Skillsfirst Awards

Handbook

Level 3 Diploma in Perioperative Support (QCF)

PSD3

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1.0 Introduction

Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff - reliably qualified to recognised industry standards.

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 3 Diploma in Perioperative Support (QCF). The handbook is a live document and will be updated should there be any incremental changes made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications. The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at www.skillsfirst.co.uk

1.1 What is the qualification and credit framework?

The qualification and credit framework (QCF) is a new way of recognising achievement through the award of credit for units and qualifications. It will provide flexible routes to gaining full qualifications and enable qualifications to be achieved in smaller steps. Units within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a credit value to indicate the size of the unit.

The QCF will:

- Allow providers to design more flexible programmes, suited to the needs of a wider range of learners.
- Describe achievements (credits) to employers, providers and learners in a way that is easy to understand.
- Allow learners to accumulate credit, by recognising smaller steps of learning at their own pace.
- Allow learners to transfer credits into an electronic learner achievement record (LAR), which they will keep for life.

1.2 QCF units

Each unit has a credit value based on the total number of hours learning required to achieve it, (notional learning). Each 10 hours of learning equals 1 credit. For example, if a unit takes 30 hours of learning, it will receive a credit value of 3. The units vary in credit value. In addition all units have a level which may be different from the qualification in which they can be used.

1.3 QCF terminology

Whilst the evidence outcomes required from QCF and NVQ units are the same, the QCF units use different terminology to the NVQ units. The assessment criteria for NVQ units are listed under 'what you must do' and 'what you must know' whereas the QCF units are all listed under 'the learner can'.

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skilsfirst.co.uk

2.2 Equality and accessibility

Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act (2010) and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements. We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process.
This policy can be accessed at www.skillsfirst.co.uk and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: www.skillsfirst.co.uk
Email: customerservices@skillsfirst.co.uk
Tel: 0121 270 5100
Fax: 0121 747 4102
In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 215
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice and maladministration policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 Skills for Health (SFH) and Skills for Care (SFC)

This qualification is based on the units developed by Skills for Health (SFH) and Skills for Care (SFC) who are the sector skills councils for clinical healthcare support. Their contact details are:

Skills for Health
2nd Floor
Goldsmith House
Broad Plain
Bristol
BS2 0JP

Tel: 01179 221155
Fax: 01179 251800
Email: office@skillsforhealth.org.uk

Skills for Care
West Gate
6 Grace Street
Leeds
LS1 2RP
Tel: 0113 245 1716
Fax: 0113 245 6417
Email: info@skillsforcare.org.uk

This handbook provides details from SFH's and SFC's assessment strategy, which centres will need to apply in order to assess and quality assure the Level 3 Diploma in Perioperative Support (QCF) and includes

- occupational expertise of those who assess performance and internally verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the SFH's and SFC's websites

3.1 The occupational competence of those involved in clinical healthcare support

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

Expert witness

Expert witnesses may observe learners practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learner's work based performance.

3.2 Employer direct model (EDM)

The SFH and SFC feels that the employer direct model of in-house assessment will encourage more employers to offer the Level 3 Diploma in Perioperative Support (QCF), particularly when they often have highly trained and experienced assessors, managers and trainers already in situ who meet or exceed the requirements of the recognised assessor and quality assurance qualifications. Wherever possible, the SFH and SFC work's with employers to encourage assessment to be carried out by colleagues, supervisors and/or managers in a workplace environment. However, many employers see gaining the assessor and quality assurance qualifications as an obstacle and unnecessary given the experience and quality of their own internal assessors and trainers.

The employer direct model has been developed to meet the needs of specific employers based on their knowledge of the clinical healthcare support NOS and qualifications and their history of internal assessor/internal verifier expertise.

The SFH and SFC support's this model with several provisos. The organisation must:

- Liaise with an awarding organisation/body who will be offering the qualification prior to beginning the process.
- Prepare, validate and review the assessment/verification roles.
- Carry out 100% mapping of the employers training to the National Occupational Standards for the assessor and quality assurance units which the qualifications are based on.
- Agree the mapping process with the awarding organisation/body involved.
- Demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification.

The awarding organisation/body must:

- Offer this model to employers only.
- Inform the SFH and SFC of employers who are using this model.
- Supply the SFH and SFC with statistical data including take-up, sector, size of organisation etc. when requested.
- Keep the SFH and SFC informed of any problems/issues incurred in the delivery of this model.

3.3 Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

4.0 Summary of assessment methods

For this qualification, learners will be required to provide evidence for **each** unit which may be supplied via observation of workplace activities, witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

4.1 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. Should any opportunities for RPL be identified it is important that a complete process of recognising prior experience and learning is undertaken by ensuring that:

- it covers relevant or appropriate experience for previous activities as well as accredited learning and qualifications.
- it is incorporated into the assessment planning, with details of how this will take place.
- mapping of prior learning to the National Occupational Standards to identify gaps is documented and auditable.
- assessment methods or processes for recognising prior experience and learning are documented and made available to the external verifier.
- the audit trail covers the whole process and methodology of RPL.
- the authenticity and currency of presented evidence is established by the assessor.
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification.

In considering the appropriateness of any single piece of **evidence**, the following should be considered:

- **Content** - the degree to which the content of any previous accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- **Performance and knowledge** - the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.

- **Relevance of context** - the degree to which the context of the learning gained and assessed relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- **Currency** - how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- **Authenticity** - how the ownership of the evidence is established to ensure it was generated by the learner.

Centres must retain copies of learner assessment records for at least three years after certification.

4.2 Simulated activities guidelines for the Level 3 Diploma in Perioperative Support (QCF)

When simulation is used, those who assess the learner should be confident that the simulation replicates the workplace to such an extent that learner's will be able to fully transfer their occupational competence to the workplace and real situations.

4.3 Assessment through performance in the workplace

The Level 3 Diploma in Perioperative Support (QCF) is to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

5.0 Qualification aim and design

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 perioperative support skills.

The potential job role for those working towards this qualification is a Healthcare Assistant.

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

6.0 Qualification structure

6.1 Number of credits required for this qualification

Qual no.	Level	Qualification title	Number of credits
PSD3	3	Level 3 Diploma in Perioperative Support (QCF)	66

6.2 Rules of Combination

Learners must achieve a minimum of 66 credits by completing the following:

All of the mandatory units in Group A must be taken to achieve the 66 credits required.
A learner may achieve further credits from Group B if they wish to do so but 0 credits are required from this group to complete this qualification.

Minimum Guided Learning Hours (GLH) are 468
Maximum Guided Learning Hours (GLH) are 468

6.3 List of available units and their credit value

The list below gives the unit titles, their level and the credit value of each unit.

Group A – mandatory units

QCF unit no.	Skillsfirst unit no.	Level	Unit title	Credit value
A/601/1429	SHC32	3	Engage in personal development in health, social care or children's and young people's settings	3
J/601/1434	SHC31	3	Promote communication in health, social care or children's and young people's setting	3
Y/601/1437	SHC33	3	Promote equality and inclusion in health, social care or children's and young people's settings	2
F/601/8138	HSC037	3	Promote and implement health and safety in health and social care	6
A/601/8574	HSC024	2	Principles of safeguarding and protection in health and social care	3
Y/601/8145	HSC036	3	Promote person centred approaches in health and social care	6
J/601/8576	HSC025	2	The role of the health and social care worker	2
J/601/9470	HSC038	3	Promote good practice in handling information in health and social care settings	2
L/501/6737	IC01	2	The principles of infection prevention and control	3
H/501/7103	IC02	2	Causes and spread of Infection	2
R/501/6738	IC03	2	Cleaning, decontamination and Waste Management	2
R/601/1436	SHC34	3	Principles for implementing duty of care in health, social care or children's and young people's settings	1
L/602/4489	CH85	3	Transport, transfer and position individuals and equipment within	5

QCF unit no.	Skillsfirst unit no.	Level	Unit title	Credit value
			perioperative environment	
F/602/3923	CH86	2	Contribute to the safe use of medical devices in the perioperative environment	4
Y/602/3930	CH87	3	Assist in the delivery of perioperative care and support to individuals	4
M/602/3934	CH88	3	Measure and record individual's body fluid balance in a perioperative environment	4
L/602/3942	CH89	2	Assist in receiving, handling and dispatching clinical specimens	2
F/602/3954	CH90	3	Provide support to the surgical team when preparing individuals for operative and invasive procedures	4
A/602/3970	CH91	2	Perform the non scrubbed circulating role for perioperative procedures	3
D/602/3976	CH92	3	Prepare anaesthetic environment and provide support for pre and post operative anaesthesia and recovery	5

Group B – optional units

QCF unit no.	Skillsfirst unit no.	Level	Unit title	Credit value
K/602/3947	CH93	2	Prepare and dress for scrubbed clinical roles	4
K/602/3950	CH94	3	Prepare and provide surgical instrumentation and supplementary items for the surgical team	6
D/602/3959	CH95	3	Receive and handle clinical specimens within the sterile field	4
M/602/3965	CH96	2	Prepare and apply dressings and drains to individuals in the perioperative environment	2
T/602/3952	CH97	2	Prepare equipment for intraoperative cell salvage blood collection	2
R/602/3926	CH98	3	Operate equipment for intraoperative cell salvage blood collection	5
L/602/3939	CH99	2	Prepare equipment for intraoperative cell salvage blood processing	4
T/602/3949	CH100	3	Operate equipment for intraoperative cell savage blood processing and complete intraoperative cell salvage blood process	5
F/502/3412	CH101	3	Maintaining quality standards in the health sector	2
J/502/3413	CH102	3	Service improvement in the health sector	3

6.4 Learner entry requirements

Formal requirements

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 perioperative support skills.

The potential job role for those working towards this qualification is a healthcare assistant.

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

Age restrictions

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

6.5 Progression opportunities

Learners who achieve this qualification will have the opportunity to progress in employment and/or higher level qualifications.

7.0 The Units of Learning

The units which make up these qualifications are written in a standard format and comprise of:

- Skillsfirst reference number
- unit title
- level and credit value
- unit aim
- relationship to NOS/other qualifications
- Functional Skills signposting
- information on evidence and assessment
- learning outcomes

SHC32

Engage personal development in health, social care or children's and young people's setting
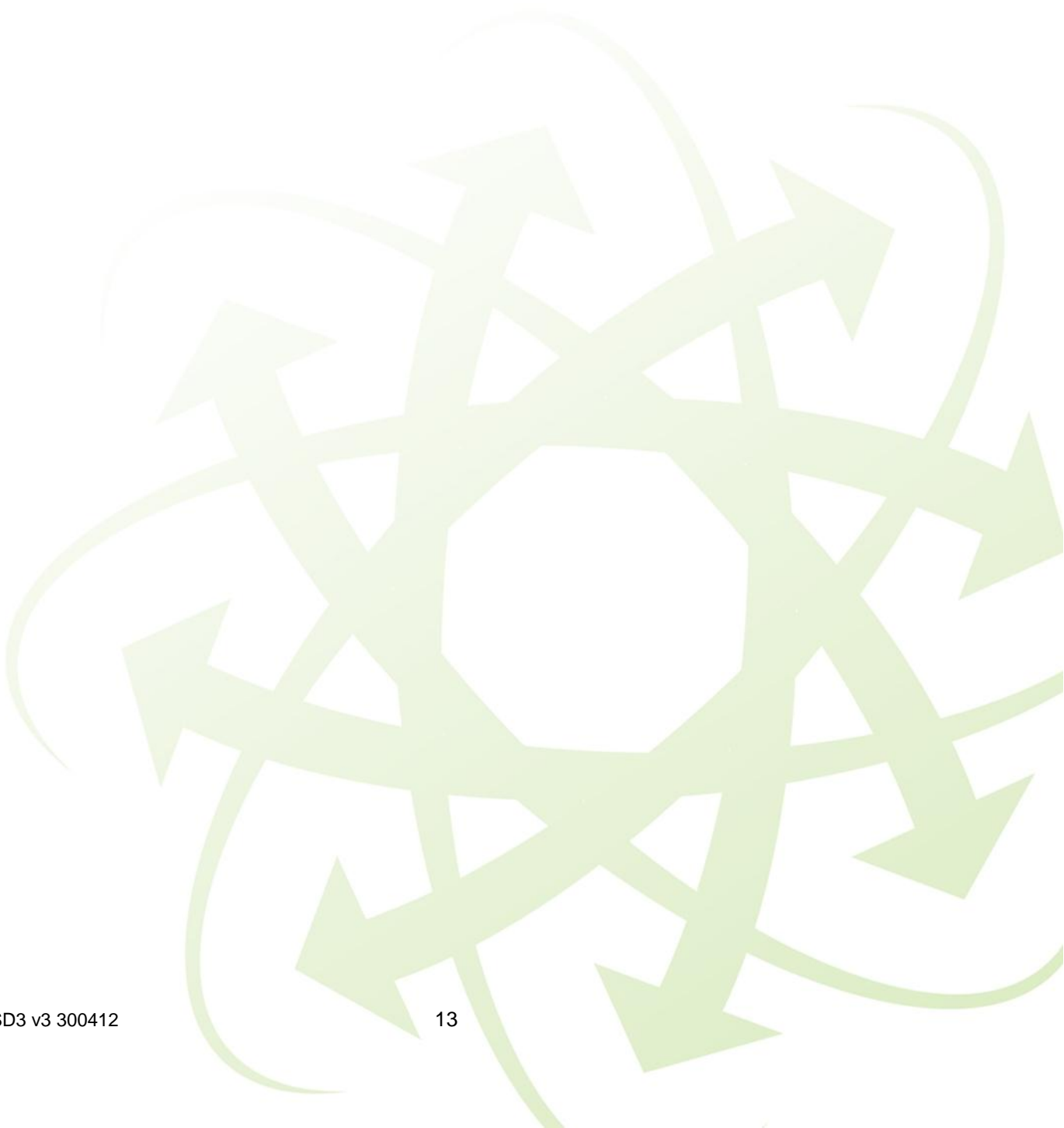
SHC32 Engage personal development in health, social care or children's and young people's setting

Level: 3

Credit value: 3

Unit aim
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.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will:
1   Understand what is required for competence in own work role
2   Be able to reflect on practice
3   Be able to evaluate own performance
4   Be able to agree a personal development plan
5   Be able to use learning opportunities and reflective practice to contribute to personal development

Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the CCLD 304, GCU 6, GEN 12, GEN 13 and HSC 33.
Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.

SHC32   Engage personal development in health, social care or children's and young people's setting

Learning outcomes and assessment criteria

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

The learner can:
1. Describe the duties and responsibilities of own work role.
2. Explain expectations about own work role as expressed in relevant **standards**.

Outcome 2   Be able to reflect on practice

The learner can:
1. Explain the importance of reflective practice in continuously improving the quality of service provided.
2. Demonstrate the ability to reflect on practice.
3. Describe how own values, belief systems and experiences may affect working practice.

Outcome 3   Be able to evaluate own performance

The learner can:
1. Evaluate own knowledge, performance and understanding against relevant standards.
2. Demonstrate use of feedback to evaluate own performance and inform development.

Outcome 4   Be able to agree a personal development plan

The learner can:
1. Identify **sources of support** for planning and reviewing own development.
2. Demonstrate how to work with **others** to review and prioritise own learning needs, professional interests and development opportunities.
3. Demonstrate how to work with others to agree own personal development plan.

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

The learner can:
1. Evaluate how learning activities have affected practice.
2. Demonstrate how reflective practice has led to improved ways of working.
3. Show how to record progress in relation to personal development.

Additional guidance

Standards may include**:**
Codes of practice
Regulations
Minimum standards
National occupational standards

Sources of support may include:
Formal support
Informal support
Supervision
Appraisal
Within the organisation
Beyond the organisation

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.

Others may include:
The individual
Carers
Advocates
Supervisor, line manager or employer
Other professionals

SHC31

Promote communication in health, social care or children's and young people's setting

SHC31   Promote communication in health, social care or children's and young people's setting

Level: 3

Credit value: 3

Unit aim
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.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1   Understand why effective communication is important in the work setting
2   Be able to meet the communication and language needs, wishes and preferences of individuals
3   Be able to overcome barriers to communication
4   Be able to apply principles and practices relating to confidentiality

Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the CCLD 301, GCU 1, GEN 22 and HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS.

SHC31

Promote communication in health, social care or children's and young people's setting

SHC31 Promote communication in health, social care or children's and young people's setting

Learning outcomes and assessment criteria

Outcome 1 Understand why effective communication is important in the work setting

The learner can:
1   Identify the different reasons people communicate.
2   Explain how communication affects relationships in the work setting.

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

The learner can:
1   Demonstrate how to establish the communication and language needs, wishes and preferences of individuals.
2   Describe the factors to consider when promoting effective communication.
3   Demonstrate a range of communication methods and styles to meet individual needs.
4   Demonstrate how to respond to an individual's reactions when communicating.

Outcome 3 Be able to overcome barriers to communication

The learner can:
1   Explain how people from different backgrounds may use and/or interpret communication methods in different ways.
2   Identify barriers to effective communication.
3   Demonstrate ways to overcome barriers to communication.
4   Demonstrate strategies that can be used to clarify misunderstandings.
5   Explain how to access extra support or services to enable individuals to communicate effectively.

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

The learner can:
1   Explain the meaning of the term confidentiality.
2   Demonstrate ways to maintain confidentiality in day to day communication.
3   Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.

Additional guidance

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

SHC33

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

SHC33 Promote to equality and inclusion in health, social care or children's and young people's settings

Level: 3

Credit value: 2

Unit aim
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.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1   Understand the importance of diversity, equality and inclusion
2   Be able to work in an inclusive way
3   Be able to promote diversity, equality and inclusion

Guided learning hours
It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the CCLD 305, GCU 5, HSC 34, HSC 35 and HSC 3116. Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

SHC33 Promote to equality and inclusion in health, social care or children's and young people's settings

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of diversity, equality and inclusion

The learner can:
1 Explain what is meant by.
   Diversity
   Equality
   Inclusion
2 Describe the potential **effects** of discrimination.
3 Explain how inclusive practice promotes equality and supports diversity.

Outcome 2 Be able to work in an inclusive way

The learner can:
1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role.
2 Show interaction with individuals that respects their beliefs, culture, values and preferences.

Outcome 3 Be able to promote diversity, equality and inclusion

The learner can:
1 Demonstrate actions that model inclusive practice.
2 Demonstrate how to support others to promote equality and rights.
3 Describe how to challenge discrimination in a way that promotes change.
   Unit handbook: Level 3 Diplomas in Healthcare Support 67

Additional guidance

Effects may include effects on:
The individual
Families or friends of the individual
Those who inflict discrimination
Wider society

HSC037

Promote and implement health and safety
in health and social care

HSC037   Promote and implement health and safety in health and social care

Level:3

Credit value:6

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

Learning outcomes
There are **nine** learning outcomes to this unit. The learner will:

1   Understand own responsibilities, and the responsibilities of others, relating to health and safety
2   Be able to carry out own responsibilities for health and safety
3   Understand procedures for responding to accidents and sudden illness
4   Be able to reduce the spread of infection
5   Be able to move and handle equipment and other objects safely
6   Be able to handle hazardous substances and materials
7   Be able to promote fire safety in the work setting
8   Be able to implement security measures in the work setting
9   Know how to manage stress

Guided learning hours
It is recommended that **43** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the HSC 32.

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

HSC037   Promote and implement health and safety in health and social care
Learning outcomes and assessment criteria

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

The learner can:
1   Identify legislation relating to health and safety in a health or social care **work setting**.
2   Explain the main points of health and safety **policies and procedures** agreed with the employer.
3   Analyse the main health and safety responsibilities of:
self
the employer or manager
others in the work setting
4   Identify specific **tasks** in the **work setting** that should not be carried out without special training.

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

The learner can:
1   Use **policies and procedures** or other agreed ways of working that relate to health and safety.
2   Support **others** to understand and follow safe practices.
3   Monitor and report potential health and safety risks.
4   Use risk assessment in relation to health and safety.
5   Demonstrate ways to minimise potential risks and hazards.
6   Access additional support or information relating to health and safety.

Outcome 3   Understand procedures for responding to accidents and sudden illness

The learner can:
1   Describe different types of accidents and sudden illness that may occur in own work setting.
2   Explain procedures to be followed if an accident or sudden illness should occur.

Outcome 4   Be able to reduce the spread of infection

The learner can:
1   Explain own role in supporting **others** to follow practices that reduce the spread of infection.
2   Demonstrate the recommended method for hand washing.
3   Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to **others** at work.

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

The learner can:
1   Explain the main points of legislation that relates to moving and handling.
2   Explain principles for safe moving and handling.
3   Move and handle equipment and other objects safely.

Outcome 6   Be able to handle hazardous substances and materials

The learner can:
1   Describe types of hazardous substances that may be found in the work setting.
2   Demonstrate safe practices for:
- storing hazardous substances
- using hazardous substances
- disposing of hazardous substances and materials

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

The learner can:
1   Describe practices that prevent fires from:
- starting
- spreading
2   Demonstrate measures that prevent fires from starting.
3   Explain emergency procedures to be followed in the event of a fire in the **work setting.**
4   Ensure that clear evacuation routes are maintained at all time.

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

The learner can:
1   Demonstrate use of agreed procedures for checking the identity of anyone requesting access to:
- premises
- information
2   Demonstrate use of measures to protect own security and the security of **others** in the **work setting.**
3   Explain the importance of ensuring that **others** are aware of own whereabouts.

Outcome 9   Know how to manage stress

The learner can:
1   Describe common signs and indicators of **stress.**
2   Describe signs that indicate own **stress.**
3   Analyse factors that tend to trigger own **stress.**
4   Compare strategies for managing **stress**.

Additional guidance

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

Others may include:
  Team members
  Other colleagues
  Those who use or commission their own health or social care services
  Families, carers and advocates

Tasks for which special training is required may include:
  Use of equipment

First aid
Medication
Health care 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

HSC024

Principles of safeguarding and protection in health and social care

HSC024 **Principles of safeguarding and protection in health and social care**

Level: 2

Credit value: 3

Unit aim
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.

Equivalent unit
There are no equivalences to display

Learning outcomes
There are **five** earning outcomes to this unit. The learner will:

1   Know how to recognise signs of abuse
2   Know how to respond to suspected or alleged abuse
3   Understand the national and local context of safeguarding and protection from abuse
4   Understand ways to reduce the likelihood of abuse
5   Know how to recognise and report unsafe practices

Guided learning hours
It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by the Skills for health SSC and Skills for Care and Development SSC

HSC024   Principles of safeguarding and protection in health and social care

Learning outcomes and assessment criteria

Outcome 1   Know how to recognise signs of abuse

The learner can:
1. Define the following types of abuse:
    - physical abuse
    - sexual abuse
    - emotional/psychological abuse
    - financial abuse
    - institutional abuse
    - self-neglect
    - neglect by others
2. Identify the signs and/or symptoms associated with each type of abuse.
3. Describe factors that may contribute to an individual being more vulnerable to abuse.

Outcome 2   Know how to respond to suspected or alleged abuse

The learner can:
1. Explain the actions to take if there are suspicions that an individual is being abused.
2. Explain the actions to take if an individual alleges that they are being abused.
3. Identify ways to ensure that evidence of abuse is preserved.

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

The learner can:
1. Identify national policies and local systems that relate to safeguarding and protection from abuse.
2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
3. Identify reports into serious failures to protect individuals from abuse.
4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Outcome 4   Understand ways to reduce the likelihood of abuse

The learner can:
1. Explain how the likelihood of abuse may be reduced by:
    - working with person-centred values
    - encouraging active participation
    - promoting choice and rights
2. Explain the importance of an accessible complaints procedure for reducing the Likelihood of abuse.

Outcome 5   Know how to recognise and report unsafe practices

The learner can:
1. Describe unsafe practices that may affect the wellbeing of individuals.
2. Explain the actions to take if unsafe practices have been identified.
3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Additional Guidance

• **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

HSC036

Promote person centred approaches in health and social care

HSC036   Promote person centred approaches in health and social care

Level: 3

Credit value: 6

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

Learning outcomes
There are **seven** learning outcomes to this unit. The learner will:

1   Understand the application of person centred approaches in health and social care
2   Be able to work in a person-centred way
3   Be able to establish consent when providing care or support
4   Be able to implement and promote active participation
5   Be able to support the individual's right to make choices
6   Be able to promote individuals well-being
7   Understand the role of risk assessment in enabling a person centred approach

Guided learning hours
It is recommended that **41** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to HSC 35, HSC 332 and HSC 350.

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

HSC036   **Promote person centred approaches in health and social care**
Learning outcomes and assessment criteria

Outcome 1   Understand the application of person centred approaches in health and social care

The learner can:
1   Explain how and why **person-centred values** must influence all aspects of health and social care work.
2   Evaluate the use of care plans in applying **person-centred values.**

Outcome 2   Be able to work in a person-centred way

The learner can:
1   Work with an individual and **others** to find out the individual's history, preferences, wishes and needs.
2   Demonstrate ways to put person centred values into practice in a **complex or sensitive situation.**
3   Adapt actions and approaches in response to an individual's changing needs or preferences.

Outcome 3   Be able to establish consent when providing care or support

The learner can:
1   Analyse factors that influence the capacity of an individual to express consent.
2   Establish consent for an activity or action.
3   Explain what steps to take if consent cannot be readily established.

Outcome 4   Be able to implement and promote active participation

The learner can:
1   Describe different ways of applying active participation to meet individual needs.
2   Work with an individual and others to agree how active participation will be implemented.
3   Demonstrate how active participation can address the holistic needs of an individual.
4   Demonstrate ways to promote understanding and use of active participation.

Outcome 5   Be able to support the individual's right to make choices

The learner can:
1   Support an individual to make informed choices.
2   Use own role and authority to support the individual's right to make choices.
3   Manage risk in a way that maintains the individual's right to make choices.
4   Describe how to support an individual to question or challenge decisions concerning them that are made by **others.**

Outcome 6   Be able to promote individuals well-being

The learner can:
1   Explain the links between identity, self image and self esteem.
2   Analyse factors that contribute to the **well-being** of individuals.
3   Support an individual in a way that promotes their sense of identity, self image and self esteem.
4   Demonstrate ways to contribute to an environment that promotes **well-being.**

Outcome 7 Understand the role of risk assessment in enabling a person centred approach

The learner can:
1 Compare different uses of risk assessment in health and social care.
2 Explain how risk-taking and risk assessment relate to rights and responsibilities.
3 Explain why risk assessments need to be regularly revised.

Additional guidance

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

Others may include:
 Team members and colleagues
 Other professionals
 Individuals who require care or support
 Families, friends, advocates or others who are important to individuals

Complex or sensitive situations may include those that are:
 Distressing or traumatic
 Threatening or frightening
 Likely to have serious implications or consequences
 Of a personal nature
 Involving complex communication or cognitive needs

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

HSC025

The role of the health and social care worker

HSC025   The role of the health and social care worker

Level: 2

Credit value: 2

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

Equivalent Unit
There are no equivalences to display

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1   Understand working relationships in health and social care
2   Be able to work in ways that are agreed with the employer
3   Be able to work in partnership with others

Guided learning hours
It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to HSC 23, HSC 227.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by the Skills for Health SSC and Skills for Care and Development SSC

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

HSC025 The role of the health and social care worker

Learning outcomes and assessment criteria

Outcome 1 Understand working relationships in health and social care

The learner can:
1   Explain how a working relationship is different from a personal relationship.
2   Describe different working relationships in health and social care settings.

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

The learner can:
1   Describe why it is important to adhere to the agreed scope of the job role.
2   Access full and up-to-date details of agreed ways of working.
3   Implement agreed ways of working.

Outcome 3 Be able to work in partnership with others

The learner can:
1   Explain why it is important to work in partnership with others.
2   Demonstrate ways of working that can help improve partnership working.
3   Identify skills and approaches needed for resolving conflicts.
4   Demonstrate how and when to access support and advice about:
    •   partnership working
    •   resolving conflicts

Additional guidance

• **Agreed ways of working** include policies and procedures where these exist; they may be less formally documented with micro-employers.

• **Others:** may include:
  Team members and colleagues
  Other professionals
  Individuals who require care or support
  Families, friends, advocates or others who are important to individuals.

HSC038

Promote good practice in handling information in health and social care settings

41

HSC038 Promote good practice in handling information in health and social care settings

Level: 3

Credit value: 2

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1 Understand requirements for handling information in health and social care settings
2 Be able to implement good practice in handling information
3 Be able to support others to handle information

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 31.

HSC038   Promote good practice in handling information in health and social care settings

Learning outcomes and assessment criteria

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

The learner can:
1   Identify legislation and codes of practice that relate to handling information in health and social care.
2   Summarise the main points of legal requirements and codes of practice for handling information in health and social care.

Outcome 2   Be able to implement good practice in handling information

The learner can:
1   Describe features of manual and electronic information storage systems that help ensure security.
2   Demonstrate practices that ensure security when storing and accessing information.
3   Maintain records that are up to date, complete, accurate and legible.

Outcome 3   Be able to support others to handle information

The learner can:
1   Support **others** to understand the need for secure handling of information.
2   Support **others** to understand and contribute to records.

Others may include:
   Colleagues
   Individuals accessing care or support.

IC01

The principles of infection prevention and control

IC01   The principles of infection prevention and control

Level: 2

Credit value: 3

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

Equivalent unit
There are no equivalences to display

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1   Understand roles and responsibilities in the prevention and control of infections
2   Understand legislation and policies relating to prevention and control of infections
3   Understand systems and procedures relating to the prevention and control of infections
4   Understand the importance of risk assessment in relation to the prevention and control of infections
5   Understand the importance of using personal protective equipment (PPE) in the prevention and control of infections
6   Understand the importance of good personal hygiene in the prevention and control of Infections

Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. This unit is based upon the Skills for Health Infection Control workplace competencies.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by the Skills for health SSC and Skills for Care and Development SSC

IC01   The principles of infection prevention and control

Learning outcomes and assessment criteria

Outcome 1   Understand roles and responsibilities in the prevention and control of infections

The learner can:
1   Explain employees' roles and responsibilities in relation to the prevention and control of infection.
2   Explain employers' responsibilities in relation to the prevention and control of infection.

Outcome 2   Understand legislation and policies relating to prevention and control of infections

The learner can:
1   Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.
2   Describe local and organisational policies relevant to the prevention and control of infection.

Outcome 3   Understand systems and procedures relating to the prevention and control of Infections

The learner can:
1   Describe procedures and systems relevant to the prevention and control of infection.
2   Explain the potential impact of an outbreak of infection on the individual and the organisation.

Outcome 4   Understand the importance of risk assessment in relation to the prevention and control of infections

The learner can:
1   Define the term risk.
2   Outline potential risks of infection within the workplace.
3   Describe the process of carrying out a risk assessment.
4   Explain the importance of carrying out a risk assessment.

Outcome 5   Understand the importance of using personal protective equipment (PPE) in the prevention and control of infections

The learner can:
1   Demonstrate correct use of PPE.
2   Describe different types of PPE.
3   Explain the reasons for use of PPE.
4   State current relevant regulations and legislation relating to PPE.
5   Describe employees' responsibilities regarding the use of PPE.
6   Describe employers' responsibilities regarding the use of PPE.
7   Describe the correct practice in the application and removal of PPE.
8   Describe the correct procedure for disposal of used PPE.

IC02

Causes and spread of infection

IC02   Causes and spread of infection

Level: 2

Credit value: 2

Unit aim
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.

Equivalent Unit
There are no equivalences to display

Learning outcomes
There are **two** learning outcomes to this unit. The learner will:

1   Understand the causes of infection
2   Understand the transmission of infection

Guided learning hours
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.
- Health and Social Care NVQ level 2 unit HCS22
- Health NVQ level 2 unit GEN 3
- Core dimension 3: Health, safety and security – Monitor and maintain health, safety and security of others
- Infection Control NOS

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by the Skills for Health SSC and Skills for Care and Development SSC

Assessment
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.

IC02　　　　Causes and spread of infection

Learning outcomes and assessment criteria

Outcome 1　　Understand the causes of infection

The learner can:
1　Identify the differences between bacteria, viruses, fungi and parasites.
2　Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.
3　Describe what is meant by "infection" and "colonisation".
4　Explain what is meant by "systemic infection" and "localised infection".
5　Identify poor practices that may lead to the spread of infection.

### Outcome 2　　Understand the transmission of infection

The learner can:
1　Explain the conditions needed for the growth of micro-organisms.
2　Explain the ways an infective agent might enter the body.
3　Identify common sources of infection.
4　Explain how infective agents can be transmitted to a person.
5　Identify the key factors that will make it more likely that infection will occur.

IC03

Cleaning, decontamination and waste management
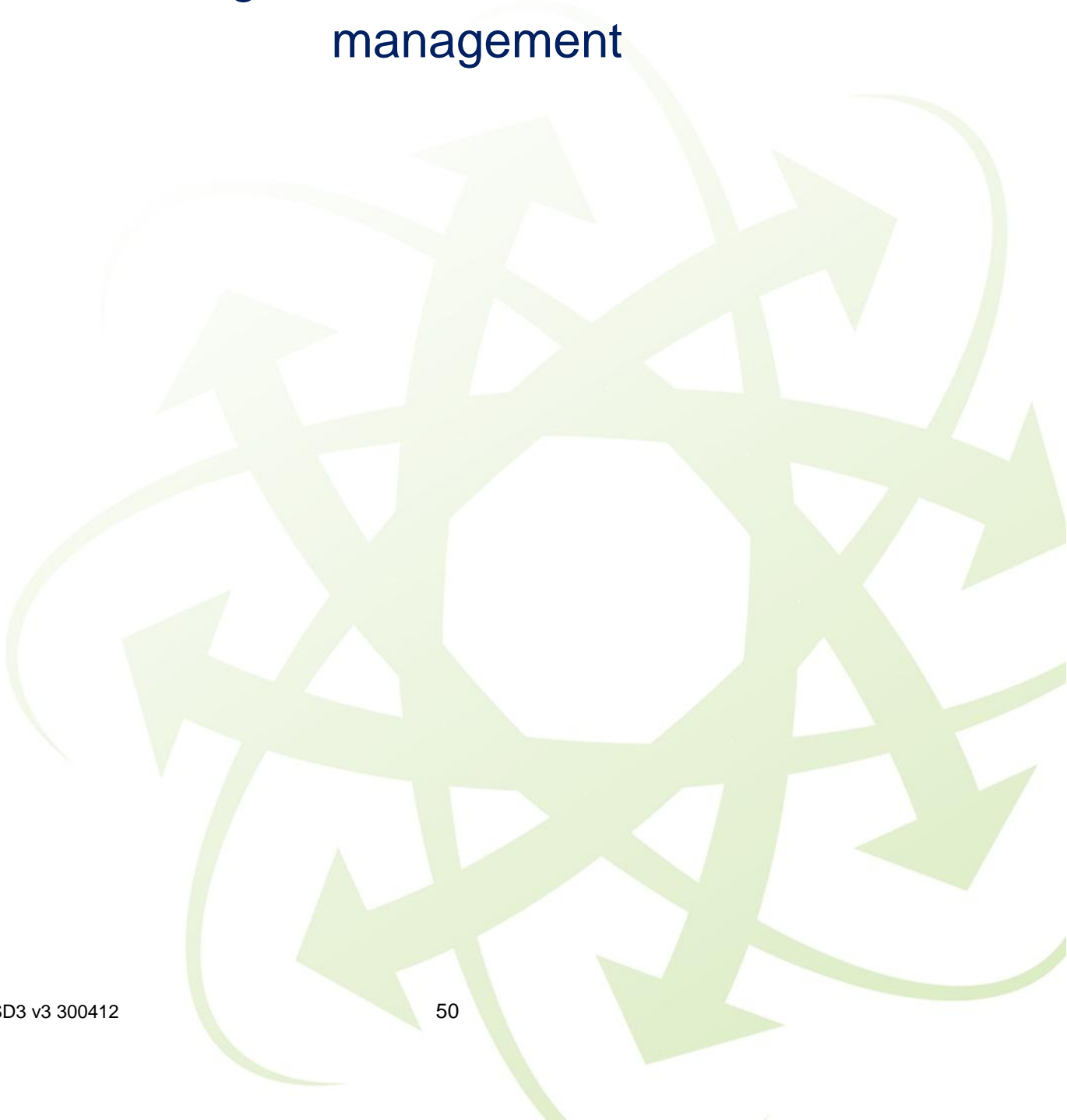
IC03 **Cleaning, decontamination and waste management**

Level: 2

Credit value: 2

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1   Understand how to maintain a clean environment to prevent the spread of infection.
2   Understand the principles and steps of the decontamination process.
3   Understand the importance of good waste management practice in the prevention of the spread of infection.

Guided learning hours
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
There are some relationships between this unit and those of other standards such as
  • Key Skills, Functional Skills and Skills for Life
  • General Healthcare Competence GEN3 Maintain health and safety in clinical/therapeutic environment (K5)
  • Knowledge and Skills Framework Core 3 Health safety and Security
  • Health and Social Care NOS HSC 246, 230, 0032
  • Infection Prevention and Control NOS IPC1,3,4,6,7

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by the Skills for health SSC and Skills for Care and Development SSC

IC03   Cleaning, decontamination and waste management

Learning outcomes and assessment criteria

Outcome 1   Understand how to maintain a clean environment to prevent the spread of infection

The learner can:
1   State the general principles for environmental cleaning.
2   Explain the purpose of cleaning schedules.
3   Describe how the correct management of the environment minimises the spread of infection.
4   Explain the reason for the national policy for colour coding of cleaning equipment.

Outcome 2   Understand the principles and steps of the decontamination process

The learner can:
1   Describe the three steps of the decontamination process.
2   Describe how and when cleaning agents are used.
3   Describe how and when disinfecting agents are used.
4   Explain the role of personal protective equipment (PPE) during the decontamination process.
5   Explain the concept of risk in dealing with specific types of contamination.
6   Explain how the level of risk determines the type of agent that may be used to decontaminate.
7   Describe how equipment should be cleaned and stored.

Outcome 3   Understand the importance of good waste management practice in the prevention of the spread of infection

The learner can:
1   Identify the different categories of waste and the associated risks.
2   Explain how to dispose of the different types of waste safely and without risk to others.
3   Explain how waste should be stored prior to collection.
4   Identify the legal responsibilities in relation to waste management.
5   State how to reduce the risk of sharps injury.

SHC34

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

SHC34   Principles for implementing duty of care in health, social care or children's and young people's settings

Level: 3

Credit value: 1

Unit aim
This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1   Understand how duty of care contributes to safe practice
2   Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
3   Know how to respond to complaints

Guided learning hours
It is recommended that **5** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the HSC 24, 34, 35, CCLD, LDSS and GEN.

SHC34 Principles for implementing duty of care in health, social care or children's and young people's settings

Learning outcomes and assessment criteria

Outcome 1 Understand how duty of care contributes to safe practice

The learner can:
1 Explain what it means to have a duty of care in own work role.
2 Explain how duty of care contributes to the safeguarding or protection of individuals.

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

The learner can:
1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights.
2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.
3 Explain where to get additional support and advice about conflicts and dilemmas.

Outcome 3 Know how to respond to complaints

The learner can:
1 Describe how to respond to complaints.
2 Explain the main points of agreed procedures for handling complaints.

CH85

Transport, transfer and position individuals and equipment within the perioperative environment

CH85 Transport, transfer and position individuals and equipment within the perioperative environment

Level: 3

Credit value: 5

Unit aim

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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1 Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment.
2 Understand the requirements for pressure area care in the perioperative environment.
3 Be able to prepare to transport individuals within the perioperative care environment.
4 Be able to assist in the transfer and positioning of individuals within the perioperative environment.

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS PCS1 and PCS23

Assessment

This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH85   Transport, transfer and position individuals and equipment within the perioperative environment

Learning outcomes and assessment criteria

Outcome 1   Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment

The learner can:
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.
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.
3   Explain the importance of using personal protective equipment.
4   Identify situations when additional protective equipment may be required.

Outcome 2   Understand the requirements for pressure area care in the perioperative environment

The learner can:
1   Explain how to contribute to the maintenance of individuals' skin integrity in the perioperative environment.
2   Explain how to use risk assessment documents for pressure area care during transfers and positioning.
3   Explain the importance of using appropriate equipment to minimise the risk of tissue damage.
4   Explain the importance of recording and reporting using the appropriate documents in line with local policies and protocols.

Outcome 3   Be able to prepare to transport individuals within the perioperative care environment

The learner can:
1   Identify the nature of the task required in discussion with the **appropriate person**/registered practitioner.
2   Apply **standard precautions** for infection control.
3   Implement health and safety measures relevant to transporting individuals within the perioperative care environment.
4   Check that the transport equipment is clean, safe and functioning in line with local policies and protocols.
5   Report any potential hazards to the appropriate team member.
6   Identify the individual who needs to be moved.
7   Inform the individual of the nature and purpose of the transfer and the role of people involved.
8   Confirm that any required documents are available to accompany the individual.

Outcome 4   Be able to assist in the transfer and positioning of individuals within the perioperative environment

The learner can:
1   Use safe moving and handling techniques which minimise risk to all involved, including pain, friction and discomfort for those being moved.
2   Transfer and position individuals according to instructions, confirming they are positioned safely, comfortably and in accordance with guidelines.
3   Maintain the privacy, dignity, safety, security and comfort of individuals while using equipment for transfer and positioning.
4   Identify the effects of premedication and anaesthesia on the ability of individuals to move independently.
5   Use verbal and non-verbal skills to support individuals, closely observing and reporting any changes in condition to the appropriate team member.
6   Transfer the individual and their associated documentation over to the appropriate member of staff in the perioperative environment.
7   Return equipment to the correct location in good working order.

Additional guidance

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.

CH86

Contribute to the safe use of medical devices in the perioperative environment
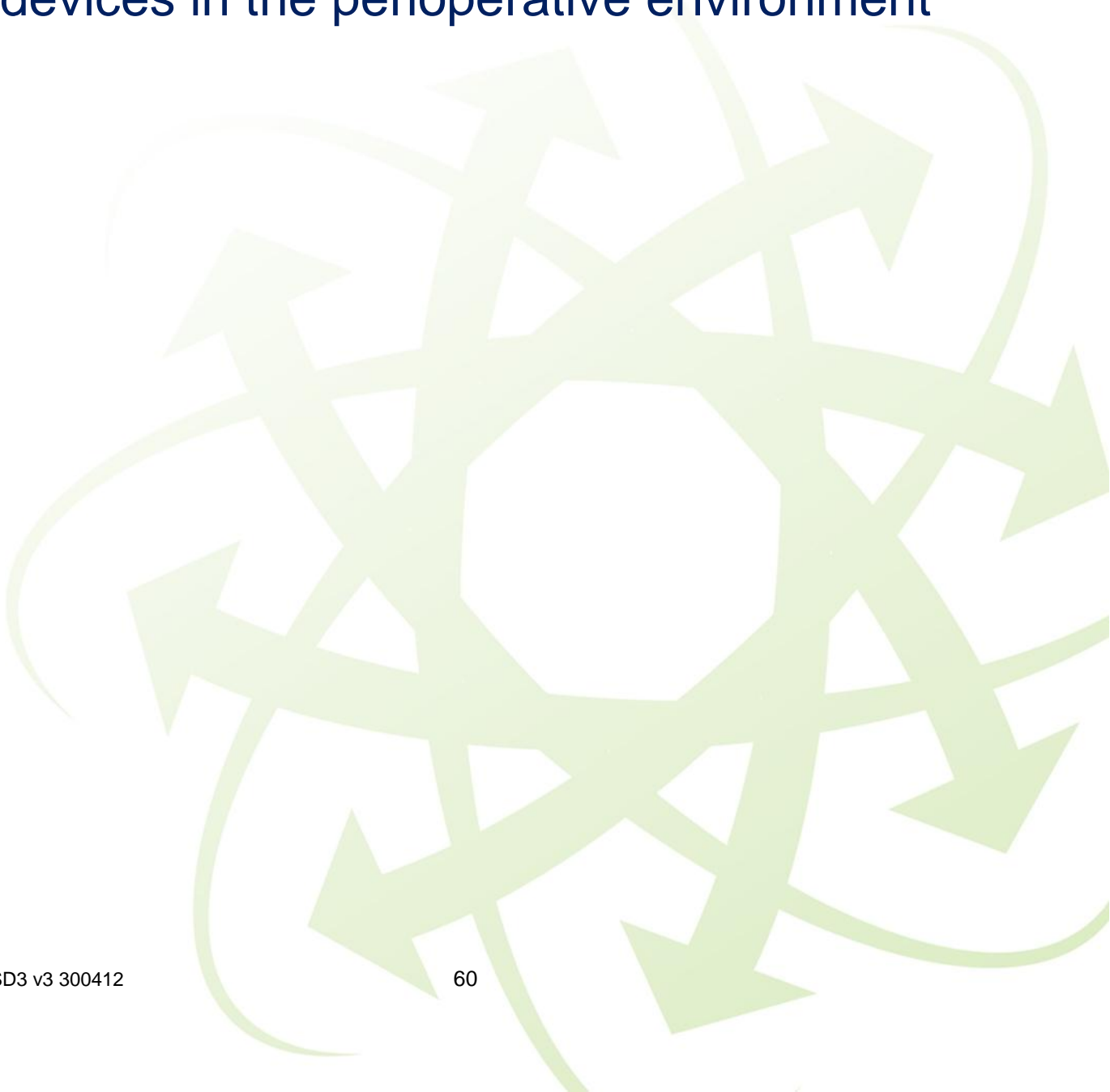
CH86   Contribute to the safe use of medical devices in the perioperative environment

Level: 2

Credit value: 4

Unit aim
This unit is aimed at those whose responsibility it is to ensure medical devices in the perioperative environment are safe for use. Learners will have the opportunity to consolidate safe working practices which are underpinned by an understanding of sterile practices and fields within the perioperative environment.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1   Understand the importance of following health and safety requirements when using medical devices in the perioperative environment
2   Be able to check and handle medical devices in the perioperative environment, according to health and safety procedures
3   Be able to check the integrity of instrument trays
4   Be able to dispose of used items and equipment safely

Guided learning hours
It is recommended that **29** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS 2

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH86 Contribute to the safe use of medical devices in the perioperative environment

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of following health and safety requirements when using medical devices in the perioperative environment

The learner can:
1 Outline how **sterile fields** are maintained in the perioperative environment.
2 Describe the sterilisation processes used for **medical devices.**
3 Explain the role of **traceability system**s and recording mechanisms in health and safety.
4 Explain the importance of compliance with specific organisational health and safety policies and procedures for **medical devices** and the implications of non-compliance.
5 Outline how to sort and dispose of equipment, instruments, soft packs and waste materials in line with local policies and protocols.
6 Identify different types of waste and spillage and how to dispose of them.

Outcome 2 Be able to check and handle medical devices in the perioperative environment, according to health and safety procedures

The learner can:
1 Apply **standard precautions** for infection control.
2 Implement health and safety measures relevant to handling **medical devices.**
3 Check equipment, instruments and soft pack items for signs of damage, returning those unsuitable for use to the appropriate location and completing the appropriate documentation.
4 Use packs in strict rotation and store them in the agreed location.
5 Report shortages of supplies to the appropriate member of the team and record these actions.

Outcome 3 Be able to check the integrity of instrument trays

The learner can:
1 Check instrument trays before and after use to confirm they contain the specified items, recording and reporting any missing items to the appropriate team member.
2 Locate and replace any missing items and record and report to the appropriate team member.
3 Identify, report and record any faulty equipment, instruments or soft pack items to the appropriate team member.

Outcome 4 Be able to dispose of used items and equipment safely

The learner can:
1 Dispose of single use equipment in line with local policies and protocols.
2 Collect, sort and store items for decontamination and sterilisation, in accordance with local policies and protocols.
3 Collect empty pack containers, trays and used **medical devices** and place in the appropriate location for collection.

Additional guidance

Traceability systems include those designed to provide:
evidence of the sterility of sterile surgical instruments
a tracing system through the cleaning, packing and sterilisation processes
information re which patient the equipment was used for

The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

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

Medical devices include:
medical products
equipment and packs

CH87

Assist in the delivery of perioperative care and support to individuals

CH87   Assist in the delivery of perioperative care and support to individuals

Level: 3

Credit value: 4

Unit aim
This unit is aimed at those who support and monitor individuals in a perioperative environment, according to their care plan. The learner will develop their understanding of how the perioperative environment and procedures affect individuals' responses to clinical interventions.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1. Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care
2. Be able to support individuals in a perioperative environment according to their care plan
3. Be able to monitor individuals in a perioperative environment according to the requirements of their care plans

Guided learning hours
It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS 5 and PSC 7

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH87   Assist in the delivery of perioperative care and support to individuals
Learning outcomes and assessment criteria

Outcome 1   Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care

The learner can:

1   explain the effects of pre-medication and sedation on the individual and how these affect support and monitoring requirements
2   explain the importance of ensuring the environment is suitable for the conscious /unconscious individual
3   identify factors in the perioperative environment and procedures which could cause stress and distress to the individual
4   describe the signs of distress which may be exhibited by the individual in the perioperative environment and how these affect support requirements

Outcome 2   Be able to support individuals in a perioperative environment according to their care plan

The learner can:

1   use verbal and non verbal communication to support the individual's comfort, privacy, dignity, emotional and physical care needs according to their care plan
2   communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
3   respond to the individual's questions, referring on those outside own sphere of competence in accordance with local policy and protocol
4   provide support and care to the patient to promote their comfort in the perioperative environment

Outcome 3   Be able to monitor individuals in a perioperative environment according to the requirements of their care plans

The learner can:

1   explain the importance of closely monitoring the individual in the perioperative environment
2   identify any changes in and concerns about the individual's condition
3   seek advice about changes in and concerns about the individual's condition in line with local policy and protocol
4   record outcomes of monitoring activities in line with local policy and protocol
5   obtain and pass on relevant information on the individual's care requirements to other team members in line with local policy and protocol

CH88

Measure and record individuals' body fluid balance in a perioperative environment

CH88   Measure and record individuals' body fluid balance in a perioperative environment

Level: 3

Credit value: 4

Unit aim

This unit is aimed at those who work within the perioperative environment to measure, record and review individual's fluid balance. This unit provides an opportunity to develop understanding of the procedures which underpin measuring individuals' fluid balance, and the importance of doing so.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1   Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment
2   Be able to measure, record and review individuals' body fluid balance in a perioperative environment
3   Be able to manage equipment after measuring individuals' body fluid balance

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the PCS6

Assessment

This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH88   Measure and record individuals' body fluid balance in a perioperative environment

Learning outcomes and assessment criteria

Outcome 1   Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment

The learner can:
1   Describe the purposes of measuring an individual's fluid balance and wound drainage.
2   Describe the factors that affect fluid input, output and wound drainage.
3   Explain the potential hazards associated with measuring an individual's body fluids and wound drainage.
4   Describe adverse circumstances related to measuring and recording an individual's fluid balance that would require immediate reporting.
5   Describe organisational policies and procedures on correct disposal of single use equipment and other hazardous waste.
6   Explain the organisational policies and procedures for reporting and recording faulty equipment.
7   Explain why it is important to work within own sphere of competence.

Outcome 2   Be able to measure, record and review individuals' body fluid balance in a perioperative environment

The learner can:
1   Confirm the individual's identity and gain **valid consent.**
2   Apply **standard precautions** for infection control.
3   Implement health and safety measures relevant to recording an individual's body fluid balance when carrying out this task.
4   Measure the individual's fluid input, output and wound drainage using equipment in line with local policy and protocol.
5   Record the individual's body fluid balance in line with local policy and protocol.
6   Identify the difference between body fluid and other fluids.
7   Review fluid balance measurements in line with local policy and protocol.
8   Explain why it is necessary to report any problems in measuring or recording the individual's fluid balance in line with local policy and protocol.
9   Report results in line with local policy and protocol.

Outcome 3   Be able to manage equipment after measuring individuals' body fluid balance

The learner can:
1   Clean reusable equipment after use using the correct materials in line with local policy and protocols.
2   Return equipment to the storage or collection location.

Additional guidance

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

CH89

Assist in receiving, handling and dispatching clinical specimens

CH89   Assist in receiving, handling and dispatching clinical specimens

Level: 2

Credit value: 2

Unit aim
This unit is aimed at those who assist others to receive, handle and dispatch clinical specimens. Learners will have the opportunity to develop knowledge, understanding and skills related to using appropriate containers and transport methods whilst ensuring precautions related to infection control are upheld.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1.   Understand how health and safety measures are implemented when receiving, handling and dispatching clinical specimens
2.   Understand the reasons for different containers and transport media for different clinical specimens
3.   Be able to assist others to receive, handle, label and dispatch clinical specimens

Guided learning hours
It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS10

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH89　　　　Assist in receiving, handling and dispatching clinical specimens
Learning outcomes and assessment criteria

Outcome 1　　Understand how health and safety measures are implemented when receiving, handling and dispatching clinical specimens

The learner can:
1. Explain how the **standard precautions** for infection control apply when receiving, handling and dispatching specimens
2. Describe how to avoid compromising the sterile field
3. Outline the actions to take when there is a breakdown in the sterile field

Outcome 2　　Understand the reasons for different containers and transport media for different clinical specimens

The learner can:
1. Identify different types and uses of containers and transport media used in the perioperative environment
2. Explain the differences between the types of specimens and how these are received, handled and dispatched
3. Explain the potential consequences of failing to follow procedure when handling, labelling and dispatching clinical specimens

Outcome 3　　Be able to assist others to receive, handle, label and dispatch clinical specimens

The learner can:
1. Apply standard precautions for infection control
2. Implement health and safety measures relevant to handling clinical specimens
3. Use the correct container and transport medium for the type of specimen as directed by the appropriate person
4. Receive, handle, label, dispatch and record information on specimens in line with local policies and protocols as directed by the appropriate person
5. Notify the appropriate person of any queries relating to clinical specimens which are beyond own competence
6. Update records in line with local policies and protocols

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

CH90

Provide support to the surgical team when preparing individuals for operative and invasive procedures

CH90 Provide support to the surgical team when preparing individuals for operative and invasive procedures

Level: 3

Credit value: 4

Unit aim

This unit is aimed at those who support the surgical team when preparing individuals for operative procedures. Learners will have the opportunity to develop knowledge, understanding and skills related to preparing individuals and selecting, handling and disposing of surgical instruments and supplementary items.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1   Understand how to prepare individuals for operative and invasive procedures in line with national guidelines, policies, protocols and good practice
2   Understand the factors to be considered in the choice of surgical instruments and supplementary items during operative procedures
3   Be able to support others to prepare individuals for operative and invasive procedures
4   Be able to select, handle and dispose of surgical instruments and supplementary items for operative and invasive procedures

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the PCS15

Assessment

This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH90   Provide support to the surgical team when preparing individuals for operative and invasive procedures

Learning outcomes and assessment criteria

Outcome 1   Understand how to prepare individuals for operative and invasive procedures in line with national guidelines, policies, protocols and good practice

The learner can:
1   Explain how to apply **standard precautions** to the preparation of individuals for operative and invasive procedures
2   Explain the importance of applying **standard precautions** to the health and safety of individuals
3   Identify potential sources of contamination when preparing individuals for operative and invasive procedures
4   Explain the dangers of re using single use equipment

Outcome 2   Understand the factors to be considered in the choice of surgical instruments and supplementary items during operative procedures

The learner can:
1   Identify the types, purpose and functions of surgical instruments and supplementary items used in the surgical environment.
2   Describe potential hazards of using surgical instruments and ways to minimise the risk of harm.
3   Explain the factors affecting the choice of surgical instruments and supplementary items.
4   Identify the factors which inform the choice of sites for attachment of surgical instruments.
5   Explain how different types of skin preparation agents and surgical drapes are used in the surgical environment to provide barriers to cross infection.

Outcome 3   Be able to support others to prepare individuals for operative and invasive procedures

The learner can:
1   Confirm the individual's identity and gain **valid consent.**
2   Apply **standard precautions** for infection control.
3   Implement health and safety measures relevant to the procedure and environment.
4   Identify the individual's operative site, clarifying any queries with the **appropriate person.**
5   Support others to prepare the individual for an operative or invasive procedure, maximising their dignity, comfort and safety.

Outcome 4   Be able to select, handle and dispose of surgical instruments and supplementary items for operative and invasive procedures

The learner can:
1   Select and handle surgical instruments and supplementary items safely and in line with the manufacturers' instructions.

2   Select an appropriate site in the **sterile field** for attaching surgical instruments and supplementary items.
3   Account for and record all items and swabs used in the preparation of the operative site in line with local policies and protocols.
4   Dispose of waste.

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

An **appropriate person** could include someone in a senior position who has overall responsibility for overseeing and/or directing the preparation of a pre-operative patient.
The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members and all furniture and fixtures in the area.

CH91

Perform the non scrubbed circulating role for perioperative procedures

CH91   Perform the non scrubbed circulating role for perioperative procedures

Level: 2

Credit value: 3

Unit aim
This unit is aimed at those who work in a non-scrubbed role to support perioperative teams during perioperative procedures. Learners will have the opportunity to develop knowledge, understanding and skills to maintain the sterile field and work safely with medical devices and equipment underpins practice.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1   Understand how to perform the non scrubbed circulating role for perioperative procedures in line with policies, protocols and good practice
2   Know how medical devices are used for surgical interventions
3   Be able to work with medical devices and equipment for clinical procedures in accordance with requirements

Guided learning hours
It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS24

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH91   Perform the non scrubbed circulating role for perioperative procedures
Learning outcomes and assessment criteria

Outcome 1   Understand how to perform the non scrubbed circulating role for perioperative procedures in line with policies, protocols and good practice

The learner can:
1   Explain the **standard precautions** used for the provision and monitoring of medical equipment, devices and items, and the potential consequences of not following these.
2   Explain local policies regarding the correct handling of contaminated items.
3   Describe how to avoid compromising the **sterile field.**
4   Explain the procedures required when there is a breakdown in the **sterile field.**
5   Explain how to dispose of contaminated or potentially hazardous waste in line with local and national policies and protocols.

Outcome 2   Know how medical devices are used for surgical interventions

The learner can:
1   Outline the purpose and function of medical devices used for surgical interventions.
2   Identify the potential hazards of medical devices.
3   Outline the suitability of different types of surgical instrumentation for different procedures.
4   Outline the action to take if problems are identified with medical devices.
5   Identify the equipment to be used for weighing swabs and counting instruments.

Outcome 3   Be able to work with medical devices and equipment for clinical procedures in accordance with requirements

The learner can:
1   Apply **standard precautions** for infection control.
2   Implement health and safety measures relevant to the procedure and environment.
3   Obtain, prepare and position medical devices and equipment in line with local policies and protocols.
4   Use, care for and store medical devices and equipment in line with manufacturers' instructions and local policies and protocols.
5   Monitor and count surgical instruments, swabs and sharps with the **appropriate person** in line with national and local policies and protocols.
6   Maintain tracking and traceability requirements for sterile items.
7   Dispose of clinical and hazardous waste safely, according to local policies and protocols.
8   Explain the actions to be taken when there is a problem with an item and the potential consequences of not following procedures.

Additional guidance

The **circulating role** is someone in a clinical role assisting the practitioner during perioperative procedures

The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members and all furniture and fixtures in the area.

An **appropriate person** is the designated member of the team responsible for counting the surgical instruments.

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

CH92

Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery

CH92   Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery

Level: 3

Credit value: 5

Unit aim
This unit equips learners within this anaesthetic/recovery environment with knowledge about H&S measures and the parameters for clinical readings, as well as competence in the preparation of equipment and the care of these individuals. This involves a degree of autonomy and responsibility.

Learning outcomes
 There are **four** learning outcomes to this unit. The learner will:

1   Understand health and safety measures specific to carrying out activities in the anaesthetic/recovery environment
2   Understand the parameters for clinical readings taken in the anaesthetic/recovery environment
3   Be able to prepare and maintain anaesthetic/recovery equipment for the reception of individuals
4   Be able to assist the registered practitioner in caring for individuals in the anaesthetic/recovery environment

Guided learning hours
It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS25

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH92   Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery

Learning outcomes and assessment criteria

Outcome 1   Understand health and safety measures specific to carrying out activities in the anaesthetic/recovery environment

The learner can:
1   Explain the **standard precautions** required for preparing the anaesthetic/recovery environment and the potential consequences of poor practice.
2   Explain the importance of wearing personal protective equipment in the anaesthetic/recovery environment.
3   Explain the importance of using equipment in line with manufacturers' instructions and local policy and protocol.
4   Explain how to recognise clinical emergencies, and how to provide support to the registered practitioner in these emergencies.

Outcome 2   Understand the parameters for clinical readings taken in the anaesthetic/recovery environment

The learner can:
1   Identify the normal parameters for temperature, pulse, blood pressure, respiration, oxygen levels and urinary output.
2   Explain how to measure an individual's temperature, blood pressure, respiration, oxygen levels and urinary output.
3   Explain how anaesthesia may affect an individual's temperature, pulse, blood pressure, respiration, oxygen levels and urinary output.
4   Explain the common adverse reactions an individual may experience related to anaesthetic and recovery care.
5   Explain the importance of reporting any issues beyond own competence in accordance with local policy and protocol.

Outcome 3   Be able to prepare and maintain anaesthetic/recovery equipment for the reception of individuals

The learner can:
1   Implement health and safety measures relevant to anaesthetic/recovery equipment.
2   Apply **standard precautions** for infection control.
3   Make equipment and documentation available for the registered practitioner.
4   Document and report any equipment that is unfit for use according to local policy and protocol.
5   Clean reusable equipment in line with local policy and protocol.
6   Dispose of single use equipment and waste according to local policy and protocol.
7   Explain the importance of maintaining the stock of disposables/fluids/linen.

Additional guidance

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

CH93

Prepare and dress for scrubbed clinical roles

CH93   **Prepare and dress for scrubbed clinical roles**

Level: 2

Credit value: 4

Unit aim
This unit is aimed at those who work under direction from the perioperative team. Learners will have the opportunity to develop underpinning knowledge of the requirements involved in preparing and dressing for the scrubbed clinical role and be able to apply these to practice.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1   Understand how to follow safe procedures when preparing and dressing for scrubbed clinical roles
2   Know how to work within own sphere of competence
3   Understand how to dress for scrubbed clinical roles
4   Be able to work within scrubbed clinical roles

Guided learning hours
It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS13

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH93　　　　　Prepare and dress for scrubbed clinical roles
Learning outcomes and assessment criteria

Outcome 1　Understand how to follow safe procedures when preparing and dressing for scrubbed clinical roles

The learner can:
1　Explain how national guidelines and local policies and protocols inform the selection and preparation of personal protective equipment.
2　Explain what is meant by an aseptic environment and the **sterile field.**
3　Explain the importance of reporting any potential contamination in line with local policies and procedures.

Outcome 2　Know how to work within own sphere of competence

The learner can:
1　Outline the importance of understanding and working within the limits of own competence.
2　Identify the action to take on issues outside own sphere of competence.

Outcome 3　Understand how to dress for scrubbed clinical roles

The learner can:
1　Explain how to follow infection control procedures in preparation for the scrubbed clinical role.
2　Describe the factors which affect the choice of personal protective clothing for different procedures.
3　Explain the importance of wearing personal protective clothing for the scrubbed clinical role.
4　Explain why it is necessary to change personal protective equipment which has become unsuitable.

Outcome 4　Be able to work within scrubbed clinical roles

The learner can:
1　Apply **standard precautions** for infection control.
2　Implement health and safety measures relevant to scrubbed clinical roles.
3　Select and wear personal protective equipment in line with local policies and protocols.
4　Identify and maintain the **sterile field** by following theatre etiquette and protocols.
5　Dispose of used personal protective equipment appropriately.
6　Report any potential contamination in line with local policies and protocols.

Additional guidance

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

The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure.

The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

CH94

Prepare and provide surgical instrumentation and supplementary items for the surgical team

CH94   Prepare and provide surgical instrumentation and supplementary items for the surgical team

Level: 3

Credit value: 6

Unit aim
This unit is aimed at those who are responsible for preparing surgical instrumentation and supplementary items and making them available to the surgical team in a perioperative environment.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1   Understand how to prepare and provide surgical instrumentation and items for the surgical team in line with health and safety procedures and protocols
2   Be able to prepare surgical instruments and supplementary items for the surgical team
3   Be able to provide surgical instruments and supplementary items for the surgical team
4   Be able to dispose of waste from the sterile field

Guided learning hours
It is recommended that **43** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS14 & 16

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH94 Prepare and provide surgical instrumentation and supplementary items for the surgical team

Learning outcomes and assessment criteria

Outcome 1 Understand how to prepare and provide surgical instrumentation and items for the surgical team in line with health and safety procedures and protocols

The learner can:
1 Explain how the **sterile field** contributes to infection control in the operative setting.
2 Explain how to maintain the **sterile field** during surgical procedures and the actions to take if it is compromised.
3 Explain the types, purposes and functions of commonly used surgical instruments and the potential hazards associated with their use.
4 Describe common supplementary items and their use during surgery.
5 Explain the procedures for identifying and reporting problems with instruments and items during preparation and throughout the procedure.
6 Explain the principles and techniques for counting instruments, sharps, swabs and supplementary items and the importance of these.

Outcome 2 Be able to prepare surgical instruments and supplementary items for the surgical team

The learner can:
1 Apply **standard precautions** for infection control.
2 Maintain compliance with health and safety guidance at all times.
3 Check surgical instruments and supplementary items before preparation and confirm as being within expiry date, safe and fit for purpose.
4 Select and prepare required surgical instruments and supplementary items for the procedure.
5 Set up surgical instruments and supplementary items to meet the needs of the operative procedure and the patient's plan of care.
6 Count and record instruments, sharps, swabs and supplementary items prior to commencing the procedure in line with local policies and protocols.

Outcome 3 Be able to provide surgical instruments and supplementary items for the surgical team

The learner can:
1 Handle instruments and supplementary items in line with local policies and protocols while maintaining the integrity of the **sterile field.**
2 Anticipate the needs of the surgical team by monitoring their activities and the placement of items within the surgical field.
3 Clarify any uncertainty over the requirements of the surgical team with the appropriate person.
4 Provide instrumentation and supplementary items to meet the needs of the surgical team and the individual's plan of care.

5   Count and record instruments, sharps, swabs and supplementary items during the process and prior to close and completion in line with national and local policies and protocols.
6   Inform the surgical team of instrument and supplementary item counts during the procedure in line with local policies and protocols.

Outcome 4   Be able to dispose of waste from the sterile field

The learner can:
1   Dispose of and transfer used instruments and supplementary items to the non sterile area for accounting, tracking and traceability in line with local policies and protocols.
2   Update records in line with national guidelines.
3   Remove and dispose of drapes in line with local policies and protocols.
4   Maintain the dignity of the individual throughout the procedure in line with local policy and protocol.

Additional guidance

The **appropriate person** will be another member of the surgical team.

The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure.

CH95

Receive and handle clinical specimens within the sterile field

CH95   Receive and handle clinical specimens within the sterile field

Level: 3

Credit value: 4

Unit aim
This unit is aimed at those who work in a scrubbed role to receive and handle clinical specimens. Learners will have the opportunity to develop the ability to receive and handle clinical specimens within the sterile field.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will:

1   Understand how to receive and handle clinical specimens within the sterile field in line with health and safety guidance.
2   Be able to receive and handle clinical specimens within the sterile field.

Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS17

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH95   Receive and handle clinical specimens within the sterile field
Learning outcomes and assessment criteria

Outcome 1   Understand how to receive and handle clinical specimens within the sterile field in line with health and safety guidance

The learner can:
1   Identify the different types of specimens received and handled within the perioperative environment.
2   Identify the requirements for handling and transporting both frozen and non-frozen clinical specimens to ensure their condition is maintained.
3   Identify different types and uses of container and transport media in the perioperative environment.
4   Explain the potential consequences of poor practice related to handling, labelling and transporting clinical specimens.
5   Explain how to deal with hazards associated with receiving and handling clinical specimens.
6   Explain the pathogenic causes of wound infections.
7   Explain the consequences of the contamination of clinical specimens.

Outcome 2   Be able to receive and handle clinical specimens within the sterile field

The learner can:
1   Apply **standard precautions** for infection control.
2   Implement health and safety measures relevant to handling clinical specimens.
3   Obtain **valid consent** to collect clinical specimens.
4   Obtain the correct container and transport medium for the type of clinical specimen being collected.
5   Receive the specimen in line with policies and protocols and place in the appropriate container/transport medium for the type of clinical specimen.
6   Pass specimens in a safe manner to the **appropriate person** while maintaining the **sterile field.**
7   Confirm that specimens are labelled and documentation has been completed in line with local policies and protocols.
8   Confirm dispatch of clinical specimens.
9   Update records in line with local policies and protocols.

Additional guidance

Valid consent must be in line with agreed UK country definition
An **appropriate person** is possibly someone senior who has responsibility for receiving and processing specimens. The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

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

An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (e.g. nurse, ODP, midwife, perfusionist etc) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line.

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

CH96

Prepare and apply dressings and drains to individuals in the perioperative environment

CH96 Prepare and apply dressings and drains to individuals in the perioperative environment

Level: 2

Credit value: 2

Unit aim

This unit is aimed at those in a scrubbed role who assist with the preparation and application of dressings, wound supports and drains

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1.   Understand the health and safety measures related to preventing wound contamination and cross infection when preparing and applying dressings and drains
2.   Understand how medical devices are used in the application of dressings, wound supports and drains in the learner environment
3.   Be able to select and prepare dressings and drains according to individual requirements
4.   Be able to apply dressings and attach drains according to individual requirements

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the PCS18

Assessment

This unit must be assessed in line with Skills for Health QCF assessment principles.

CH96 **Prepare and apply dressings and drains to individuals in the perioperative environment**

Learning outcomes and assessment criteria

Outcome 1 **Understand the health and safety measures related to preventing wound contamination and cross infection when preparing and applying dressings and drains**

The learner can:
1 Explain the principles of asepsis, antisepsis and cross infection
2 Identify potential sources of contamination when preparing surgical fields and how to prevent this
3 Identify the types of pathogens commonly causing wound infection and the consequences of wound contamination
4 Explain the principles of wound healing and wound care
5 Identify the correct dressings and drains to suit the type and size of wound.

Outcome 2 **Understand how medical devices are used in the application of dressings, wound supports and drains in the learner environment**

The learner can:
1 Explain the purpose and function of medical devices used in the application of dressings and drains
2 Describe potential hazards associated with the use of medical devices to apply dressings and drains
3 Explain the factors which inform the choice of medical devices for the application of dressings and drains to individuals
4 Explain the factors which inform the choice of sites for attaching medical devices

Outcome 3 **Be able to select and prepare dressings and drains according to individual requirements**

The learner can:
1 Confirm the individual's identity and gain valid consent
2 Give the individual information and reassure them when preparing to administer a dressing or drain
3 Apply standard precautions for infection control
4 Implement health and safety measures relevant to preparing dressings and drains
5 Identify, through discussion with the individual, any allergies they may have which will affect the types of dressing used
6 Select and prepare dressings to suit the size and type of wound and promote healing
7 Prepare drains according to local policies and protocols

Outcome 4 **Be able to apply dressings and attach drains according to individual requirements**

The learner can:

1   Apply the dressing or attach drain to the individual in accordance with local policies and protocols
2   Check that the dressing has been applied correctly, in particular that:
- the pressure is consistent with the type of wound
- drains are secure
- vacuum seals on the drains are intact
- the position of the drain prevents syphonage and/or harm to the individual
3   Report any issues outside your own sphere of competence in line with local policy and protocol
4   Update records in line with local policy and protocol.

CH97

Prepare equipment for intraoperative cell salvage blood collection

CH97　Prepare equipment for intraoperative cell salvage blood collection

Level: 2

Credit value: 2

Unit aim
The unit aims to develop the learner's ability to prepare equipment necessary for intraoperative cell salvage blood collection. Understanding of the role and purpose of equipment is central to work practice as is the requirement to follow recommended procedures and protocols.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1　Understand current legislation, national guidelines, policies, protocols and good practice related to the preparation of equipment for intraoperative cell salvage blood collection
2　Understand transfusion issues related to intraoperative cell salvage
3　Understand the role and function of equipment used in intraoperative cell salvage blood collection
4　Be able to prepare equipment for intraoperative cell salvage blood collection

Guided learning hours
It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS19

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH97   Prepare equipment for intraoperative cell salvage blood collection
Learning outcomes and assessment criteria

Outcome 1   Understand current legislation, national guidelines, policies, protocols and good practice related to the preparation of equipment for intraoperative cell salvage blood collection

The learner can:
1   Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the preparation of equipment for intraoperative cell salvage blood collection.
2   Explain the importance of informing all members of the theatre team that intraoperative cell salvage blood collection is planned.

Outcome 2   Understand transfusion issues related to intraoperative cell salvage

The learner can:
1   Explain the rationale for using autologous blood transfusion.
2   Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds.

Outcome 3   Understand the role and function of equipment used in intraoperative cell salvage blood collection

The learner can:
1   Describe the role and function of suction and collection set equipment used in intraoperative cell salvage blood collection.
2   Explain the rationale for setting up collection equipment.
3   Explain the rationale for setting the expiry time on set up equipment.
4   Explain the importance of setting a suitable vacuum level.
5   Explain the importance of using an appropriate anti-coagulant.
6   Explain how to prepare the anticoagulant.
7   Outline the dangers of re-using single use equipment.
8   Describe the potential hazards and malfunctions of equipment and how to deal with them.

Outcome 4   Be able to prepare equipment for intraoperative cell salvage blood collection

The learner can:
1   Apply **standard precautions** for infection control when preparing equipment.
2   Implement health and safety measures in accordance with national and local policies and protocols.
3   Select and set up collection equipment in accordance with manufacturer's instructions applying aseptic techniques.
4   Prepare the anticoagulant in line with national/local guidelines and policy.
5   Inform the **appropriate person** that the collection equipment is fully prepared.

Additional guidance

An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (eg nurse, ODP, midwife, perfusionist etc) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line.

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

CH98

Operate equipment for intraoperative cell salvage blood collection

CH98   Operate equipment for intraoperative cell salvage blood collection

Level: 3

Credit value: 5

Unit aim
This unit aims to develop the learner's ability to operate equipment for intraoperative cell salvage blood collection. Understanding of the rationale for the activity is required as well as knowledge of the role and function of the equipment used.

Learning outcomes
There are **seven** learning outcomes to this unit. The learner will:

1   Understand current legislation, national guidelines, policies, protocols and good practice related to the operation of equipment for intraoperative cell salvage blood collection
2   Understand blood physiology related to intraoperative cell salvage
3   Understand the rationale for intraoperative cell salvage blood collection
4   Understand the role and function of equipment used in intraoperative cell salvage blood collection
5   Understand the process and rationale of swab washing for intraoperative cell salvage blood collection
6   Be able to prepare to operate equipment for intraoperative cell salvage blood collection
7   Be able to collect intraoperative cell salvage blood

Guided learning hours
It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS20

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH98 Operate equipment for intraoperative cell salvage blood collection

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the operation of equipment for intraoperative cell salvage blood collection

The learner can:
1   Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the operation of equipment for intraoperative cell salvage blood collection.

Outcome 2 Understand blood physiology related to intraoperative cell salvage

The learner can:
1   Outline the components of whole blood.
2   Describe the functions of red blood cells in oxygen delivery.
3   Explain the differences between salvaged red cells and whole blood.

Outcome 3 Understand the rationale for intraoperative cell salvage blood collection

The learner can:
1   Explain the rationale for using autologous blood transfusion.
2   Outline the indications and contraindications for the use of intraoperative cell salvage blood collection.
3   Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds.
4   Explain when and for which individuals intraoperative cell salvage blood collection could be Started.

Outcome 4 Understand the role and function of equipment used in intraoperative cell salvage blood collection

The learner can:
1   Explain the importance of labelling collection equipment with a unique individual identification.
2   Explain the role of suction equipment in intraoperative cell salvage blood collection.
3   Explain the rationale for setting a suitable vacuum level.
4   Outline the effects of anticoagulant on salvaged blood.
5   Explain the rationale for priming the collection equipment with anticoagulant.
6   Describe the potential hazards and malfunctions of equipment and how to deal with them.
7   Explain the dangers of reusing single use equipment.

Outcome 5 Understand the process and rationale of swab washing for intraoperative cell salvage blood collection

The learner can:
1   Outline the benefits and risks of swab washing.
2   Explain the rationale for weighing all swabs during intraoperative cell salvage blood collection.
3   Describe the process of salvaging blood from swabs.

Outcome 6   Be able to prepare to operate equipment for intraoperative cell salvage blood collection

The learner can:
1   Apply **standard precautions** for infection control.
2   Implement health and safety measures in accordance with national and local policies and protocols.
3   Confirm the decision to collect blood with the **appropriate person.**
4   Label the collection reservoir with the individual's unique identification details in line with local policy and protocols.
5   Prime the collection equipment with anticoagulant solution according to the manufacturer's instructions.

Outcome 7   Be able to collect intraoperative cell salvage blood

The learner can:
1   Use equipment to collect intraoperative cell salvage blood.
2   Monitor the volume of cell salvage blood, immediately reporting any problems to an **appropriate person.**
3   Regulate the required volume of anticoagulant in relation to blood loss.
4   Explain the importance of reporting problems/sudden increases in the rate of blood loss to the **appropriate person.**
5   Explain how to estimate blood loss during intraoperative cell salvage blood collection.
6   Report the estimated volume of cell salvage blood collected to the **appropriate person.**
7   Outline the possible contents of the collection reservoir during surgery.
8   Outline the reasons for an expiry time for cell salvaged blood and how this is calculated.
9   Record the outcome of this activity in line with national/local policies and protocols.
10   Dispose of waste in line with national/local policies and protocols.

Additional guidance

An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (e.g. nurse, ODP, midwife, perfusionist etc) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line.

Standard precautions are the precautions used in line with HSE infection control protocols

CH99

Prepare equipment for intraoperative cell salvage blood processing

CH99   **Prepare equipment for intraoperative cell salvage blood processing**

Level: 2

Credit value: 4

Unit aim
This unit aims to develop the learner's ability to set up equipment to process salvaged blood. Understanding of the functions and recommended uses of processing equipment is required. the learner works closely with the appropriate member of the team.

Learning outcomes
There are **seven** learning outcomes to this unit. The learner will:

1   Understand current legislation, national guidelines, policies, protocols and good practice related to which inform the preparation of equipment for intraoperative cell salvage blood processing
2   Understand blood transfusion issues in relation to intraoperative cell salvage
3   Understand the rationale for the use of intraoperative cell salvage
4   Understand how the decision to proceed with intraoperative cell salvage blood processing is made
5   Understand the rationale for swab washing in relation to intraoperative cell salvage blood
6   Understand the role and function of equipment used for intraoperative cell salvage blood processing
7   Be able to prepare equipment for intraoperative cell salvage blood processing

Guided learning hours
It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS21

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH99   **Prepare equipment for intraoperative cell salvage blood processing**

Outcome 1   **Understand current legislation, national guidelines, policies, protocols and good practice related to which inform the preparation of equipment for intraoperative cell salvage blood processing**

The learner can:
1   Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the preparation of equipment for intraoperative cell salvage blood processing.

Outcome 2   **Understand blood transfusion issues in relation to intraoperative cell salvage**

The learner can:
1   Explain the applications of intraoperative cell salvage with regard to those who refuse allogeneic blood on religious or other grounds.

Outcome 3   **Understand the rationale for the use of intraoperative cell salvage**

The learner can:
1   Outline the indications and contraindications for the use of intraoperative cell salvage.

Outcome 4   **Understand how the decision to proceed with intraoperative cell salvage blood processing is made**

The learner can:
1   Outline how to estimate blood loss during intraoperative cell salvage.
2   Outline the reasons for an expiry time for intraoperative cell salvaged blood and define how this is calculated.
3   Outline the possible contents of the collection reservoir during surgery relevant to the decision to set up to process intraoperative cell salvaged blood.

Outcome 5   **Understand the rationale for swab washing in relation to intraoperative cell salvage blood**

The learner can:
1   Outline the benefits and risks of swab washing.

Outcome 6   **Understand the role and function of equipment used for intraoperative cell salvage blood processing**

The learner can:
1   Outline the types and functions of intraoperative cell salvage machines used in own work practice to salvage blood.
2   Explain the rationale for expiry time on the set up equipment.
3   Outline the factors which inform the decision to set up processing equipment.
4   Explain the rationale for selecting the machine programme.
5   Explain the dangers of reusing single use equipment.
6   Describe the potential hazards and malfunctions of equipment and how to deal with them.

Outcome 7 Be able to prepare equipment for intraoperative cell salvage blood processing

The learner can:
1 Apply **standard precautions** for infection control.
2 Implement health and safety measures relevant to preparing equipment for intraoperative cell salvage blood processing.
3 Confirm with the **appropriate person** the suitability of the intraoperative cell salvage blood for processing.
4 Confirm that the processing equipment is fit for purpose.
5 Load the processing equipment and connect to the collection equipment in accordance with manufacturer's guidelines.
6 Confirm the wash fluid is intra-venous normal saline 0.9%
7 Prime the system and set the machine programme ready for use in accordance with guidance.
8 Inform the **appropriate person** that the processing equipment is ready for use.

Additional guidance

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

An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (e.g. nurse, ODP, midwife, perfusionist etc) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line.

CH100

Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process

CH100   **Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process**

Level: 3

Credit value: 5

Unit aim
This unit aims to develop the learner's ability to operate equipment for intraoperative cell salvage blood processing and to complete the intraoperative cell salvage blood process. Knowledge and understanding of blood physiology, roles and functions of equipment and the rationale for intraoperative cell salvage underpins work practice.

Learning outcomes
There are **eight** learning outcomes to this unit. The learner will:

1   Understand current legislation, national guidelines, policies, protocols and good practice related to operating equipment for intraoperative cell salvage blood processing and completing the intraoperative cell salvage blood process
2   Understand blood physiology in relation to processing intraoperative cell salvaged blood
3   Understand the rationale for using intraoperative cell salvage
4   Understand the process and rationale for swab washing in relation to intraoperative cell salvage
5   Understand the role and function of equipment used in intraoperative cell salvage
6   Understand the reinfusion process
7   Be able to prepare to operate equipment intraoperative cell salvage blood processing
8   Be able to operate equipment for processing intraoperative cell salvage blood and complete intraoperative cell salvage blood process

Guided learning hours
It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the PCS22

Assessment
This unit must be assessed in line with Skills for Health QCF Assessment principles.

CH100   **Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process**

Learning outcomes and assessment criteria

Outcome 1   **Understand current legislation, national guidelines, policies, protocols and good practice related to operating equipment for intraoperative cell salvage blood processing and completing the intraoperative cell salvage blood process**

The learner can:
1   Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the operation of equipment for processing and completing the intraoperative cell salvage blood process.

Outcome 2   **Understand blood physiology in relation to processing intraoperative cell salvaged blood**

The learner can:
1   Outline the components of whole blood.
2   Describe the functions of red blood cells in oxygen delivery.
3   Outline the effects of citrate or heparin anticoagulant on salvaged blood.
4   Explain the differences between salvaged red cells and whole blood.
5   Outline the basis of centrifugal separation.

Outcome 3   **Understand the rationale for using intraoperative cell salvage**

The learner can:
1   Outline the indications and contraindications for the use of intraoperative cell salvage.
2   Explain the rationale for using autologous blood transfusion.
3   Explain the applications of intraoperative cell salvage with regard to those who refuse allogeneic blood on religious or other grounds.

Outcome 4   **Understand the process and rationale for swab washing in relation to intraoperative cell salvage**

The learner can:
1   Outline the benefits and risks of swab washing during intraoperative cell salvage.
2   Explain the rationale for weighing all swabs during intraoperative cell salvage.
3   Outline how blood is salvaged from swabs.

Outcome 5   **Understand the role and function of equipment used in intraoperative cell salvage**

The learner can:
1   Outline the types and functions of intraoperative cell salvage machines used in own work practice.
2   Explain the rationale informing the choice of machine programmes for intraoperative cell salvage machines used in own work practice.
3   Explain the purpose of the collection and processing set equipment.
4   Describe the potential hazards and malfunctions of equipment and how to deal with them.
5   Outline the dangers of reusing single use equipment.
6   Explain the limits of their own role in operating and monitoring equipment for processing salvaged blood.

Outcome 6   Understand the reinfusion process

The learner can:
1   Describe how reinfusion bags should be labelled.
2   Outline the potential contents of the reinfusion bag.
3   Outline the types of filters used to reinfuse intraoperative cell salvage blood and their limitations.

Outcome 7   Be able to prepare to operate equipment intraoperative cell salvage blood processing

The learner can:
1   Implement health and safety measures relevant to preparing to operate equipment intraoperative cell salvage blood processing.
2   Apply **standard precautions** for infection control.
3   Outline the factors which inform the decision to process the reservoir contents.
4   Confirm the decision to process intraoperative cell salvage blood with the appropriate person.
5   Use normal intravenous saline 0.9% wash fluid and explain the factors which inform the choice of wash fluid.
6   Explain the importance of using the required wash volume.

Outcome 8   Be able to operate equipment for processing intraoperative cell salvage blood and complete intraoperative cell salvage blood process

The learner can:
1   Monitor the progress of intraoperative cell salvage blood processing, reporting any problems to the appropriate person in line with local policy and protocol.
2   Record the volume of processed intraoperative cell salvage blood for reinfusion.
3   Report completion of the process to the appropriate person.
4   Outline how to estimate blood loss during intraoperative cell salvage.
5   Outline the reasons for an expiry time for intraoperative cell salvaged blood and define how this is calculated.
6   Label salvaged blood reinfusion bags in line with national/local policy.
7   Keep the intraoperative cell salvaged blood reinfusion bags with the patient at all times.
8   Dispose of waste in line with national/local policy and protocol.
9   Explain the principles of waste disposal in relation to equipment.
10   Explain the importance of documenting the amount of anticoagulant used.
11   1Complete required documentation in line with national/local policy and protocol.

Additional guidance

An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (e.g. nurse, ODP, midwife, perfusionist etc) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line.

Standard precautions are the precautions used in line with HSE infection control protocols

CH101

Maintaining quality standards in the health
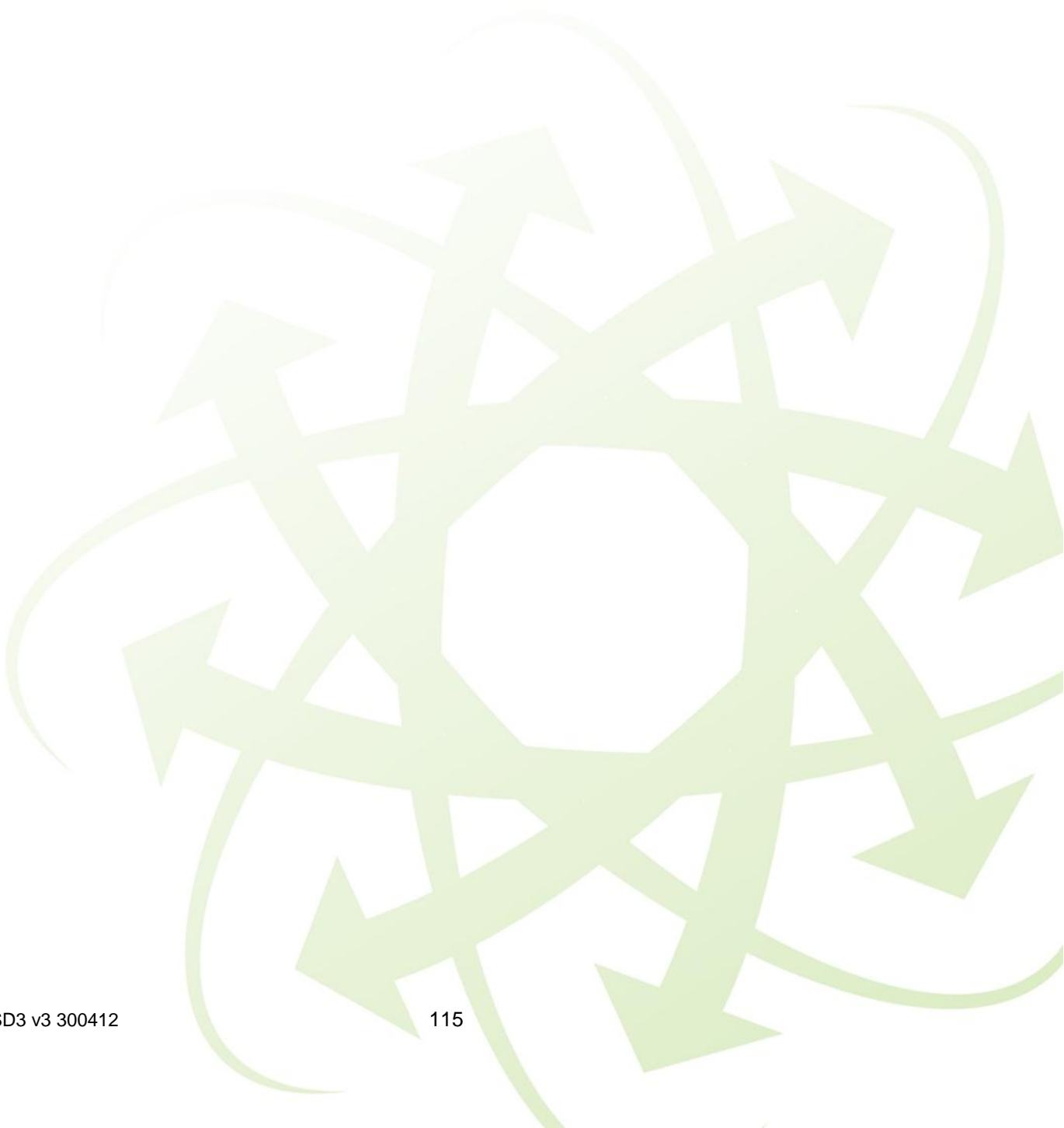
CH101   Maintaining quality standards in the health sector

Level: 3

Credit value: 2

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

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1   Understand how to provide a quality service within legislation, policies and procedures
2   Understand the importance of working with others to provide a quality service
3   Know how to monitor quality standards
4   Understand the importance of prioritising own workload to reduce risks to quality

Guided learning hours
It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
The unit covers the requirements of the quality dimension of the NHS knowledge and skills framework at level 2.

Key Skills
This unit contributes towards the Key Skills in the following areas:
Communication
Information Technology
Problem solving
Improving own learning and performance
Working with others

CH101   Maintaining quality standards in the health
Learning outcomes and assessment criteria

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

The learner can:
1   Explain the importance of meeting quality standards as determined by legislation, policies and procedures.
2   Explain how others could be encouraged to meet quality standards.
3   Explain the benefits of maintaining quality standards.

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

The learner can:
1   Explain personal responsibilities for working with others.
2   Explain accountability when working with others.
3   Explain the importance of working effectively with others to provide a quality service.

Outcome 3   Know how to monitor quality standards

The learner can:
1   Describe methods of monitoring quality standards.
2   State how to inform other staff of quality issues.
3   Describe how resources can be monitored and maintained.
4   Outline the benefits of monitoring quality to maintain and improve standards.

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

The learner can:
1   Review factors that can affect own workload.
2   Evaluate how prioritising work will ensure the maintenance and improvement of a quality.

CH102

Service improvement in the health sector

CH102   Service improvement in the health sector

Level: 3

Credit value: 3

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

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1   Understand how to evaluate own work and that of others to identify potential improvements
2   Understand how to make constructive suggestions about how services can be improved
3   Understand how to discuss and agree improvements with others
4   Understand how to make agreed improvements to own work and how to support others to make changes

Guided learning hours
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
The unit covers the requirements of the improving service dimension of the NHS knowledge and skills framework at level 2.

Key Skills
This unit contributes towards the Key Skills in the following areas:
Communication
Information Technology
Problem solving
Improving own learning and performance
Working with others

CH102   Service improvement in the health sector
Learning outcomes and assessment criteria

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

The learner can:
1   Illustrate how to benchmark own work and that of others.
2   Explain how feedback can be obtained and used to identify potential service improvements.
3   Review the policies and strategies for service improvements.

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

The learner can:
1   Explain key issues related to potential improvements.
2   Explain why service improvements are required.
3   Discuss how service improvements could be implemented.

Outcome 3   Understand how to discuss and agree improvements with others

The learner can:
1   Explain the importance of agreeing changes with others.
2   Illustrate how working with others can support service improvements.

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

The learner can:
1   Evaluate strategies for making changes effective within own work role.
2   Explain how to support others in implementing changes.