in line with local policy and protocol</p> <p>2.7 explain the differences between new, returning and regular donors and how this affects the information which should be documented</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prepare documents, blood donations and samples for transportation</p>	<p>3.1 place samples in numerical order in storage racks</p> <p>3.2 pack donations, samples and documentation for transportation or storage in line with local policy and protocol</p> <p>3.3 document information in line with local policy and protocol</p> <p>3.4 establish identification of person collecting documentation, blood/blood components and samples for transfer</p> <p>3.5 explain the importance of applying standard precautions when preparing donations and samples for transport and the potential consequences of poor practice</p> <p>3.6 explain the importance of preparing documentation in line with local policy and protocol</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 28: Welcome donors at donation sessions and provide information

Unit reference number: A/602/0955

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit covers welcoming donors and providing them with information prior to both whole blood and blood component donation. The learner will be expected to deal with donors of differing status and apply a limited range of donor selection criteria to alleviate unnecessary donor waiting time.

Additional Information

Donor status may include:

- new
- returning/lapsed
- regular/established
- newly enrolled
- appointment/non appointment.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to own role	<p>1.1 identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which relate to welcoming donors and the provision of information</p> <p>1.2 explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols</p>			
2 Be able to welcome donors at blood donation sessions	<p>2.1 greet the individual in line with local policy and protocol</p> <p>2.2 identify the reason for individuals' attendance at the service and if required direct them to other areas within the session</p> <p>2.3 communicate information in a way that is sensitive to the personal beliefs and preferences of the individual</p> <p>2.4 co-ordinate appointments to meet donor needs</p> <p>2.5 co-ordinate queuing systems in order to promote an efficient service</p> <p>2.6 inform the donor of delays and where necessary make alternative arrangements in line with local policy and protocol</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to check blood donor details and information	3.1 obtain and communicate information about individual donor status 3.2 explain the differences between donor categories and how this affects the information required from them 3.3 offer support if a donor requires assistance to complete their documentation 3.4 check the personal details of a donor if they are deferred or suspended, amending as necessary 3.5 maintain confidentiality of information and documentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 29: **Select and wear appropriate personal protective equipment for work in healthcare settings**

Unit reference number: K/602/1034

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to select and use personal protective equipment (PPE) in a healthcare setting</p>	<p>2.1 check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken</p> <p>2.2 wear PPE in the designated work area only according to own role and procedures to be undertaken</p> <p>2.3 describe how PPE may become unsuitable for use and the actions to take if this happens</p> <p>2.4 remove and dispose of PPE in line with local policy and protocol to minimise cross infection</p> <p>2.5 confirm what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation</p> <p>2.6 confirm the importance of promptly reporting reduction in stocks of PPE</p> <p>2.7 confirm when synthetic non-powered un-sterile gloves and apron should be used</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 30: Prepare individuals for healthcare activities

Unit reference number: J/602/3096

QCF level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to prepare individuals for healthcare activities</p>	<p>2.1 confirm the individual's identity and obtain valid consent</p> <p>2.2 maintain the individual's privacy and dignity at all times</p> <p>2.3 apply standard precautions for infection prevention and control</p> <p>2.4 confirm that the individual has complied with any pre-procedural instruction</p> <p>2.5 provide support and reassurance to the individual, being sensitive to their personal beliefs and preferences</p> <p>2.6 respond to any questions the individual may have referring to others when required</p> <p>2.7 prepare the individual for the healthcare activity in accordance to the requirements of the activity, ensuring:</p> <ul style="list-style-type: none"> - optimal position of the individual - optimal position of medical equipment - secure storage of personal articles <p>2.8 explain how to respond to any issue or emergency situation that arises</p>			
<p>3 Be able to record and report healthcare activities</p>	<p>3.1 record information in line with national and local policy and protocol</p> <p>3.2 describe how to report any issues that arise to the appropriate person</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 31: Support individuals undergoing healthcare activities

Unit reference number: L/601/8725

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

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

Assessment requirements

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information

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

Others may include:

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

Assessment methodology

Learning outcomes 2, 3 and 4 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 32: Monitor and maintain the environment and resources during and after clinical/therapeutic activities

Unit code: HSS/GEN007

Unit reference number: K/602/3883

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

Additional Information

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 33: Transport, transfer and position individuals and equipment within the perioperative environment

Unit reference number: L/602/4489

QCF level: 3

Credit value: 5

Guided learning hours: 32

Unit summary

This unit is aimed at those who work in a perioperative environment to transfer, transport and position individuals. Learners will have the opportunity to develop knowledge, understanding and skills needed to avoid musculo skeletal injury to staff and tissue damage to the individual.

Additional Information

Appropriate person may include registered practitioners or other colleagues.

Standard precautions are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment</p>	<p>1.1 explain the standard health and safety precautions used when moving, handling and transporting individuals and equipment and the potential consequences if these are not applied</p> <p>1.2 explain the safe techniques and procedures used for moving and positioning individuals and equipment in the perioperative environment, according to local and organisational policies and procedures</p> <p>1.3 explain the importance of using personal protective equipment</p> <p>1.4 identify situations when additional protective equipment may be required</p>			
<p>2 Understand the requirements for pressure area care in the perioperative environment</p>	<p>2.1 explain how to contribute to the maintenance of individuals' skin integrity in the perioperative environment</p> <p>2.2 explain how to use risk assessment documents for pressure area care during transfers and positioning</p> <p>2.3 explain the importance of using appropriate equipment to minimise the risk of tissue damage</p> <p>2.4 explain the importance of recording and reporting using the appropriate documents in line with local policies and protocols</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prepare to transport individuals within the perioperative care environment</p>	<p>3.1 identify the nature of the task required in discussion with the appropriate person/registered practitioner</p> <p>3.2 apply standard precautions for infection control</p> <p>3.3 implement health and safety measures relevant to transporting individuals within the perioperative care environment</p> <p>3.4 check that the transport equipment is clean, safe and functioning in line with local policies and protocols</p> <p>3.5 report any potential hazards to the appropriate team member</p> <p>3.6 identify the individual who needs to be moved</p> <p>3.7 inform the individual of the nature and purpose of the transfer and the role of people involved</p> <p>3.8 confirm that any required documents are available to accompany the individual</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to assist in the transfer and positioning of individuals within the perioperative environment</p>	<p>4.1 use safe moving and handling techniques which minimise risk to all involved, including pain, friction and discomfort for those being moved</p> <p>4.2 transfer and position individuals according to instructions, confirming they are positioned safely, comfortably and in accordance with guidelines</p> <p>4.3 maintain the privacy, dignity, safety, security and comfort of individuals while using equipment for transfer and positioning</p> <p>4.4 identify the effects of premedication and anaesthesia on the ability of individuals to move independently</p> <p>4.5 use verbal and non-verbal skills to support individuals, closely observing and reporting any changes in condition to the appropriate team member</p> <p>4.6 transfer the individual and their associated documentation over to the appropriate member of staff in the perioperative environment</p> <p>4.7 return equipment to the correct location in good working order</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 34: First Aid Essentials

Unit reference number: D/504/6101

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

Simulation is allowed for this unit.

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to manage an unresponsive casualty who is not breathing normally	4.1 Recognise the need to commence Cardio Pulmonary Resuscitation 4.2 Demonstrate Cardio Pulmonary Resuscitation using a manikin 4.3 Identify the accepted modifications to Cardio Pulmonary Resuscitation for children			
5 Be able to recognise and assist a casualty who is choking	5.1 Describe how to identify a casualty with a <ul style="list-style-type: none"> • partially blocked airway completely blocked airway • completely blocked airway 5.2 Administer first aid to a casualty who is choking			
6 Be able to manage a casualty with external bleeding	6.1 Identify the types of external bleeding 6.2 Control external bleeding			
7 Be able to manage a casualty who is in shock	7.1 Recognise shock 7.2 Administer first aid to a casualty who is in shock			
8 Be able to manage a casualty with a minor injury	8.1 Administer first aid to a casualty with small cuts, grazes and bruises 8.2 Administer first aid to a casualty with minor burns and scalds 8.3 Administer first aid to a casualty with small splinters			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (*if sampled*)

Unit 36: Obtain and test specimens from individuals

Unit reference number: J/601/8853

QCF level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit is aimed at those working in healthcare settings. This unit provides the learner with the knowledge and skills required to obtain and test specimens, excluding blood samples.

Assessment requirements

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Additional Information

Different types of specimens – excludes blood.

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

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the processes involved in obtaining and testing specimens from individuals	<p>1.1 identify the different types of specimens that may be obtained</p> <p>1.2 describe the tests and investigations that may be carried out upon the specimens</p> <p>1.3 identify the correct equipment and materials used in the collection and transport of specimens</p>			
2 Be able to prepare to obtain specimens from individuals	<p>2.1 confirm the individual's identity and obtain valid consent</p> <p>2.2 ensure the individual's privacy and dignity is maintained at all times</p> <p>2.3 identify any aspects of the individual's ethnic and religious background which might affect the procedure</p> <p>2.4 communicate with the individual in a medium appropriate to their needs and preferences</p> <p>2.5 demonstrate that the required preparations have been completed, including materials and equipment</p>			
3 Be able to obtain specimens from individuals	<p>3.1 provide the correct container for the individual to be able to provide the specimen for themselves</p> <p>3.2 collect the specimen where the individual cannot provide the specimen for themselves</p> <p>3.3 describe possible problems in collecting specimens and how and when these should be reported</p> <p>3.4 demonstrate the correct collection, labelling and storage of specimens</p> <p>3.5 complete and attach relevant documentation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to test specimens	4.1 demonstrate the appropriate tests for a range of specimens obtained 4.2 demonstrate appropriate health and safety measures relevant to the procedure and environment to include: <ul style="list-style-type: none"> - standard precautions for infection prevention and control - use of personal protective equipment 			
5 Be able to report on the outcomes on the test of specimens	5.1 show the correct process for reporting and recording test results 5.2 describe the actions to be taken when the results are outside the normal range 5.3 communicate test results in accordance with agreed ways of working 5.4 describe why it is important to understand the implications the test results may have on the individual			
6 Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	6.1 explain current legislation, national guidelines, organisational policies and protocols which affect working practice 6.2 identify the potential hazards and other consequences related to incorrect labelling of specimens			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 37: Support individuals to carry out their own healthcare procedures

Unit reference number: D/601/8017

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to carry out their own healthcare procedures safely.

Assessment requirements

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information

An individual is someone requiring care or support.

Others may include:

- family
- friends
- advocates
- healthcare professionals
- others who are important to the individual's well-being.

Correct techniques may include:

- timings
- hygiene
- use of equipment
- safe disposal
- recording.

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

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

Assessment methodology

Learning outcomes 2, 3 and 4 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand healthcare procedures likely to be undertaken by individuals	<p>1.1 identify treatments and physical measurements likely to be undertaken by individuals</p> <p>1.2 explain reasons why physical measurements and specimens might need to be taken</p> <p>1.3 describe possible adverse reactions individuals may experience when undertaking their own healthcare procedures</p>			
2 Be able to support individuals to prepare to carry out their own healthcare procedures	<p>2.1 establish with others own role in supporting individuals to carry out their own healthcare procedures</p> <p>2.2 promote safe storage of supplies</p> <p>2.3 support the individual to prepare equipment and the environment to carry out procedures</p> <p>2.4 support the individual's understanding about correct techniques for procedures</p> <p>2.5 check the individual's understanding about when to seek advice or take immediate action when carrying out healthcare procedures</p>			
3 Be able to support individuals to carry out healthcare procedures	<p>3.1 assist the individual to carry out healthcare procedures in a way that promotes active participation</p> <p>3.2 promote safe disposal of supplies used for procedures</p> <p>3.3 support the individual to record measurements and store records safely</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to monitor healthcare procedures undertaken by individuals	4.1 monitor the accuracy, timing and outcomes of healthcare procedures carried out by the individual 4.2 record and report any adverse reactions or other concerns, in line with agreed ways of working 4.3 describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 38: Contribute to monitoring the health of individuals affected by health conditions

Unit reference number: M/601/9026

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

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

Assessment requirements

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information

Health may include aspects that affect:

- physical health
- psychological wellbeing.

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

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

Observations may include:

- informal observations
- physical measurements
- other agreed ways of monitoring.

Others may include:

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

Assessment methodology

Learning outcomes 2, 3 and 4 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand monitoring of the health of individuals affected by health conditions	<p>1.1 explain the importance of monitoring the health of individuals affected by a health condition</p> <p>1.2 describe ways in which the health of individuals can be monitored</p>			
2 Be able to carry out observations of the health of individuals affected by health conditions	<p>2.1 identify what observations have been agreed to monitor the health condition of an individual</p> <p>2.2 carry out required observations in ways that:</p> <ul style="list-style-type: none"> - respect the individual's dignity and privacy - reassure the individual and minimise any fears or concerns - follow agreed ways of working 			
3 Be able to record and report on observations	<p>3.1 record required indicators of an individual's condition</p> <p>3.2 report changes in the individual's condition, in line with agreed ways of working</p> <p>3.3 explain when changes may be needed to usual recording and reporting requirements about an individual's health condition</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 be able to respond to changes in an individual's condition	4.1 take immediate action in line with agreed ways of working when changes in an individual's health cause concern 4.2 work with others to review information about changes in an individual's health 4.3 clarify own understanding about changes to requirements for monitoring 4.4 implement required changes to monitoring processes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 39: Provide support to manage pain and discomfort

Unit reference number: K/601/9025

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort.

It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Assessment requirements

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

Additional Information

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

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

Assessment methodology

Learning outcomes 2 and 3 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand approaches to managing pain and discomfort	<p>1.1 explain the importance of a holistic approach to managing pain and discomfort</p> <p>1.2 describe different approaches to alleviate pain and minimise discomfort</p> <p>1.3 outline agreed ways of working that relate to managing pain and discomfort</p>			
2 Be able to assist in minimising individuals' pain or discomfort	<p>2.1 describe how pain and discomfort may affect an individual's wellbeing and communication</p> <p>2.2 encourage an individual to express feelings of discomfort or pain</p> <p>2.3 encourage an individual to use self-help methods of pain control</p> <p>2.4 assist an individual to be positioned safely and comfortably</p> <p>2.5 carry out agreed measures to alleviate pain and discomfort</p>			
3 Be able to monitor, record and report on the management of individuals' pain or discomfort	<p>3.1 carry out required monitoring activities relating to management of an individual's pain or discomfort</p> <p>3.2 complete records in required ways</p> <p>3.3 report findings and concerns as required</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 40: Provide support for therapy sessions

Unit reference number: D/601/9023

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

Assessment requirements

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Additional Information

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy.

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

Others may include:

- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's well-being.

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

Assessment methodology

Learning outcomes 2, 3, 4 and 5 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the benefits of therapy sessions	<p>1.1 identify different types of therapy sessions in which an individual may participate</p> <p>1.2 describe how therapy sessions can benefit an individual</p>			
2 Be able to prepare for therapy sessions	<p>2.1 establish own responsibilities in preparing for a therapy session</p> <p>2.2 identify with the individual their preferences and requirements for the therapy session</p> <p>2.3 follow instructions to prepare the environment, materials, equipment and self for the session</p>			
3 Be able to provide support in therapy sessions	<p>3.1 provide support during a therapy session that takes account of:</p> <ul style="list-style-type: none"> - the therapist's directions - the individual's preferences and requirements <p>3.2 promote active participation during the session</p> <p>3.3 describe ways to overcome fears or concerns an individual may have about a therapy session</p>			
4 Be able to observe and record therapy sessions	<p>4.1 agree what observations need to be carried out during therapy sessions</p> <p>4.2 agree how observations will be recorded</p> <p>4.3 carry out agreed observations</p> <p>4.4 record agreed observations as required</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to contribute to the review of therapy sessions	5.1 contribute to a review of therapy sessions to identify issues and progress 5.2 contribute to agreeing changes to therapy sessions with the individual and others			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 41: Undertake agreed pressure area care

Unit code:	HSC 2024
Unit reference number:	T/601/8721
QCF level:	2
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is aimed at health and social care staff providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Assessment requirements

Learning outcomes 3, 5 and 6 must be assessed in a real work environment.

Additional Information

Agreed ways of working includes policies and procedures where these exist.

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

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

Assessment methodology

Learning outcomes 3, 5 and 6 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the anatomy and physiology of the skin in relation to pressure area care	<p>1.1 describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores</p> <p>1.2 identify pressure sites of the body</p> <p>1.3 identify factors which might put an individual at risk of skin breakdown and pressure sores</p> <p>1.4 describe how incorrect handling and moving techniques can damage the skin</p> <ul style="list-style-type: none"> - identify a range of interventions that can reduce the risk of skin breakdown and pressure sores - describe changes to an individual's skin condition that should be reported 			
2 Understand good practice in relation to own role when undertaking pressure area care	<p>2.1 identify legislation and national guidelines affecting pressure area care</p> <p>2.2 describe agreed ways of working relating to pressure area care</p> <p>2.3 describe why team working is important in relation to providing pressure area care</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to follow the agreed care plan	3.1 describe why it is important to follow the agreed care plan 3.2 ensure the agreed care plan has been checked prior to undertaking the pressure area care 3.3 identify any concerns with the agreed care plan prior to undertaking the pressure area care 3.4 describe actions to take where any concerns with the agreed care plan are noted 3.5 identify the pressure area risk assessment tools which are used in own work area 3.6 explain why it is important to use risk assessment tools			
4 Understand the use of materials, equipment and resources are available when undertaking pressure area care	4.1 identify a range of aids or equipment used to relieve pressure 4.2 describe safe use of aids and equipment 4.3 identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> - materials - equipment - resources 			
5 Be able to prepare to undertake pressure area care	5.1 prepare equipment and environment in accordance with health and safety guidelines 5.2 obtain valid consent for the pressure area care			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Be able to undertake pressure area care</p>	<p>6.1 carry out pressure area care procedure in a way that:</p> <ul style="list-style-type: none"> - respects the individual's dignity and privacy - maintains safety - ensures the individual's comfort - promotes active participation - promotes partnership working <p>6.2 apply standard precautions for infection prevention and control</p> <p>6.3 carry out the pressure area care procedure without obstruction from bedding and clothing</p> <p>6.4 move an individual using approved techniques and in accordance with the agreed care plan</p> <p>6.5 use pressure relieving aids in accordance with the care plan and any safety instruction</p> <p>6.6 communicate effectively with the individual throughout the intervention</p> <p>6.7 complete all records and documentation accurately and legibly</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 42: Move and position individuals in accordance with their plan of care

Unit reference number: J/601/8027

QCF level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Assessment requirements

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

Additional Information

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

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

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

Assessment methodology

Learning outcomes 3, 4 and 5 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand anatomy and physiology in relation to moving and positioning individuals	<p>1.1 outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals</p> <p>1.2 describe the impact of specific conditions on the correct movement and positioning of an individual</p>			
2 Understand current legislation and agreed ways of working when moving and positioning individuals	<p>2.1 describe how current legislation and agreed ways of working affect working practices related to moving and positioning individuals</p> <p>2.2 describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to minimise risk before moving and positioning individuals</p>	<p>3.1 access up-to-date copies of risk assessment documentation</p> <p>3.2 carry out preparatory checks using:</p> <ul style="list-style-type: none"> - the individual's care plan - the moving and handling risk assessment <p>3.3 identify any immediate risks to the individual</p> <p>3.4 describe actions to take in relation to identified risks</p> <p>3.5 describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment</p> <p>3.6 prepare the immediate environment ensuring</p> <ul style="list-style-type: none"> - adequate space for the move-in agreement with all concerned - that potential hazards are removed <p>3.7 apply standard precautions for infection prevention and control</p>			
<p>4. Be able to prepare individuals before moving and positioning</p>	<p>4.1 demonstrate effective communication with the individual to ensure that they</p> <ul style="list-style-type: none"> - understand the details and reasons for the action/activity being undertaken - agree the level of support required <p>4.2 obtain valid consent for the planned activity</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to move and position an individual</p>	<p>5.1 follow the care plan to ensure that the individual is positioned</p> <ul style="list-style-type: none"> - using the agreed technique - in a way that will avoid causing undue pain or discomfort <p>5.2 demonstrate effective communication with any others involved in the manoeuvre</p> <p>5.3 describe the aids and equipment that may be used for moving and positioning</p> <p>5.4 use equipment to maintain the individual in the appropriate position</p> <p>5.5 encourage the individual's active participation in the manoeuvre</p> <p>5.6 monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction</p> <p>5.7 demonstrate how to report and record the activity noting when the next positioning manoeuvre is due</p>			
<p>6 Know when to seek advice from and/or involve others when moving and positioning an individual</p>	<p>6.1 describe when advice and/or assistance should be sought to move or handle an individual safely</p> <p>6.2 describe what sources of information are available about moving and positioning individuals</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 43: Assist in the administration of medication

Unit reference number: A/601/9420

QCF level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand relevant legislation, policy and good practice related to receiving and storing medication and products	1.1 summarise current legislation, national guidelines and good practice guidelines appropriate for receiving and storing medication and products 1.2 describe local policy and protocols impacting on own role and that of others in relation to receiving and storing medication and products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to receive and store medication and products</p>	<p>2.1 apply standard precautions for infection prevention and control</p> <p>2.2 apply health and safety measures relevant to receiving and storing medication and products</p> <p>2.3 check that the individual has handed over any medication and products for storage and inform them what will happen to these</p> <p>2.4 inform staff about medication and products</p> <p>a on receipt prior to storage</p> <p>b when problems are identified during receipt and storage</p> <p>c when stocks are low and require replenishing</p> <p>2.5 store all medication and products in line with environmental, legal and local policy requirements</p> <p>2.6 maintain all records on completion of</p> <p>a receipt of medication and products</p> <p>b stock checking</p> <p>c stock rotation and date checking</p> <p>2.7 dispose of out of date or unwanted medication or products in line with national and local policy and protocol</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 45: Support individuals who are distressed

Unit reference number: L/601/8143

QCF level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

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

Assessment requirements

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Additional Information

Causes of distress may be:

- internal to the individual
- related to support needs
- related to support provision
- related to loss
- related to change.

Individual An individual is someone requiring care or support.

Others may include:

- family
- friends
- advocates
- line manager
- other professionals
- others who are important to the individual's well-being.

Assessment methodology

Learning outcomes 2, 3, 4 and 5 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand causes and effects of distress	<p>1.1 identify common causes of distress</p> <p>1.2 describe signs that may indicate an individual is distressed</p> <p>1.3 explain how distress may affect the way an individual communicates</p> <p>1.4 explain how working with an individual who is distressed may impact on own well being</p>			
2 Be able to prepare to support individuals who are experiencing distress	<p>2.1 access information and advice about supporting an individual through a time of distress</p> <p>2.2 establish signs of distress that would indicate the need for specialist intervention</p> <p>2.3 describe how to access specialist intervention</p> <p>2.4 identify sources of support to manage own feelings when working with an individual who is distressed</p>			
3 Be able to support individuals through periods of distress	<p>3.1 communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs</p> <p>3.2 demonstrate ways to alleviate immediate distress</p> <p>3.3 adapt support in response to the individual's reactions</p> <p>3.4 demonstrate how to involve others in supporting an individual who is distressed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support individuals to reduce distress	4.1 encourage the individual to express thoughts and feelings about troubling aspects of their life 4.2 work with the individual and others to identify triggers for distress 4.3 work with an individual and others to reduce triggers or alleviate causes of distress 4.4 encourage the individual to review their usual ways of coping with distress			
5 Be able to record and report on an individual's distress	5.1 maintain records relating to the individual's distress and the support provided 5.2 report on periods of distress in line with agreed ways of working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 46 : Support individuals to meet personal care needs

Unit reference number: F/601/8060

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs.

It covers supporting the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

All learning outcomes must be assessed in a real work environment.

Additional Information

Personal care in this unit refers to using toilet facilities, maintaining personal hygiene and attending to personal appearance.

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

Toilet facilities may include:

- toilet
- commode
- bedpan
- urinal.

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

Activities an **individual may use to manage their personal appearance** may include:

- hair care
- nail care
- shaving
- skin care
- use of cosmetics
- use of prostheses & orthoses.

Others may include:

- family
- friends
- advocates
- specialists
- healthcare professionals
- others who are important to the individual's well-being.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to work with individuals to identify their needs and preferences in relation to personal care	<p>1.1 encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care</p> <p>1.2 establish the level and type of support and individual needs for personal care</p> <p>1.3 agree with the individual how privacy will be maintained during personal care</p>			
2 Be able to provide support for personal care safely	<p>2.1 support the individual to understand the reasons for hygiene and safety precautions</p> <p>2.2 use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection</p> <p>2.3 explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care</p> <p>2.4 describe ways to ensure the individual can summon help when alone during personal care</p> <p>2.5 ensure safe disposal of waste materials</p>			
3 Be able to support individuals to use the toilet	<p>3.1 provide support for the individual to use toilet facilities in ways that respect dignity</p> <p>3.2 support individual to make themselves clean and tidy after using toilet facilities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support individuals to maintain personal hygiene	<p>4.1 ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care</p> <p>4.2 ensure toiletries, materials and equipment are within reach of the individual</p> <p>4.3 provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation</p>			
5 Be able to support individuals to manage their personal appearance	<p>5.1 provide support to enable individuals to manage their personal appearance in ways that respect dignity and promote active participation</p> <p>5.2 encourage the individual to keep their clothing and personal care items clean, safe and secure</p>			
6 Be able to monitor and report on support for personal care	<p>6.1 seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences</p> <p>6.2 monitor personal care functions and activities in agreed ways</p> <p>6.3 record and report on an individual's personal care in agreed ways</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 47: Contribute to the care of a deceased person

Unit reference number: R/601/8256

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Assessment requirements

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of those involved.

Additional Information

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

Others may include:

- family
- friends
- own colleagues
- others who were involved in the life of the individual.

Appropriate organisations may include:

- mortuary
- funeral directors
- places of worship.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the factors that affect how individuals are cared for after death	<p>1.1 outline legal requirements and agreed ways of working that underpin the care of deceased individuals</p> <p>1.2 describe how beliefs and religious and cultural factors affect how deceased individuals are cared for</p> <p>1.3 identify the physical changes that take place after death and how this may affect laying out and moving individuals</p> <p>1.4 identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals</p> <p>1.5 describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions</p>			
2 Be able to contribute to supporting those who are close to deceased individuals	<p>2.1 describe the likely immediate impact of an individual's death on others who are close to the deceased individual</p> <p>2.2 support others immediately following the death of the individual in ways that:</p> <ul style="list-style-type: none"> - reduce their distress - respect the deceased individual 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to contribute to preparing deceased individuals prior to transfer	3.1 follow agreed ways of working to ensure that the deceased person is correctly identified 3.2 carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture 3.3 use protective clothing to minimise the risk of infection during preparation of the deceased individual 3.4 contribute to recording any property and valuables that are to remain with the deceased individual			
4 Be able to contribute to transferring deceased individuals	4.1 carry out agreed role in contacting appropriate organisations 4.2 carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual 4.3 record details of the care and transfer of the deceased person in line with agreed ways of working			
5 Be able to manage own feelings in relation to the death of individuals	5.1 identify ways to manage own feelings in relation to an individual's death 5.2 utilise support systems to deal with own feelings in relation to an individual's death			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 48: Assist the practitioner to carry out healthcare activities

Unit reference number: J/602/3924

QCF level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

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

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

Additional Information

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 49: Support individuals at the end of life

Unit reference number: T/601/9495

QCF level: 3

Credit value: 7

Guided learning hours: 53

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end-of-life care.

Assessment requirements

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Additional Information

Legislation and **agreed ways of working** will include policies and procedures, where these apply, and may relate to:

- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults.

Systems for **advance care planning** may include:

- Gold Standard Framework
- Preferred Priorities for Care.

An **individual** is the person requiring end-of-life care.

Key people may include:

- family members
- friends
- others who are important to the well-being of the individual.

Support organisations and specialist services may include:

- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors.

Other members of the team may include:

- line manager
- religious representatives
- specialist nurse
- occupational or other therapist
- social worker
- key people.

Actions may include:

- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people.

Assessment methodology

Learning outcomes 4, 7, 8, 9 and 10 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	<p>1.1 outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care</p> <p>1.2 explain how legislation designed to protect the rights of individuals in end-of-life care applies to own job role</p>			
2 Understand factors affecting end-of-life care	<p>2.1 outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death</p> <p>2.2 explain how the beliefs, religion and culture of individuals and key people influence end-of-life care</p> <p>2.3 explain why key people may have a distinctive role in an individual's end-of-life care</p> <p>2.4 explain why support for an individual's health and well-being may not always relate to their terminal condition</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand advance care planning in relation to end-of-life care</p>	<p>3.1 describe the benefits to an individual of having as much control as possible over their end-of-life care</p> <p>3.2 explain the purpose of advance care planning in relation to end-of-life care</p> <p>3.3 describe own role in supporting and recording decisions about advance care planning</p> <p>3.4 outline ethical and legal issues that may arise in relation to advance care planning</p>			
<p>4 Be able to provide support to individuals and key people during end-of-life care</p>	<p>4.1 support the individual and key people to explore their thoughts and feelings about death and dying</p> <p>4.2 provide support for the individual and key people that respects their beliefs, religion and culture</p> <p>4.3 demonstrate ways to help the individual feel respected and valued throughout the end-of-life period</p> <p>4.4 provide information to the individual and/or key people about the individual's illness and the support available</p> <p>4.5 give examples of how an individual's well-being can be enhanced by:</p> <ul style="list-style-type: none"> - environmental factors - non-medical interventions - use of equipment and aids - alternative therapies <p>4.6 contribute to partnership working with key people to support the individual's well-being</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to address sensitive issues in relation to end of life care	5.1 explain the importance of recording significant conversations during end-of-life care 5.2 explain factors that influence who should give significant news to an individual or key people 5.3 describe conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care 5.4 analyse ways to address such conflicts			
6 Understand the role of organisations and support services available to individuals and key people in relation to end-of-life care	6.1 describe the role of support organisations and specialist services that may contribute to end of life care 6.2 analyse the role and value of an advocate in relation to end-of-life care 6.3 explain how to establish when an advocate may be beneficial 6.4 explain why support for spiritual needs may be especially important at the end-of-life 6.5 describe a range of sources of support to address spiritual needs			
7 Be able to access support for the individual or key people from the wider team	7.1 identify when support would best be offered by other members of the team 7.2 liaise with other members of the team to provide identified support for the individual or key people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to support individuals through the process of dying	<p>8.1 carry out own role in an individual's care</p> <p>8.2 contribute to addressing any distress experienced by the individual promptly and in agreed ways</p> <p>8.3 adapt support to reflect the individual's changing needs or responses</p> <p>8.4 assess when an individual and key people need to be alone</p>			
9 Be able to take action following the death of individuals	<p>9.1 explain why it is important to know about an individual's wishes for their after-death care</p> <p>9.2 carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working</p> <p>9.3 describe ways to support key people immediately following an individual's death</p>			
10 Be able to manage own feelings in relation to the dying or death of individuals	<p>10.1 identify ways to manage own feelings in relation to an individual's dying or death</p> <p>10.2 utilise support systems to deal with own feelings in relation to an individual's dying or death</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 50: Support individuals to eat and drink

Unit reference number: M/601/8054

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

Assessment requirements

All learning outcomes must be assessed in a real work environment.

Additional Information

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

Suitable options will take account of:

- expressed wishes and preferences
- general nutrition principles
- specific dietary requirements
- religious, cultural and personal beliefs
- resources available.

Ways to **prepare to eat and drink** may include:

- choosing where to eat
- Choosing with whom to eat
- protecting clothes from potential spills
- taking up a comfortable position

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to support individuals to make choices about food and drink	<p>1.1 establish with an individual the food and drink they wish to consume</p> <p>1.2 encourage the individual to select suitable options for food and drink</p> <p>1.3 describe ways to resolve any difficulties or dilemmas about the choice of food and drink</p> <p>1.4 describe how and when to seek additional guidance about an individual's choice of food and drink</p>			
2 Be able to prepare to provide support for eating and drinking	<p>2.1 identify the level and type of support an individual requires when eating and drinking</p> <p>2.2 demonstrate effective hand-washing and use of protective clothing when handling food and drink</p> <p>2.3 support the individual to prepare to eat and drink in a way that meets their personal needs and preferences</p> <p>2.4 provide suitable utensils to assist the individual to eat and drink</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide support for eating and drinking	<p>3.1 describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking</p> <p>3.2 support the individual to consume manageable amounts of food and drink at their own pace</p> <p>3.3 provide encouragement to the individual to eat and drink</p> <p>3.4 support the individual to clean themselves if food or drink is spilt</p> <p>3.5 adapt support in response to an individual's feedback or observed reactions while eating and drinking</p>			
4 Be able to clear away after food and drink	<p>4.1 explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away</p> <p>4.2 confirm that the individual has finished eating and drinking</p> <p>4.3 clear away used crockery and utensils in a way that promotes active participation</p> <p>4.4 support the individual to make themselves clean and tidy after eating or drinking</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to monitor eating and drinking and the support provided	5.1 explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter 5.2 carry out and record agreed monitoring processes 5.3 report on the support provided for eating and drinking in accordance with agreed ways of working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 51: Support individuals to access and use information about services and facilities

Unit reference number: A/601/7926

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

Assessment requirements

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information

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

Services and facilities may include:

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

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

Issues or concerns may include those relating to:

- ineligibility
- lack of availability
- conditions for access.

Assessment methodology

Learning outcomes 2, 3 and 4 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know ways to support individuals to access information on services and facilities	<p>1.1 identify the types of services and facilities about which individuals may require information</p> <p>1.2 identify possible barriers to accessing and understanding information</p> <p>1.3 describe ways to overcome barriers to accessing information</p> <p>1.4 identify a range of formats, translations and technology that could make information more accessible for individuals</p> <p>1.5 describe types of support individuals may need to enable them to identify and understand information</p>			
2 Be able to work with individuals to select and obtain information about services and facilities	<p>2.1 support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities</p> <p>2.2 work with an individual to identify relevant and up-to-date information on services and facilities that meet assessed needs and wishes</p> <p>2.3 support an individual to obtain selected information in their preferred format and language</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to work with individuals to access and use information about services and facilities</p>	<p>3.1 support an individual to access the content of information about services and facilities</p> <p>3.2 demonstrate ways to check an individual's understanding of the information</p> <p>3.3 work with an individual to access a service or facility, using the information in ways that promote active participation</p> <p>3.4 describe ways to support individuals to deal with any issues or concerns that may arise from the content of information</p>			
<p>4 Be able to support individuals to evaluate the information accessed on services and facilities</p>	<p>4.1 support an individual to give feedback on whether information on services and facilities has met their needs and preferences</p> <p>4.2 work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information</p> <p>4.3 explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 52: Support individuals to manage continence

Unit reference number: J/601/8058

QCF level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

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

The unit provides the learner with the knowledge and skills needed to support individuals to manage continence.

It covers the factors affecting continence, the management of continence and the use of continence equipment.

Assessment requirements

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Additional Information

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

Lifestyle **factors** affecting **continence** may include:

- diet
- patterns of eating and drinking
- exercise and mobility
- use of medication
- daily routines.

Equipment may include:

- pads
- commode
- bedpan
- urinal.

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

Risks may include risks to:

- the individual
- the learner
- others.

Assessment methodology

Learning outcomes 2, 3, 4 and 5 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand factors that affect the management of continence	<p>1.1 explain how difficulties with continence can affect an individual's self-esteem, health and their day-to-day activities</p> <p>1.2 list common causes of difficulties with continence</p> <p>1.3 explain how an individual's personal beliefs and values may affect the management of continence</p> <p>1.4 describe ways to protect an individual's privacy whilst managing continence</p>			
2 Be able to support individuals to manage their own continence	<p>2.1 encourage an individual to express preferences and concerns about continence needs</p> <p>2.2 support the individual to understand the effects of lifestyle on continence</p> <p>2.3 explain how and when to access additional guidance about support for continence</p>			
3 Be able to support the use of equipment to manage continence	<p>3.1 access information about continence equipment recommended for the individual</p> <p>3.2 agree with the individual their preferred times and places for using continence equipment</p> <p>3.3 agree the level and type of support required for use of equipment</p> <p>3.4 support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to support continence safely</p>	<p>4.1 identify risks that may arise while supporting continence</p> <p>4.2 encourage the individual to maintain personal hygiene whilst managing continence</p> <p>4.3 dispose of used equipment and soiled materials safely</p> <p>4.4 ensure the environment is clean, tidy and accessible before and after use</p> <p>4.5 use protective equipment, protective clothing and hygiene techniques to minimise risks</p>			
<p>5 Be able to monitor and report on support for managing continence</p>	<p>5.1 use agreed processes to monitor continence and support for managing continence</p> <p>5.2 record and report on support for managing continence in agreed ways</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 53: Protecting from the risk of violence at work

Unit reference number: J/601/9050

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

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

Assessment requirements

Assessment criteria should be assessed through naturally occurring evidence from the workplace.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the job role, responsibilities and limitations	1.1 describe the legal duties for an individual to ensure well-being and health and safety in the workplace as explained by relevant legislation 1.2 describe the job role, including the responsibilities and limitations 1.3 describe personal capabilities and limitations in terms of protection in potentially violent situations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to use verbal and non-verbal communication to help calm a potentially violent situation</p>	<p>2.1 describe the importance of showing respect for people, their property and rights</p> <p>2.2 describe when it is appropriate and possible to maintain a safe distance and avoid physical contact</p> <p>2.3 maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour</p> <p>2.4 maintain a safe distance and avoid physical contact</p> <p>2.5 avoid behaviour or language that may be discriminatory or oppressive when communicating with other people</p> <p>2.6 interpret simple body language and the importance of acknowledging other people's personal space</p> <p>2.7 explain clearly to the people involved:</p> <ul style="list-style-type: none"> - what you will do - what they should do and - the likely consequences if the present situation continues <p>2.8 communicate with those presenting unacceptable behaviour in a way that:</p> <ul style="list-style-type: none"> - shows respect for them, their property and their rights - is free from discrimination and oppressive behaviour 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to dynamically risk-assess a potentially violent situation</p>	<p>3.1 describe the main signs that a situation could escalate to violent behaviour</p> <p>3.2 describe the importance of remaining alert to triggers of violent behaviour</p> <p>3.3 describe the importance of planning how to leave a situation if there is a physical risk, including identifying where the nearest exit routes are located</p> <p>3.4 demonstrate how to keep the situation under review</p> <p>3.5 act to reduce the risks to the safety of all those affected by the incident</p>			
<p>4 Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety</p>	<p>4.1 describe the types of action and behaviour that can be taken to calm situations</p> <p>4.2 describe when to leave the scene of the incident, when to seek help and safe techniques for leaving the situation</p> <p>4.3 act to calm the situation which will:</p> <ul style="list-style-type: none"> - not make the situation worse - follow the organisation's policy and procedures and legal responsibilities - minimise the risk of injury to all those involved <p>4.4 get assistance promptly when the situation is not being resolved</p> <p>4.5 demonstrate how to end contact with those presenting unacceptable behaviour and leave the situation if the threat to safety cannot be effectively managed</p>			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Be able to accurately report an incident</p>	<p>6.1 describe the organisation's procedures for dealing with violent behaviour</p> <p>6.2 identify the reports that have to be made and the records that have to be kept about a potential or actual incident of violence</p> <p>6.3 complete records in accordance with organisational requirements in respect of:</p> <ul style="list-style-type: none"> - personal actions at the time of the incident - the circumstances and severity of the incident - the measures taken to ensure personal safety and that of other people - the action taken to try to calm the situation down <p>6.4 produce recommendations for the relevant people in order to reduce the risk of further similar incidents</p> <p>6.5 contribute to good practice by sharing relevant non-confidential information with others in similar roles</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 54: Provide support for sleep

Unit reference number: Y/601/9490

QCF level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep.

Assessment requirements

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information

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

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

Others may include:

- family
- friends
- advocates
- line manager
- health professionals
- others who are important to the individual's well-being.

Assessment methodology

Learning outcomes 2, 3 and 4 are assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of sleep	<p>1.1 explain how sleep contributes to an individual's well-being</p> <p>1.2 identify reasons why an individual may find it hard to sleep</p> <p>1.3 describe the possible short-term and long-term effects on an individual who is unable to sleep well</p>			
2 Be able to establish conditions suitable for sleep	<p>2.1 describe conditions likely to be suitable for sleep</p> <p>2.2 minimise aspects of the environment likely to make sleep difficult for an individual</p> <p>2.3 adjust own behaviour to contribute to a restful environment</p> <p>2.4 describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep</p>			
3 Be able to assist an individual to sleep	<p>3.1 explain the importance of a holistic approach to assisting sleep</p> <p>3.2 encourage the individual to communicate the support they need to sleep</p> <p>3.3 assist the individual to find a position for sleep consistent with their plan of care</p> <p>3.4 support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to monitor sleep	4.1 establish with the individual and others how sleep will be monitored 4.2 record agreed observations relating to the individual's sleep and the assistance given			
5 Know how to access information and advice about difficulties with sleep	5.1 describe situations in which additional information or assistance about sleep would be needed 5.2 explain how to access additional information and assistance			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 56: **Manage own performance in a business environment**

Unit reference number: F/601/2467

QCF level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

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

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 57: Give customers a positive impression of yourself and your organisation

Unit reference number: L/601/0933

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

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

Assessment requirements/evidence requirements

- 1 Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
- 2 The learner may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
- 4 The learner's communication with customers may be face to face, in writing, by telephone, text message, email, internet (including social networking), and intranet or by any other method they would be expected to use within their job role.

- 5 The learner must provide evidence of creating a positive impression with customers:
 - a during routine delivery of customer service
 - b during a busy time in their job
 - c during a quiet time in their job
 - d when people, systems or resources have let them down.
- 6 The learner must provide evidence that they communicate with customers effectively by:
 - a using appropriate spoken or written language
 - b applying the conventions and rules appropriate to the method of communication they have chosen.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Establish rapport with customers</p>	<p>1.1 meet their organisation's standards of appearance and behaviour</p> <p>1.2 greet their customer respectfully and in a friendly manner</p> <p>1.3 communicate with their customer in a way that makes them feel valued and respected</p> <p>1.4 identify and confirm their customer's expectations</p> <p>1.5 treat their customer courteously and helpfully at all times</p> <p>1.6 keep their customer informed and reassured</p> <p>1.7 adapt their behaviour to respond to different customer behaviour</p>			
<p>2 Respond appropriately to customers</p>	<p>2.1 respond promptly to a customer seeking help</p> <p>2.2 choose the most appropriate way to communicate with their customer</p> <p>2.3 check with their customer that they have fully understood their expectations</p> <p>2.4 respond promptly and positively to their customer's questions and comments</p> <p>2.5 allow their customer time to consider their response and give further explanation when appropriate</p>			

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

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 58: Administer appointments in a healthcare environment

Unit reference number: A/602/3001

QCF level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to administer and receive individuals for appointments	<p>1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for administering appointments and receiving individuals</p> <p>1.2 give examples of situations that may arise when administering appointments and receiving individuals and how these can be resolved</p>			
2 Be able to make appointments for individuals in line with local policy and protocol	<p>2.1 obtain the information for appointments</p> <p>2.2 record information to make the appointment</p> <p>2.3 communicate details of the appointment to the individual and others</p> <p>2.4 ensure the individual's records are up-to-date and available for the appointment</p>			
3 Be able to receive individuals for appointments	<p>3.1 receive an individual at reception</p> <p>3.2 record the individual's arrival</p> <p>3.3 confirm the individual's identity and amend any details on their records</p> <p>3.4 communicate with the individual in a way that is sensitive to their needs and preferences</p> <p>3.5 pass the individual's records on as and when required</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to process completed appointments	4.1 record the administrative outcome of appointments 4.2 record appointments attended against those scheduled 4.3 update records in accordance with the appointment outcome			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

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

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

How to obtain National Occupational Standards

Skills For Health
2nd Floor, Goldsmiths House, Broad Plain
Bristol BS20JP

Telephone: 01179221155
Fax: 01179251800
Email: office@skillsforhealth.org.uk

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

Telephone: 01133907666
Fax: 01132468066
Email: sscinfo@skillsforcareanddevelopment.org.uk

Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website (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.

The training we provide:

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

Annexe A: Progression pathways

The Edexcel qualification framework for the Health sector

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
8				
7				
6				
5		Edexcel BTEC Level 5 HND Diploma in Health and Social Care		
4		Edexcel BTEC Level 4 HNC Diploma in Health and Social Care		
3	GCE Health and Social Care Higher Diploma in Society, Health and Development	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care		Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
2	GCSE (Double and Single Award) in Health and Social Care Advanced Diploma in Society, Health and Development Foundation Diploma in Society, Health and Development	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care		Level 2 Diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
1		BTEC Level 1 Award/Certificate/Diploma in Health and Social Care		
Entry		BTEC Entry Level Award in Health and Social Care (Entry 3)		

Annexe B: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

Annexe C: Centre certification and registration

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

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

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

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

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

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

Edexcel's policy on access arrangements and special considerations for Edexcel 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. Please refer to Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications for further details. www.edexcel.com.

Annexe D: Assessment principles Skills for Health

QCF assessment principles

1 Introduction

- 1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the regulatory arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

2 Assessment principles

- 2.1 Assessment decisions for competence units (eg those including learning outcomes that begin with 'to be able to' or 'understand') must be made by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
- 2.2 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualifications assessment strategy.
- 2.3 Competence-based units must include direct observation as the primary source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment decisions for knowledge - only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal quality assurance

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

4 Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.2 Occupationally knowledgeable:

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

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy. Skills for Health will agree with awarding organisations the relevant assessor qualifications or standard for qualifications covered by these principles.

4.4 Qualified to make quality assurance decisions:

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

4.5 **Expert witness:**

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have **either** a qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff.

Assessment Principles for First Aid Qualifications

Introduction

These Assessment Principles have been produced by Awarding Organisations/Bodies in cooperation with the Health and Safety Executive (HSE), Skills for Health and Qualification Regulators. It relates to the assessment of First Aid Qualifications including but not limited to:

- **First Aid at Work (FAW)**
- **Emergency First Aid at Work (EFAW)**
- **Paediatric First Aid**
- **Activity First Aid**
- **Cardio Pulmonary Resuscitation and Automated External Defibrillation**
- **Medical Gases**

It deals with training, assessment, evidence and quality assurance under the following headings:

- Roles and responsibilities of those involved in the training, assessment and verification processes
- Assessment and sources of evidence
- Simulation
- External Quality Assurance

These principles are in addition to the generic criteria and regulations that awarding organisations/bodies must meet for the delivery of accredited qualifications.

Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes

Trainers/Assessors

Those involved in the training and assessment of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train and assess based on qualifications and experience

Trainers/Assessors must:

- be occupationally competent in the area of first aid. This can be evidenced by:
 - holding a FAW certificate issued by either HSE or an Awarding Organisation/Bodyor having
- registration as a doctor with the General Medical Council (GMC)
- registration as a nurse with the Nursing and Midwifery Council (NMC)
- registration as a paramedic with the Health and Care Professions Council (HCPC)

- be occupationally competent in the area of training and/or assessing in line with the Learning and Development NOS 9 Assess Learner Achievement. This could be evidenced by holding a qualification listed in Appendix 1.

Trainers/Assessors should also be able to provide a detailed, chronological list of evidence to show that they have regularly provided EFAW/FAW assessments during the previous three years. If this is limited, evidence of other first-aid assessments may be provided.

No formal Trainer/Assessor qualifications

It is recognised that trainer/assessors may not hold formal qualifications but may have significant experience in undertaking these roles. It is expected that the trainer/assessors be registered and working towards formal qualifications within one year and that the qualifications are gained within two years.

During this period a portfolio should be maintained and include details of knowledge and experience gained and the time period over which they were applied, and any contributing training undertaken and the learning outcomes achieved

Internal Quality Assurance

Those involved in the internal quality assurance of these qualifications must be occupationally competent in first aid and competent in internal quality assurance.

Internal Quality Assurers must:

- be occupationally competent in the area of first aid. This can be evidenced by:
 - holding a FAW certificate issued by either HSE or an Awarding Organisation/Body
 or having
 - registration as a doctor with the General Medical Council (GMC)
 - registration as a nurse with the Nursing and Midwifery Council (NMC)
 - registration as a paramedic with the Health and Care Professions Council (HCPC)
- have working knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
- have a thorough knowledge and understanding of the role of assessors
- visit and observe assessments and carry out other related internal quality assurance

Note: It is understood that not all IQA's will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time centres should ensure that IQA's are following the principles set out in the current Learning and Development NOS 11 Internally monitor and maintain the quality of assessment. This could be evidenced by holding a qualification listed in Appendix 2.

External Quality Assurance

Those involved in the external quality assurance of these qualifications must be occupationally competent in first aid and competent in external quality assurance.

External Quality Assurers must:

- be occupationally competent in the area of first aid. This can be evidenced by:
 - holding a FAW certificate issued by either HSE or an Awarding Organisation/Bodyor having
 - registration as a doctor with the General Medical Council (GMC)
 - registration as a nurse with the Nursing and Midwifery Council (NMC)
 - registration as a paramedic with the Health and Care Professions Council (HCPC)
- have working knowledge of the requirements of the qualification they are quality assuring
- have a thorough knowledge and understanding of the role of Assessors and Internal Quality Assurers

Note: It is understood that not all EQA's will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies should ensure that EQA's are following the principles set out in the current Learning and Development NOS 12 Externally monitor and maintain the quality of assessment. This could be evidenced by holding a qualification listed in Appendix 3.

Assessment and Sources of Evidence

Assessment Centres

Assessment Centres will be responsible for maintaining up-to-date information on trainers/assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

Simulation

Simulation is permitted – Each unit details what may be simulated

Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All Assessment Criteria in the units must be achieved. Summative assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place. You may use formative assessment during delivery of the qualification but this is not to be used in the assessment decisions of competence against the assessment criteria.

Note: If undertaking the First Aid at Work qualification Unit 2 Recognition and Management of Illness and Injury in the Workplace must be completed within 10 weeks of achievement of Unit 1 Emergency First Aid in the Workplace

EFAW & FAW certificates

The minimum requirements for certificates issued must contain the following:

- reference to the Health and Safety (First-Aid) Regulations 1981;
- confirmation that the certificate is valid for three years from the date of issue;
- the name of the training organisation (where permissible by the qualification regulator)

FAW/EFAW Contact Hours

The total contact hours for a FAW qualification excluding breaks should be for a minimum period of 18 hours over three days. If award is for the purposes of re-qualifying then total contact hours should be for a minimum of 12 hours over two days. For EFAW the total contact hours for the qualification excluding breaks should be for a minimum period of 6 hours over one day.

Note: Contact hours means time set aside for direct teaching and practical time

Re-qualifying

EFAW and FAW certificates are valid for 3 years. In order to re-qualify after 3 years learners must be assessed against all learning outcomes and assessment criteria in the units.

For FAW this may allow delivery time to be adjusted based on current HSE guidance for requalification (2 days). It is considered appropriate to reduce the time by 6 hours for re-qualification to 12 hours.

The date of certification is based on the achievement of the final unit and the validity will be three years from that date.

Standards of first aid practice

EFAW and FAW skills and knowledge should be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom. For the qualifications EFAW and FAW e-learning, blended learning or any other form of distance learning is not permitted for any aspect of these qualifications. HSE accepts the first-aid management of injuries and illness, in as far as they relate to the topics covered in an EFAW and FAW training course, as laid down:

- by the Resuscitation Council (UK); and
 - in other publications; provided that they are supported by a responsible body of medical opinion
- Skills for Care and Development QCF Assessment Principles

Publication of Assessment Principles

The assessment principles are owned by Skills for Health and will be published on the SfH website. These will be updated from time to time based on best practice requirements.

Appendix 1

Qualifications suitable for both Trainers and Assessors

- SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33
- SQA Accredited Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Units A2 and D32
- QCF Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement
- Level 3 Award in Assessing Competence in the Work Environment (QCF)
- Level 3 Award in Assessing Vocationally Related Achievement (QCF)
- Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)
- Level 3 Certificate in Assessing Vocational Achievement (QCF)
- A1 or D32/D33
- A2 or D32
- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- S/NVQ level 3 in Training and Development
- S/NVQ level 4 in Training and Development
- IHCD Instructional Methods
- IHCD Instructor Certificate
- English National Board 998
- Training Group A22, B22, C21, C23, C24

- TQFE (Teaching Qualification for Further Education)
- NOCN Tutor Assessor Award

Note: This list is not exhaustive.

Appendix 2

Qualifications suitable for Internal Quality Assurance

- SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- QCF Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- V1 or D34

NOTE: This list is not exhaustive.

Appendix 3

Qualifications suitable for External Quality Assurance

- SQA Accredited Learning and Development Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment
- QCF Qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF)
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF)
- V2 or D35

Note: This list is not exhaustive.

Skills for Care and Development QCF assessment principles

1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the regulatory arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skills for Health will also use these assessment principles.

2 Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (eg those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

- 2.6 Assessment of knowledge-based learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge-based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal quality assurance

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

4 Definitions

4.1 Occupationally competent:

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

4.2 Occupationally knowledgeable:

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

4.3 Qualified to make assessment decisions:

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

4.4 **Qualified to make quality assurance decisions:**

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

4.5 **Expert witness:**

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have either any qualification in assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff.

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