

Skillsfirst Awards

handbook

Level 3 Diploma in Clinical Healthcare Support (QCF)

CHSD3



Skillsfirst
growth through learning

Contents	Page
Section 1 – Introduction	
1.0 Introduction	2
1.1 What is the Qualification and Credit Framework (QCF)	2
1.2 QCF Units	2
1.3 QCF Terminology	3
Section 2 – Skillsfirst Awards Limited	
2.1 Data Protection	3
2.2 Equality and accessibility	3
2.3 Enquiries and information sources	3
2.4 Complaints and appeals	4
2.5 Malpractice and maladministration	4
Section 3 – Clinical Healthcare Support (QCF)	
3.1 Skills for Health (SFH) and Skills for Care (SFC)	5
3.2 Required occupational competence and knowledge for those involved in assessment and verification	5
3.3 Qualification requirements of those involved in assessment and verification	6
3.4 Expert witness	6
3.5 Employer direct model	6
3.6 Continuous professional development	7
Section 4 – Summary of Assessment Methods	
4.1 Recognition of Prior Learning (RPL)	8
4.2 Simulated activities guidelines	8
4.3 Assessment through performance in the workplace	8
Section 5 – Qualification Aim and Design	
5.0 Qualification aim and design	9
Section 6 – The Qualification Structure	
6.1 Qualification structure	9
6.2 Rules of combination	9
6.3 List of available units and their credit value	9
6.4 Learner entry requirements	14
6.5 Progression opportunities	15
Section 7 – The Units of Learning	
7.0 The units of learning	15
7.1 Mandatory units	16
7.2 Optional units	59

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 Clinical Healthcare 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, 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.skillsfirst.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 Sector Skills Council

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

This is based on the units developed by Skills for Health (SFH) and Skills for Care(SFC) who are the sector skills council 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 Clinical Healthcare 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

3.2 Required occupational competence and knowledge for those involved in assessment and verification

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

Occupational competence

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

Occupational knowledge

To be occupationally knowledgeable an assessor or IV should possess relevant knowledge and understanding, and be able to assess or verify this in units designed to test specific knowledge and understanding or in units where knowledge and understanding are within components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

3.3 Qualification requirements of those involved in assessment and verification

Assessors and IVs must hold the relevant qualifications (D32, D33, A1, A2 or Level 3 TAQA for assessors and D34, V1 or Level 4 TAQA for internal verifiers), or be working towards an appropriate TAQA qualification. 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
- records of continuous professional development
- 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.

Skillsfirst would like to remind centres that it is their responsibility to familiarise themselves with the SSC's assessment principles. For further information go to:

www.skillsforcareanddevelopment.org.uk

3.4 Expert witness

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

Expert witnesses must:

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

3.5 Employer direct model

SfCD and SfH feel that the employer direct model of in-house assessment will encourage more employers to offer the Level 3 Diploma in Clinical Healthcare 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, SfCD and SfH work 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.

SfCD support 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 must:

- offer this model to employers only
- inform the SfCD of employers who are using this model
- supply the SfCD with statistical data including take-up, sector, size of organisation etc. when requested
- keep the SfCD informed of any problems/issues incurred in the delivery of this model

3.6 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, expert witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role. Direct observation, however, must be the main source of evidence for competence-based assessment.

Assessment principles

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

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

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

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

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

Assessment of knowledge based learning outcomes (e.g. those beginning with “know” or “understand”) may take place in or outside of a real work environment. Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

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 Clinical Healthcare Support (QCF)

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

4.3 Assessment through performance in the workplace

The Level 3 Diploma in Clinical Healthcare 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 clinical healthcare support skills.

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

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
CHSD3	3	Level 3 Diploma in Clinical Healthcare Support (QCF)	65

6.2 Rules of combination

Learners must achieve a minimum of 65 credits by completing the following:

Group A – 35 credits
Group B – 30 credits

Please note – effective from 01 January 2014 in addition to the standard mandatory units, all **new** apprenticeship learners must complete the following combination of units in order to obtain their full apprenticeship certificate from the SSC:

DEM301 Understand the process and experience of dementia

Plus

CMH302 Understand mental health problems **and**

HSC3052 Undertake physiological measurements

Minimum guided learning hours (GLH) are **373**

Maximum guided learning hours (GLH) are **494**

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 personal development in health, social care or children's and young people's setting	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 to 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
L/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

Group B – optional units

QCF unit no.	Skillsfirst unit no.	Barred units	Unit title	Credit value
F/502/3412	CH101		Maintaining quality standards in the health sector	2
J/502/3413	CH102		Service improvement in the health sector	3
L/502/1212	CH26		Introduction to the role and responsibilities of a Health Trainer	4
R/502/1213	CH27		Establishing and developing relationships with communities while working as a Health Trainer	3

F/502/1224	CH28	Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer	3
L/502/1226	CH29	Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer	5
F/602/0097	CMH301	Understand mental well-being and mental health promotion	3
J/602/0103	CMH302	Understand mental health problems	3
J/601/3538	DEM301	Understand the process and experience of dementia	3
D/504/6101	FAE1	First aid essentials	1
J/601/8979	HSC3054	Undertake urethral catheterisation processes	4
M/602/2671	CH30	Care for individuals with urethral catheters	4
F/601/2551	BA329	Deliver, monitor and evaluate customer service to external customers	3
D/601/2542	BA322	Plan and organise meetings	5
F/601/2467	BA201	Manage own performance in a business environment	2
A/601/9420	CH17	Assist in the administration of medication	4
Y/501/0598	ASM34	Administer medication to individuals, and monitor the effects	5
Y/601/9022	HSC3051	Undertake tissue viability risk assessments	3
R/602/2677	CH31	Undertake stoma care	4
A/602/3094	CH32	Carry out personal hygiene for individuals unable to care for themselves	3
J/602/3101	CH33	Undertake treatments and dressings of lesions and wounds	4
K/602/3169	CH34	Carry out wound drainage care	4
Y/602/3538	CH35	Remove wound closure materials	3
A/602/0972	CH36	Insert and secure nasogastric tubes	4
K/602/3995	CH37	Care for individuals with nasogastric tubes	3
A/601/8980	HSC3050	Prepare for and carry out extended feeding techniques	4
R/601/8662	HSC3052	Undertake physiological measurements	3
H/602/4000	CH38	Conduct External Ear Examinations	4

F/602/4005	CH39	Conduct hearing assessments	5
M/602/1004	CH40	Perform intravenous cannulation	4
L/602/1009	CH41	Carry out intravenous infusion	4
Y/602/1028	CH42	Carry out arterial puncture and collect arterial blood	4
R/602/0959	CH43	Carry out blood collection from fixed or central lines	4
J/602/0960	CH44	Perform routine Electrocardiograph _ECG_ Procedures	4
T/601/8850	HSC2026	Obtain and test capillary blood samples	4
D/601/8860	HSC3053	Obtain venous blood samples	3
T/602/3093	CH45	Remove wound drains	4
F/602/3095	CH46	Carry out vision screening	4
J/602/4006	CH47	Administer oral nutritional products to individuals	5
R/601/8063	HSC2017	Provide agreed support for foot care	3
L/602/4007	CH48	Support individuals to manage dysphagia	5
R/602/4008	CH49	Assist others to monitor individuals' progress in managing dysphagia	5
T/602/4325	CH50	Obtain a client history	3
Y/602/0963	CH51	Manufacture equipment or medical devices for individuals within healthcare	4
J/602/3521	CH52	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	6
L/602/2676	CH53	Reprocess endoscopy equipment	4
K/602/1034	CH13	Select and wear appropriate personal protective equipment for work in health care settings	2
J/602/3096	CH14	Prepare individuals for healthcare activities	3
L/601/8725	HSC2025	Support individuals undergoing healthcare activities	3
K/602/3883	CH15	Monitor and maintain the environment and resources during and after clinical / therapeutic activities	3
J/602/3924	CH19	Assist the practitioner to carry out health care activities	2
R/602/3943	CH54	Advise and inform individuals on managing their condition	5

H/602/3980	CH55	Support individuals in undertaking their chosen activities	4
J/602/4071	CH56	Inform an individual of discharge arrangements	2
D/602/4092	CH57	Contribute to the discharge of individuals to carers	2
H/602/3168	CH58	Give presentations to groups	4
H/602/4188	CH59	Assist others to plan presentations	2
R/602/4011	CH60	Support carers to meet the care needs of individuals	5
Y/601/8825	HSC3062	Interact with and support individuals using telecommunications	5
H/602/0965	CH62	Monitor own work practice in health, social care or children's and young people's settings	3
Y/602/2678	CH63	Carry out transactions in a health facility	4
T/602/0968	CH64	Contribute to effective multidisciplinary team working	3
L/601/3430	CH21	Contribute to the effectiveness of teams	3
D/602/1029	CH65	Liaise between primary, secondary and community teams	3
D/602/1032	CH66	Collate and communicate health information to individuals	3
T/602/4521	CH67	Manage the availability of physical resources to meet service delivery needs in a health setting	5
D/602/4013	CH68	Make recommendations for the use of physical resources in a health setting	5
H/602/4014	CH69	Control the use of physical resources in a health setting	3
K/602/2720	CH70	Prepare and reproduce permanent radiographic images	4
R/602/2680	CH71	Assure the effective functioning of radiographic image processing equipment	4
H/602/1033	CH72	Perform first line calibration on clinical equipment to ensure it is fit for use	3
M/602/2685	CH73	Conduct routine maintenance on clinical equipment	4
A/602/2687	CH74	Coordinate the progress of individuals through care pathways	4
K/602/2684	CH75	Identify information requirements in a health context	4
T/602/2686	CH76	Analyse and present health related data and information	4

A/602/2690	CH77	Produce coded clinical data for external audit purposes	5
J/602/2692	CH78	Prepare, conduct and report the results of a clinical coding audit	5
Y/602/4009	CH79	Examine the feet of individuals with diabetes	4
L/602/4010	CH80	Provide advice on foot care for individuals with diabetes	3
T/601/8637	HSC2007	Support independence in the tasks of daily living	5
H/601/9024	HSC2002	Provide support for mobility	2
F/601/7927	HSC3013	Support individuals to access and use services and facilities	4
Y/601/7903	HSC3022	Support individuals to live at home	4
L/601/8028	HSC3003	Provide support to maintain and develop skills for everyday life	4
A/601/9028	HSC3002	Provide support to continue recommended therapies	3
M/601/7907	HSC3033	Support individuals during a period of change	4
A/601/7909	HSC3035	Support individuals who are bereaved	4
T/601/9495	HSC3048	Support individuals at the end of life	7
H/601/8147	HSC3038	Work in partnership with families to support individuals	4
D/601/9491	HSC3008	Implement therapeutic group activities	4
H/601/9492	HSC3010	Support individuals to develop and run support groups	3
R/601/3526	ASM24	Develop and sustain effective working relationships with staff in other agencies	4
M/601/9494	HSC3007	Support the development of community partnerships	5
J/601/1515	CSC5	Monitor and solve customer service problems	6
M/602/4520	CH81	Deliver training through demonstration and instruction	3
D/501/3826	CH82	Influencing Others at Work	1
R/501/3774	CH83	Planning and Monitoring Work	2
J/502/1631	CH84	Contribute to the prevention of aggressive and abusive behaviour of people	4

6.4 Learner entry requirements

Formal requirements

There are no formal entry requirements; however learners should normally be employed in a management role to gather evidence from the workplace for assessment. Learners who are not currently in employment may be able to achieve the qualification if they are able to gather evidence of recent management experience in a paid or voluntary capacity from within a period of three years of registration.

Age restrictions

These qualifications are not approved for use by learners under the age of 16, and Skillsfirst cannot accept any registrations for learners in this age group.

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

7.1 Mandatory units



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:

Describe the duties and responsibilities of own work role

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

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



SC33

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



SC33 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.

SC33 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** learning 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

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.

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

Learning outcomes 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



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.

Additional guidance

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
- KSF 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

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



ICO3 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 a 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.

7.2 Optional units



CH101

Maintaining quality standards in the health sector



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 sector

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 service.

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.

CH26

Introduction to the role and responsibilities of a Health Trainer



CH26 Introduction to the role and responsibilities of a Health Trainer

Level: 3

Credit value: 4

Unit aim

This unit introduces learners to the role and responsibilities of a Health Trainer. Learners will be expected to familiarise themselves with legislation and policies related to the role of Health Trainer. They will be introduced to the area of time management that will support them in carrying out their responsibilities. The aim of this unit is to equip them with the skills and knowledge that they will need to organise their own time and activities.

Learning outcomes

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

- 1 Understand the role of a Health Trainer
- 2 Understand legislation and policies related to the role of the Health Trainer
- 3 Be able to collect accurate information on clients
- 4 Be able to manage and organise own time effectively
- 5 Be able to improve own competence, knowledge and skills

Guided learning hours

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

CH26 Introduction to the role and responsibilities of a Health Trainer

Learning outcomes and assessment criteria

Outcome 1 Understand the role of a Health Trainer

The learner can:

- 1 Describe the **role** of a Health Trainer.
- 2 Outline the **role** of the Health Trainer in the context of local and national health and wellbeing policies.
- 3 Describe the **limits** of the Health Trainer role.
- 4 Analyse the **consequences** of acting beyond competence as a Health Trainer.
- 5 Identify **appropriate routes** for referring matters beyond competence.
- 6 Identify **individuals who can advise** on the Health Trainer role.

Outcome 2 Understand legislation and policies related to the role of the Health Trainer

The learner can:

- 1 Identify the **legislation** that relates to the role of a Health Trainer.
- 2 Identify **organisational policies and procedures**.
- 3 Outline potential **consequences of non compliance** to organisational policies, procedures and protocol.
- 4 Explain the **importance of confidentiality**.
- 5 Explain key issues relating to equality and diversity and anti-discriminatory practice.
- 6 Explain the **importance of assessing and managing risks**.
- 7 Identify **risks** to self and others.
- 8 Use organisational data collection, storage and retrieval systems.

Outcome 3 Be able to collect accurate information on clients

The learner can:

- 1 Explain **issues** around handling confidential and sensitive information.
- 2 Explain the **importance** of systematic and accurate record keeping.
- 3 Record information in a systematic and accurate way to inform evaluation and future work.

Outcome 4 Be able to manage and organise own time effectively

The learner can:

- 1 Agree **working arrangements** with a line manager.
- 2 Explain the importance of making **realistic commitments**.
- 3 **Plan work** to ensure that commitments are met.
- 4 Explain the importance of knowing who to seek guidance and advice from.
- 5 Complete **records of work activities** when needed.

Outcome 5 Be able to improve own competence, knowledge and skills

The learner can:

- 1 Explain the **benefits** of improving own competence, knowledge and skills.
- 2 Identify areas for improvement of own competence.
- 3 **Plan** for improvement of own competence, knowledge and skills.

Additional guidance

Role: based on job description and competences as per organisational requirements

Role: in relationship to the Public Health White Paper Choosing Health

Limits: what the service is not, not a counselling service, does not provide personal advice

Consequences: disciplinary procedures, misinterpretation of the role of the Health Trainer, false expectations of the service, exposure to risks

Appropriate routes: eg through supervision

Individuals who can advise: eg Manager, Supervisor, Co-ordinators, other Health Trainers.

Legislation; eg Protection of Vulnerable adults (POVA), Health & Safety, Confidentiality, Data Protection, Duty of Care, Childcare Act 2006, Safeguarding Vulnerable Groups

Organisational policies and procedures: eg client monitoring, management and supervision, training and development, objective setting, PDP planning

Consequences of non compliance: Harm to self or others, Safety, Disciplinary, Litigation

Importance of confidentiality: eg as outlined by the NHS code of practice

Importance of assessing and managing risks: in line with organisational procedures, Safety Legislation

Risks: The identification of potential harm that may arise from a present process or a future event; The probability of some event which is seen as undesirable or is expected to cause harm or damage; Not following policies and procedures; Disclosure of confidential information; Harm to self and others.

Issues: ensuring that all client information is processed fairly, lawfully and as transparently as possible (as per NHS code of practice)

Importance: in order to keep all individuals involved updated, to give clients relevant information, assessment of service, supporting trainer, facilitate service improvement, skills development of Health Trainers.

Working arrangements: who the learner will be working with, when, where, ability to seek help from a line manager or others

Realistic commitments: Management of time, Building trust

Plan work: use SMART (specific, measurable, achievable, realistic and time bound) use of planning tools, sequencing work in a logical manner, setting deadlines and goals

Records of work activities: eg work sheets, electronic diaries.

Benefits: eg greater confidence, greater control, enhanced employability, professional development

Plan: Attendance at training courses, Coaching, Shadowing, Questioning, Feedback from observations, Supervised practical application of knowledge, Assignments

Good practice

In this Unit learners identify the limitations of the Health Trainer role, potential difficulties they may encounter and strategies to manage or minimise these. Learners will need access to local and national policies which inform their work, the opportunity to consider time management tools and techniques, and have reflected on maintaining personal safety.

Suggested resources

There are a variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with, however it is important to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

Books

Japer M (2003). Beginning Reflective Practice. Nelson Thornes

Other publications

Suzy Lamplugh Trust: Personal Safety at Work: Planning for safety & conflict management

Health and Safety Executive: Five Steps to Risk Assessment

Health and Safety Executive: Controlling the risks of Solitary Work
Department of Health (2003) Confidentiality: NHS Code of Practice
Local Organisational policies

Websites

<http://www.nhsu.nhs.uk/ksf/index.html>

<http://www.hse.gov.uk/pubns/hse27.pdf>

<http://www.bbc.co.uk/health/condition>

<http://www.suzylamplugh.org/home/index>

http://www.bbc.co.uk/health/conditions/mental_health/emotion_stress.shtml

http://www.dh.gov.uk/en/Policyandguidance/Informationpolicy/Patientconfidentialityandcaldicottguardians/DH_4084181

Protection of Vulnerable Adults scheme in England and Wales for adult placement schemes, domiciliary care agencies and care homes: A practical guide

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4134725

Every Child Matters: <http://www.everychildmatters.gov.uk/>

The Information Commissioners Office:

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyandGuidance/DH_4131747

NHS Choices: <http://www.nhs.uk/pages/homepage.aspx>

The NHS Knowledge and Skills Framework (NHS KSF):-

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843

NHS Core Learning Unit:-<http://www.corelearningunit.com/index.php?id=2>

CH27

Establishing and developing relationships with communities while working as a Health Trainer



CH27 Establishing and developing relationships with communities while working as a Health Trainer

Level: 3

Credit value: 3

Unit aim

This unit is concerned with helping to establish and develop joint working relationships Between people, organisations and groups in the community.

Building relationships within communities and organisations involves:

- Making contacts within communities, organisations and groups
- Developing working relationships with and within communities, organisations and groups
- Building relationships with and within communities and organisations

As part of their role, Health Trainers will need to establish links with and make use of information held by other people working in the community. They will need knowledge of, and relationships with, organisations, networks and workers in the community in order to support their role, clearly demonstrating that they will not be doing this work in isolation.

The unit will introduce learners to the roles and responsibilities of Health Trainers in relation to communities and will outline the skills needed when making contact with individuals and developing an understanding of the context of their lives and work.

Learning outcomes

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

- 1 Be able to make contact with communities, organisations and groups
- 2 Be able to collect accurate information on communities, organisations and groups
- 3 Be able to develop working relationships within communities

Guided learning hours

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

CH27 Establishing and developing relationships with communities while working as a Health Trainer

Learning outcomes and assessment criteria

Outcome 1 Make contacts with communities, organisations and groups

The learner can:

- 1 Identify **people**, within a community to make contact with.
- 2 Explain **the benefits and importance** of making contact with different people, organisations and groups.
- 3 Use **appropriate methods and styles** of making contact with different people, organisations and groups.
- 4 Identify the most appropriate person to contact within an organisation.
- 5 Explain the role of a Health Trainer to different people, organisations and groups.

Outcome 2 Be able to collect accurate information on communities, organisations and groups

The learner can:

- 1 Identify services and sources of information.
- 2 Check that information is up to date and accurate.
- 3 Record information in a way that can be used in future work.
- 4 Explain the **importance of regularly updating information** and methods for achieving this.
- 5 Outline the **consequences** of using out of date or inaccurate information.

Outcome 3 Develop working relationships within communities

The learner can:

- 1 Develop working relationships within communities
- 2 Explain the importance of demonstrating respect for others
- 3 Explain the **importance of clearly agreeing ways of keeping in contact** and reporting back
- 4 Explain the **importance of fulfilling commitments**
- 5 Identify potential **barriers** to developing working relationships within communities
- 6 Identify ways of referring matters or issues beyond the Health Trainer role to a more appropriate person.

Additional guidance

People: community leaders, community activists, individual professionals, people who might be interested.

Benefits and importance: building positive reputation for the organisation and the role of the Health Trainer, identify organisations which can help clients achieve their goals, develop awareness of the service.

Appropriate methods and styles; eg telephone contact, Impromptu visits, introduction from other agencies or colleagues, emails, mail outs about Health Trainer Programme, attending meetings or events, presentations.

Importance of regularly updating information: keeping themselves and others informed, being able to give clients information.

Consequences: Delays in providing service, Contacting wrong people, Can affect clients' motivation. Can have a negative impact on the reputation of the Health Trainer service.

Importance of clearly agreeing ways of keeping in contact: To facilitate clients' access to services, to ensure better working relationships, to build confidence in the service, to minimise delays in accessing services, to keep abreast of changes within organisations.

Importance of fulfilling commitments: effects on the client-Health Trainer relationship, impact on workload and deadlines, how the Health Trainer is perceived by other organisations, job satisfaction, quality of work, maintaining work-life balance.

Barriers: lack of service, funding, historical factors, political, social, geographical factors, criteria for access, inclusivity.



CH28

Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer



Level: 3**Credit value: 3****Unit aim**

This unit introduces learners to the concepts of health and wellbeing and ways of communicating with individuals in order to raise their awareness of health and wellbeing and to support them in identifying healthy behaviours and lifestyle choices they could make to improve their health and wellbeing to develop. This includes:

- Providing information to individuals about health and wellbeing
- Providing information to individuals about the relationship between behaviours and health
- Enable individuals to develop their knowledge and skills about health and wellbeing.

The unit aims to provide the learner with the information, knowledge and skills to support Individuals to move from pre-contemplation to action i.e. help them be ready to change their Behaviour.

Learning outcomes

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

- 1 Be able to analyse concepts of health and wellbeing
- 2 Understand factors influencing health and wellbeing
- 3 Be able to encourage individuals to address issues relating to health & wellbeing
- 4 Be able to communicate appropriately with individuals

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

CH28 Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer

Learning outcomes and assessment criteria

Outcome 1 Be able to analyse concepts of health and wellbeing

The learner can:

- 1 Explain the terms '**health and wellbeing**'.
- 2 Define the term '**lifestyle**'.
- 3 Explain the links between Lifestyle and health and wellbeing.

Outcome 2 Understand factors influencing health and wellbeing

The learner can:

- 1 Identify the **factors** influencing individuals' health and wellbeing.
- 2 Identify **wider determinants** of health and wellbeing.
- 3 Understand and communicate **key Health Promotion messages** and the benefits of making lifestyle changes.
- 4 Identify **other people and agencies** who might be able to help individuals to improve their.
- 5 health and wellbeing.

Outcome 3 Be able to encourage individuals to address issues relating to health & wellbeing

The learner can:

- 1 Raise individual's awareness of the key issues relating to their health and wellbeing.
- 2 Describe a range of **approaches** that apply to promoting health and wellbeing.
- 3 Use a **range of methods** for providing information on health and wellbeing.
- 4 Help individuals identify factors affecting their health and wellbeing.
- 5 Explore individuals **knowledge and beliefs** about health and wellbeing.
- 6 Encourage individuals to take responsibility for changing their behaviour.
- 7 Help individuals to get hold of reliable and up to date information and advice.
- 8 Help individuals **access appropriate support**.

Outcome 4 Be able to communicate appropriately with individuals

The learner can:

- 1 Select and use **ways to communicate** appropriately with individuals.
- 2 Encourage an **open and frank exchange of views**.
- 3 Identify **barriers** to communication.
- 4 Use **appropriate methods** to reduce barriers to communications.
- 5 Acknowledge individuals' right to make their own decisions.
- 6 Support individuals to make their own decisions.

Additional guidance

Health and wellbeing: Positive and negative definitions of health, Absence of disease, Holistic concept of health involving the eight dimensions of health: Mental, physical, spiritual, social, emotional, sexual, environmental, and societal. Wellbeing defined as the balance between the eight dimensions

Lifestyle: a way of living based on the following: Individual choice, personal characteristics, social interactions, socioeconomic factors, environmental factors, health inequalities.

Factors: Age, sex and hereditary factors, individual lifestyle factors.

Wider determinants: social and community networks, living and working conditions, socioeconomic, cultural and environmental conditions

Key Health Promotion messages: key lifestyle recommendations around diet, physical activity, alcohol and smoking

Other people and agencies: eg stop smoking services, family.

Approaches: Medical, Behaviour change, Educational, Empowerment, Social change

Range of methods: eg face to face, through different forms of media

Knowledge and beliefs: eg: media stereotypes, fads, myths, social norms

Access appropriate support: eg signposting to appropriate service.

Ways to communicate: non verbal communication, open and closed questions, active listening, reflection, affirmation, focusing, summarising, change talk statements

Open and frank exchange of views: Non directive, non victim blaming, supportive, client centred, non judgmental

Barriers: language, culture, misunderstanding, setting, literacy, disability

Appropriate methods: checking vocabulary and understanding; importance of creating the correct environment; use of emphasis and repetition, short words and sentences, use of simple messages, appropriate resources, planning and organising, anti-discriminatory practice, health and safety.

Good practice

This unit is largely concerned with health promotion approaches and practice. As such it lends itself to classroom based teaching. However learners may benefit from the opportunity to consider or observe how health promotion principles are incorporated into real community based health promotion initiatives, and how the success of such projects is then assessed.

Suggested resources

There are a variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers/tutors should use those they feel most comfortable with, and ensure that these are up to date, where possible. Further guidance on resources may be available through regional Health Trainer Hubs, established by the Department of Health. Other support and resources may be available through the NHS Health Trainers Network. It should be remembered that Health Trainers were introduced to help tackle health inequalities and this should be reflected in resources used.

CH29

Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer



CH29

Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer

Level: 3

Credit value: 5

Unit aim

This unit introduces learners to the process of engaging individuals to enable behaviour change and encourage health improvement. The aim of this unit is to provide the learner with knowledge and understanding of approaches and techniques that can support individuals to;

- Identify how their way of life and specific behaviours might affect their health and wellbeing.
- Develop an action plan to make the changes they want to.
- Initiate change in their behaviour and maintain the change.
- Monitor and evaluate their progress.

Learning outcomes

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

- 1 Be able to encourage individuals to assess their behaviour.
- 2 Be able to establish 1-1 relationships with clients.
- 3 Be able to develop Personal Health Plans for individuals.
- 4 Be able to support individuals to achieve their plan.
- 5 Be able to support individuals to establish and maintain change.
- 6 Be able to keep records of work in line with organisational procedures.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

CH29 Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer

Learning outcomes and assessment criteria

Outcome 1 Be able to encourage individuals to assess their behaviour

The learner can:

- 1 Help individuals to **assess** how their behaviour is affecting their health and wellbeing.
- 2 Help individuals to **identify** the **changes** needed to improve their health and wellbeing.
- 3 Use **behaviour changes techniques** to encourage individuals to identify their motivation for change and opportunities for change.
- 4 Help individuals to identify potential **barriers** to change and ways of managing them.

Outcome 2 Be able to establish 1-1 relationships with clients

The learner can:

- 1 Explain the **importance of establishing the ground rules** for the relationship
- 2 Establish **ground rules** for the relationship
- 3 Build rapport with clients
- 4 Identify the **key factors** to be considered when choosing as a suitable environment for 1-1 contact.

Outcome 3 Be able to develop Personal Health Plans for individuals

The learner can:

- 1 Support individuals to **prioritise** their goals.
- 2 Support individuals to identify **SMART** goals for changing their behaviour.
- 3 Support individuals **develop a Personal Health Plan**.
- 4 Identify **key individuals** who will be involved in the Personal Health Plan.
- 5 Use a **range of techniques** to ensure that individuals receive the appropriate support.
- 6 Review and record individuals' progress in achieving their plan.

Outcome 4 Be able to support individuals to achieve their plan

The learner can:

- 1 Take **actions** to help individuals achieve their goals.
- 2 Support individuals to develop confidence in achieving change.
- 3 Use **methods to support individuals** to strengthen their own motivation for change.
- 4 Explain how **measures of behaviour** are used in monitoring behaviour change.
- 5 Support individuals **review** their **progress** and adapt their Personal Health Plan.
- 6 Provide feedback, support and encouragements to individuals.
- 7 **Recognise** and value individuals' achievements.

Unit handbook: Level 3 Diplomas in Healthcare Support 99

Outcome 5 Be able to support individuals to establish and maintain change

The learner can:

- 1 Support individuals to **prepare for setbacks**.
- 2 Support individuals to **manage setbacks**.
- 3 Support individuals evaluate the effects of the changes implemented.
- 4 **Support individuals** to become their own Health Trainer.
- 5 **Help individuals** identify broader learning and development needs.

Outcome 6 Be able to keep records of work in line with organisational procedures

The learner can:

- 1 Keep **accurate and complete records** of work with individuals.
- 2 Report problems and concerns to the line manager.
- 3 **Work within own role** and competences.
- 4 Explain the importance of working within own role and competences.
- 5 Explain the potential **consequences** of working outside own role and competences.

Additional guidance

Assess: Health Behaviour Check

Identify changes: Health Benefit Cards, Mind Mapping/agenda setting

Behaviour Change Techniques: active listening/cost benefits analysis/decisional balance, scaling questions/change talk/rolling with resistance?

Barriers: Places and things, people, thoughts and feelings

Importance of establishing ground rules: eg clarify expectations, reduce dependence, empowerment, to establish trust, to encourage openness

Ground rules: eg boundaries of the role, roles and responsibilities of the HT and the client, personal choice and control, inclusion, policies and procedures, confidentiality,

Key factors: eg access, privacy

Prioritise; Use cost benefit analysis, Health Behaviour Check

SMART: specific, measurable, achievable, realistic and timely

Developing Personal Health Plan: ABC forms, action planning, if-then rules barriers and facilitators

Key individuals: eg family, friends, Health Trainer or other agencies

Range of techniques: eg worker and others supporting behaviour change, demonstrations, modelling by others, encouragement and praise, stress management.

Actions: eg provide individuals with clear and relevant information, introduce behaviour change diaries?

Methods to support individuals: Identify change talk, working with resistance, working with ambivalence, building importance and confidence, establishing support networks, identifying available and accessible resources, appropriate referral and signposting, using rewards, measuring and recognising achievements

Review progress: review personal health plan and behaviour change diary

Recognise and value individuals' achievements: Rewards, praise.

Preparing for setbacks: High risk situations, if-then plans

Managing setbacks: eg reviewing goals, ABC forms, barriers and facilitators

Support individuals to become their own Health Trainer: summarise learning, provide copies of paperwork

Help individuals identify broader learning and development needs: eg access other qualifications (LLN).

Accurate and complete records: National Minimum data set

Work within own role: be aware of limits

Consequences: disciplinary procedures, misinterpretation of the role of the Health Trainer, false expectations of the service, exposure to risks.

CMH301

Understand mental well-being and mental health promotion



CMH301 Understand mental well-being and mental health promotion

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span.
- 2 Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups.

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 occupational standards

This unit is linked to HSC 3112, HSC 3119 and MH25.

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

CMH301 Understand mental well-being and mental health promotion

Learning outcomes and assessment criteria

Outcome 1 Understand the different views on the nature of mental wellbeing and mental health and the factors that may influence both across the life span

The learner can:

- 1 Evaluate two different views on the nature of mental well-being and mental health.
- 2 Explain the range of factors that may influence mental well-being and mental health problems across the life span, including:
 - a) biological factors
 - b) social factors
 - c) psychological factors
- 3 Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health.
- 4 Risk factors including inequalities, poor quality social relationships.
- 5 Protective factors including socially valued roles, social support and contact.

Outcome 2 Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

The learner can:

- 1 Explain the steps that an individual may take to promote their mental well-being and mental health.
- 2 Explain how to support an individual in promoting their mental well-being and mental health.
- 3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health.
- 4 Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community.
- 5 Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.

Additional guidance

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

CMH302

Understand mental health problems



CMH302 Understand mental health problems

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Know the main forms of mental ill health.
- 2 Know the impact of mental ill health on individuals and others in their social network.

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 occupational standards

This unit is linked to HSC 3111 and MH14.

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

CMH302 Understand mental health problems

Learning outcomes and assessment criteria

Outcome 1 Know the main forms of mental ill health

The learner can:

- 1 Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders.
- 2 Explain the key strengths and limitations of the psychiatric classification system.
- 3 Explain two alternative frameworks for understanding mental distress.
- 4 Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.

Outcome 2 Know the impact of mental ill health on individuals and others in their social network

The learner can:

- 1 Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.
- 2 Explain how mental ill health may have an impact on the individual including:
 - a) psychological and emotional
 - b) practical and financial
 - c) the impact of using services
 - d) social exclusion
 - e) positive impacts
- 3 Explain how mental ill health may have an impact on those in the individual's family, social or work network, including:
 - a) psychological and emotional
 - b) practical and financial
 - c) the impact of using services
 - d) social exclusion
 - e) positive impacts
- 4 Explain the benefits of early intervention in promoting an individual's mental health and wellbeing.

Additional guidance

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

DEM301

Understand the process and experience of dementia



DEM301 Understand the process and experience of dementia

Level: 3

Credit value: 3

Unit aim

This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Learning outcomes

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

- 1 Understand the neurology of dementia
- 2 Understand the impact of recognition and diagnosis of dementia
- 3 Understand how dementia care must be underpinned by a person centred approach

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

DEM301 Understand the process and experience of dementia

Learning outcomes and assessment criteria

Outcome 1 Understand the neurology of dementia

The learner can:

- 1 Describe a range of causes of dementia syndrome.
- 2 Describe the types of memory impairment commonly experienced by individuals with dementia.
- 3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia.
- 4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.
- 5 Explain why the abilities and needs of an individual with dementia may fluctuate.

Outcome 2 Understand the impact of recognition and diagnosis of dementia

The learner can:

- 1 Describe the impact of early diagnosis and follow up to diagnosis.
- 2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.
- 3 Explain the process of reporting possible signs of dementia within agreed ways of working.
- 4 Describe the possible impact of receiving a diagnosis of dementia on the individual their family and friends.

Outcome 3 Understand how dementia care must be underpinned by a person centred approach

The learner can:

- 1 Compare a person centred and a non-person centred approach to dementia care.
- 2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.
- 3 Describe how myths and stereotypes related to dementia may affect the individual and their carers.
- 4 Describe ways in which individuals and carers can be supported to overcome their fears.

Additional guidance

Dementia syndrome: Dementia caused by a combination of conditions, sometimes called a mixed dementia

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

Carers may include

Partner

Family

Friends

Neighbours

FAE1

First aid essentials



FAE1 First aid essentials

Level: 2

Credit value: 1

Unit aim

This unit aims to show how a learner can deliver essential first aid in various situations. This unit does not mean that the learner is a qualified First Aider and must not be used as such.

Learning outcomes

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

1. Understand the role and responsibilities of a first aider
2. Be able to assess an incident
3. Be able to manage an unresponsive casualty who is breathing normally
4. Be able to manage an unresponsive casualty who is not breathing normally
5. Be able to recognise and assist a casualty who is choking
6. Be able to manage a casualty with external bleeding
7. Be able to manage a casualty who is in shock
8. Be able to manage a casualty with a minor injury

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment guidance

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

Simulation is allowed for this unit.

Evidence Requirements

Learners must provide a portfolio of evidence for this unit.

FAE1 First aid essentials

Learning outcomes and assessment criteria

Outcome 1 Understand the role and responsibilities of a first aider

The learner can:

- 1 identify the role and responsibilities of a first aider
- 2 identify how to minimise the risk of infection to self and others
- 3 identify the need for establishing consent to provide first aid
- 4 identify the first aid equipment that should be available
- 5 describe the safe use of first aid equipment

Outcome 2 Be able to assess an incident

The learner can:

- 1 conduct a scene survey
- 2 conduct a primary survey of a casualty
- 3 give examples of when to call for help

Outcome 3 Be able to manage an unresponsive casualty who is breathing normally

The learner can:

- 1 assess a casualty's level of consciousness
- 2 open a casualty's airway and check breathing
- 3 identify when to place an unconscious casualty into the recovery position
- 4 place an unresponsive casualty in the recovery position
- 5 manage a casualty who is in seizure

Outcome 4 Be able to manage an unresponsive casualty who is not breathing normally

The learner can:

- 1 recognise the need to commence Cardio Pulmonary Resuscitation
- 2 demonstrate Cardio Pulmonary Resuscitation using a manikin
- 3 identify the accepted modifications to Cardio Pulmonary Resuscitation for children

Outcome 5 Be able to recognise and assist a casualty who is choking

The learner can:

- 1 describe how to identify a casualty with a
 - partially blocked airway
 - completely blocked airway
- 2 administer first aid to a casualty who is choking

Outcome 6 Be able to manage a casualty with external bleeding

The learner can:

- 1 identify the types of external bleeding
- 2 control external bleeding

Outcome 7 Be able to manage a casualty who is in shock

The learner can:

- 1 recognise shock
- 2 administer first aid to a casualty who is in shock

Outcome 8 Be able to manage a casualty with a minor injury

The learner can:

- 1 administer first aid to a casualty with small cuts, grazes and bruises
- 2 administer first aid to a casualty with minor burns and scalds
- 3 administer first aid to a casualty with small splinters

HSC3054

Undertake urethral catheterisation processes



HSC3054

Undertake urethral catheterisation processes

Level: 3

Credit value: 4

Unit aim

This unit is about insertion of urethral catheters, including re-catheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.

Learning outcomes

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

- 1 Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation.
- 2 Understand the relevant anatomy and physiology.
- 3 Be able to prepare to insert urethral catheters.
- 4 Be able to insert urethral catheters.
- 5 Be able to monitor and care for the urethral catheter after insertion.
- 6 Be able to care for and support the individual during and after the procedure.

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 CHS 8.

HSC3054 Undertake urethral catheterisation processes

Learning outcomes and assessment criteria

Outcome 1 Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation

The learner can:

- 1 Describe the current legislation, national guidelines, and local policies and protocols which affect work practice.
- 2 Identify the correct procedures relating to urethral catheterisation.
- 3 Explain the conditions and constraints which might denote who undertakes this procedure and why.
- 4 Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff.
- 5 Describe the ethical issues surrounding catheterisation, as applied to males and females.

Outcome 2 Understand the relevant anatomy and physiology

The learner can:

- 1 Describe the anatomy and physiology of the male and/or female genitourinary system

Outcome 3 Be able to prepare to insert urethral catheters

The learner can:

- 1 Identify the types of catheters that can be used.
- 2 Select an appropriate catheter.
- 3 Describe the local anaesthetic agents available for use when inserting urethral catheters.
- 4 Confirm the individual's identity and obtain **valid consent**.

Outcome 4 Be able to insert urethral catheters

The learner can:

Ensure the individual's privacy and dignity is maintained at all times

- 1 Apply standard precautions for infection control.
- 2 Apply health and safety measures relevant to the procedure and environment.
- 3 Insert the catheter safely and correctly, with minimal trauma to the individual including:
 - securing the catheter
 - adjust it correctly
 - attach it correctly to the appropriate drainage system

Outcome 5 Be able to monitor and care for the urethral catheter after insertion

The learner can:

- 1 Monitor the catheterisation equipment and materials to check they are functioning correctly.
- 2 Empty draining bags.
- 3 Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan.
- 4 Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required.
- 5 Take appropriate action to remedy any problems when these arise.

Outcome 6 Be able to care for and support the individual during and after the procedure

The learner can:

- 1 Assess how comfortable the individual is, taking steps to improve the individual's comfort during and after the procedure.
- 2 Identify adverse effects and appropriate actions.
- 3 Communicate information to the individual on the care of the catheter and attachments.
- 4 Demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity.

Additional guidance

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

CH30

Care for individuals with urethral catheters



CH30 Care for individuals with urethral catheters

Level: 3

Credit value: 4

Unit aim

This unit aimed at those who care for individuals with urethral catheters. It includes monitoring the individual's condition relevant to the catheter care programme and recognising adverse effects and potential complications. It also covers monitoring hygiene and caring for the catheter.

Learning outcomes

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

- 1 Understand current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters
- 2 Understand the procedure of urethral catheterisation
- 3 Understand the use and application of catheter care equipment
- 4 Be able to prepare individuals to carry out urethral catheters care
- 5 Be able to carry out care for individuals with urethral catheters
- 6 Be able to monitor and check individuals undergoing urethral catheter care

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 CC03

Assessment

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

CH30 Care for individuals with urethral catheters

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters

The learner can:

- 1 Summarise the current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters.
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out care activities.

Outcome 2 Understand the procedure of urethral catheterisation

The learner can:

- 1 Describe the anatomy and physiology of the male and female lower urinary tract.
- 2 Describe lower urinary tract functions and continence status.
- 3 Describe the causative factors which determine the need for urethral urinary catheters.
- 4 Explain the effects of urethral catheterisation on an individual's comfort and dignity.
- 5 Describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi resistant bacteria.

Outcome 3 Understand the use and application of catheter care equipment

The learner can:

- 1 Describe **catheter care equipment** that can be used to meet individuals specific needs.
- 2 Describe the types of **catheter care advice** to give to individuals.
- 3 Describe the indications, mode of action, side-effects, cautions, contra indications and potential interactions of urethral catheter care.
- 4 Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters.

Outcome 4 Be able to prepare individuals to carry out urethral catheters care

The learner can:

- 1 Confirm the individual's identity and gain **valid consent**
- 2 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 3 Agree the level of support required with the individual
- 4 Apply standard precautions for infection prevention and control
- 5 Apply health and safety measures relevant to the procedure and environment
- 6 Carry out preparatory checks against the individual's care plan

Outcome 5 Be able to carry out care for individuals with urethral catheters

The learner can:

- 1 Support the individual and **relevant others** to carry out catheter care in accordance with local policy and protocol
- 2 Use catheter care equipment in line with manufacturers guidance; reporting any failure/malfunction in line with local policy and protocol
- 3 Use and store equipment and materials in accordance with local policy and protocol
- 4 Dispose of catheter related equipment in accordance with local policy and protocol
- 5 Measure and record any urethral output within local policy and protocol

Outcome 6 Be able to monitor and check individuals undergoing urethral catheter care

The learner can:

- 1 Monitor the individuals' condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol.
- 2 Observe and maintain cleanliness of the meatus.
- 3 Terminate the use of a urethral catheter in accordance with local policy and protocol.
- 4 Record information in the ongoing catheter care records in line with local policy and protocol.

Additional Information

Catheter care equipment may include:

- catheters
- urethral drainage bags,
- link systems
- catheter valves
- support methods including garments, straps and stands

Catheter care advice may include

- lifestyle advice
- maintaining catheter function
- reducing infection
- what to do in the event of problems with equipment
- how to deal with common complications
- short and long-term health risks

Relevant others may include

- Family
- Carers
- Colleagues
- Other individuals involved with the care or well-being of the individual

BA329

Deliver, monitor and evaluate customer service to external customers



BA329 Deliver, monitor and evaluate customer service to external customers

Level: 3

Credit value: 3

Unit aim

This unit is about providing and continuously improving customer services to external customers.

Learning outcomes

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

- 1 Understand the meaning of external customers
- 2 Know the types of products and services relevant to external customers
- 3 Understand how to deliver customer service that meets or exceeds external customer expectations
- 4 Understand the purpose of quality standards and timescales for customer service to external customers
- 5 Understand how to deal with customer service problems for external customers
- 6 Understand how to monitor and evaluate external customer service and the benefits of this
- 7 Be able to build positive working relationships with external customers
- 8 Be able to deliver external customer services to agreed quality standards and timescales
- 9 Be able to deal with customer service problems and complaints for external customers
- 10 Be able to monitor and evaluate services to external customers

Guided learning hours

It is recommended that **12** 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 directly relates to the Business and Administration NOS BAC122

Assessment

This unit will be assessed by: portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

BA329 Deliver, monitor and evaluate customer service to external customers

Learning outcomes and assessment criteria

Outcome 1 Understand the meaning of external customers

The learner can:

- 1 Describe what is meant by external customers.

Outcome 2 Know the types of products and services relevant to external customers

The learner can:

- 1 Describe the products and services offered by the organisation to external customers.

Outcome 3 Understand how to deliver customer service that meets or exceeds external customer expectations

The learner can:

- 1 Explain the purpose and value of identifying customer needs and expectations.
- 2 Explain why customer service must meet or exceed customer expectations.
- 3 Explain the value of meeting or exceeding customer expectations.
- 4 Explain the purpose and value of building positive working relationships.

Outcome 4 Understand the purpose of quality standards and timescales for customer service to external customers

The learner can:

- 1 Identify quality standards for own organisation and work.
- 2 Explain the value of agreeing quality standards and timescales.
- 3 Explain how to set and meet quality standards and timescales with external customers.

Outcome 5 Understand how to deal with customer service problems for external customers

The learner can:

- 1 Describe the types of problems that external customers may have.
- 2 Explain the consequences of not meeting external customer needs and expectations.
- 3 Explain ways of dealing with external customer services problems.
- 4 Explain the purpose and value of a complaints procedure.

Outcome 6 Understand how to monitor and evaluate external customer service and the benefits of this

The learner can:

- 1 Explain the purpose and benefits of monitoring external customer satisfaction and how to do so.
- 2 Describe techniques for collecting and evaluating external customer feedback.
- 3 Explain the benefits of continuous improvement.

Outcome 7 Be able to build positive working relationships with external customers

The learner can:

- 1 Identify external customers.
- 2 Confirm external customer needs in terms of products and services.
- 3 Confirm external customer needs in terms of quality standards and timescales.
- 4 Agree procedures to be followed if external customer needs are not met.

Outcome 8 Be able to deliver external customer services to agreed quality standards and timescales

The learner can:

- 1 Provide external customer service(s) to agreed quality standards.
- 2 Provide external customer service(s) to agreed timescales.
- 3 Check external customer needs and expectations have been met.

Outcome 9 Be able to deal with customer service problems and complaints for external customers

The learner can:

- 1 Follow procedures, within agreed timescale, to:
 - process problems and complaints
 - resolve problems and complaints
 - refer problems and complaints, where necessary

Outcome 10 Be able to monitor and evaluate services to external customers

The learner can:

- 1 Obtain and record external customer feedback.
- 2 Analyse and evaluate external customer feedback.
- 3 Take actions that will lead to improvement in service(s) to external customers.

BA322

Plan and organise meetings



BA322 Plan and organise meetings

Level: 3

Credit value: 5

Unit aim

This unit is about planning and organising meetings to meet the agreed purpose of the meeting.

Learning outcomes

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

- 1 Understand the arrangements and actions required for planning and organising meetings
- 2 Be able to prepare for a meeting
- 3 Be able to support running a meeting
- 4 Know how to follow up a meeting

Guided learning hours

It is recommended that **25** 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 directly relates to the Business and Administration NOS BAA412.

Assessment

This unit will be assessed by: portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

BA322 Plan and organise meetings

Learning outcomes and assessment criteria

Outcome 1 Understand the arrangements and actions required for planning and organising meetings

The learner can:

- 1 Explain the role of the person planning and organising a meeting.
- 2 Describe the different types of meetings and their main features.
- 3 Explain how to plan meetings that meet agreed aims and objectives.
- 4 Explain the purpose of agreeing a brief for the meeting.
- 5 Explain how to identify suitable venues for different types of meetings.
- 6 Describe the types of resources needed for different types of meetings.
- 7 Outline the main points that should be covered by an agenda and meeting papers.
- 8 Explain the purpose of meeting attendees' needs and special requirements, and providing them with information required for meetings.
- 9 Describe the health, safety and security requirements that need to be considered when organising meetings.
- 10 Explain the purpose and benefits of briefing the chair before a meeting.
- 11 Explain the purpose of welcoming and providing suitable refreshments to attendees, if required.
- 12 Describe the types of information, advice and support that may be need to be provided during a meeting.
- 13 Describe the types of problems that may occur during a meeting and how to solve them.
- 14 Explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved.
- 15 Explain how to record actions and follow up, if required.
- 16 Explain the purpose of collecting and evaluating participant feedback from the meeting.
- 17 Describe how to agree learning points to improve the organisation of future meetings.

Outcome 2 Be able to prepare for a meeting

The learner can:

- 1 Agree and prepare the meeting brief, checking with others, if required.
- 2 Agree a budget for the meeting, if required.
- 3 Prepare and agree an agenda and meeting papers.
- 4 Organise and confirm venue, equipment and catering requirements, when necessary.
- 5 Invite attendees, confirm attendance and identify any special requirements.
- 6 Arrange catering, if required.
- 7 Arrange the equipment and layout of the room, if required.
- 8 Make sure the chair receives appropriate briefing.

Outcome 3 Be able to support running a meeting

The learner can:

- 1 Welcome attendees and offer suitable refreshments (if required).
- 2 Make sure attendees have full set of papers.
- 3 Make sure a person has been nominated to take minutes, if required.
- 4 Provide information, advice and support when required.

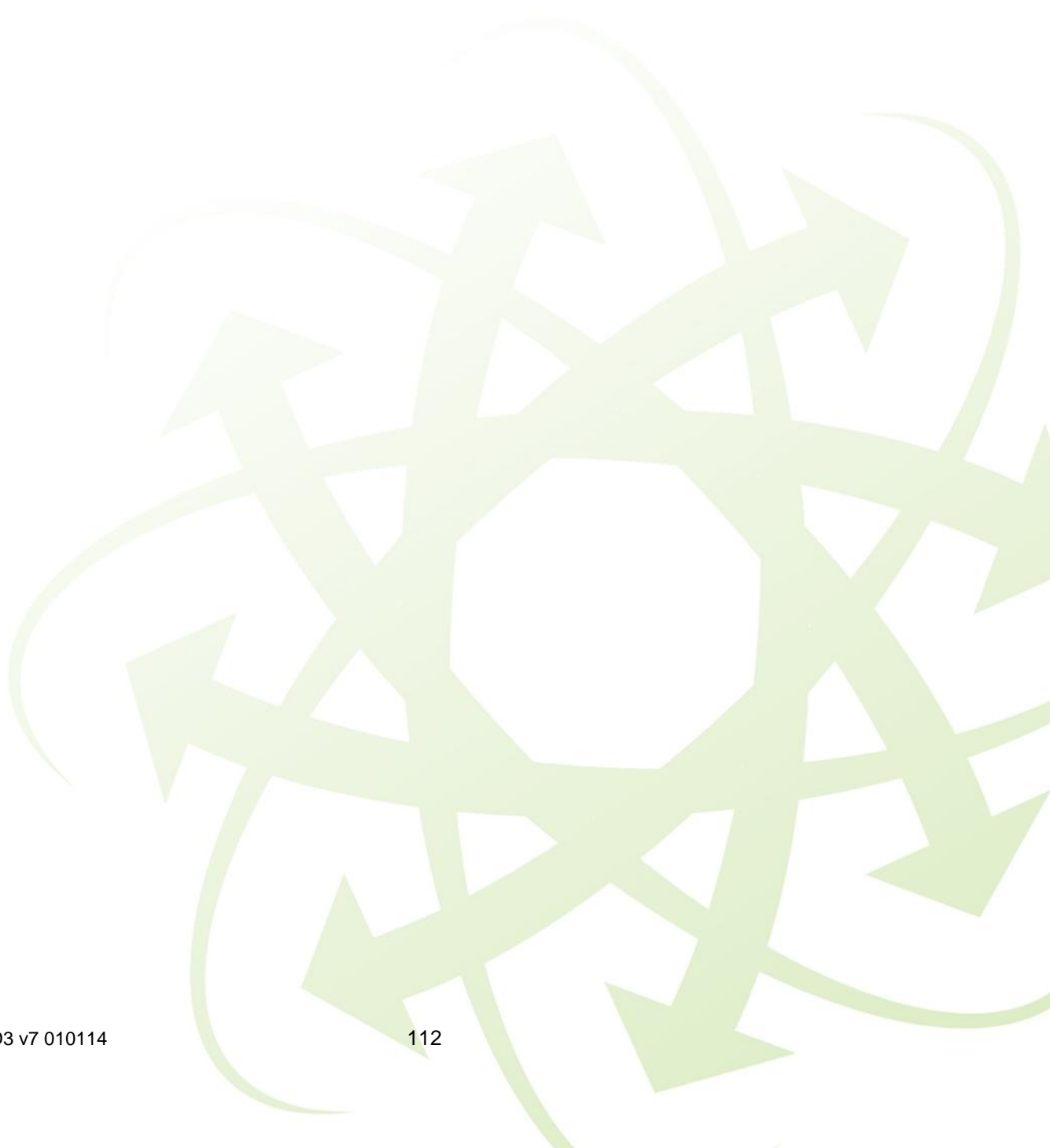
Outcome 4 Know how to follow up a meeting

The learner can:

- 1 Produce a record of the meeting.
- 2 Seek approval for the meeting record, amend as required.
- 3 Respond to requests for amendments and arrange recirculation of a revised meeting record.
- 4 Follow up action points, if required.
- 5 Evaluate meeting arrangements, and external services where used.
- 6 Evaluate participant feedback from the meeting and share results with relevant people, where used.
- 7 Summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support.

BA201

Manage own performance in a business environment



BA201 Manage own performance in a business environment

Level: 2

Credit value: 2

Unit aim

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

Learning outcomes

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

- 1 Understand how to plan work and be accountable to others.
- 2 Understand how to behave in a way that supports effective working.
- 3 Be able to plan and be responsible for own work, supported by others.
- 4 Behave in a way that supports effective working.

Guided learning hours

It is recommended that **9** 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

This unit directly relates to the Business and Administration NOS BAA625.

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 will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

BA201 Manage own performance in a business environment

Learning outcomes and assessment criteria

Outcome 1 Understand how to plan work and be accountable to others

The learner can:

- 1 Outline guidelines, procedures codes of practice relevant to personal work.
- 2 Explain the purpose of planning work, and being accountable to others for own work.
- 3 Explain the purpose and benefits of agreeing realistic targets for work.
- 4 Explain how to agree realistic targets.
- 5 Describe ways of planning work to meet agreed deadlines.
- 6 Explain the purpose of keeping other people informed about progress.
- 7 Explain the purpose and benefits of letting other people know work plans need to be changed.
- 8 Describe types of problems that may occur during work.
- 9 Describe ways of seeking assistance with getting help to resolve problems.
- 10 Explain the purpose and benefits of recognising and learning from mistakes.

Outcome 2 Understand how to behave in a way that supports effective working

The learner can:

- 1 Explain the purpose and benefits of agreeing and setting high standards for own work.
- 2 Describe ways of setting high standards for work.
- 3 Explain the purpose and benefits of taking on new challenges if they arise.
- 4 Explain the purpose and benefits of adapting to change.
- 5 Explain the purpose and benefits of treating others with honesty, respect and consideration.
- 6 Explain why own behaviour in the workplace is important.
- 7 Describe types of behaviour at work that show honesty, respect and consideration and those that do not.

Outcome 3 Be able to plan and be responsible for own work, supported by others

The learner can:

- 1 Agree realistic targets and achievable timescales for own work.
- 2 Plan work tasks to make best use of own time and available resources.
- 3 Confirm effective working methods with others.
- 4 Identify and report problems occurring in own work, using the support of other people when necessary.
- 5 Keep other people informed of progress.
- 6 Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time.
- 7 Take responsibility for own work and accept responsibility for any mistakes made.
- 8 Follow agreed work guidelines, procedures and, where needed, codes of practice.

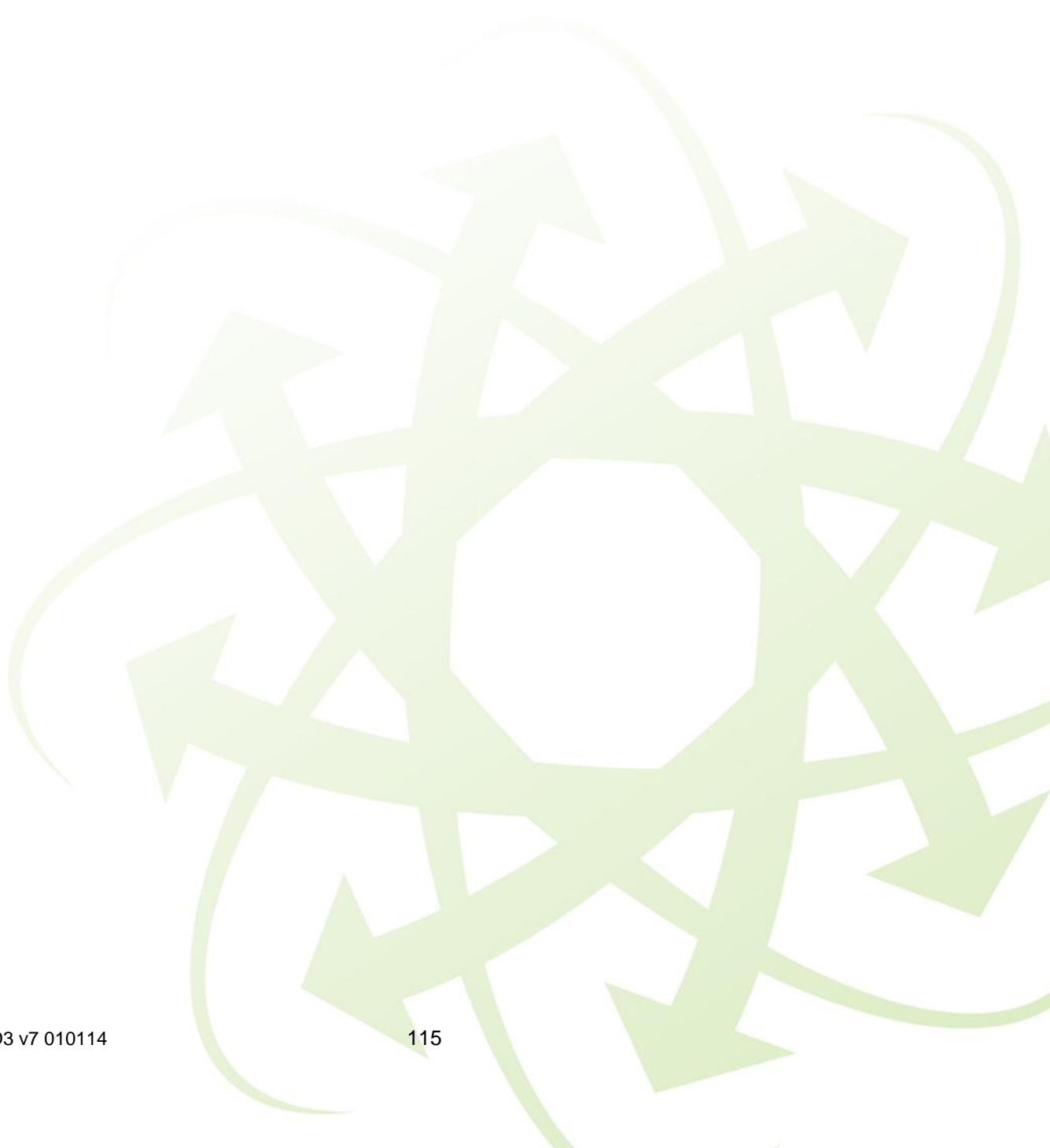
Outcome 4 Behave in a way that supports effective working

The learner can:

- 1 Set high standards for own work and show commitment to achieving these standards.
- 2 Agree to take on new challenge(s) if they arise.
- 3 Adapt to new ways of working.
- 4 Treat other people with honesty, respect and consideration.
- 5 Help and support other people in work tasks.

CH17

Assist in the administration of medication



CH17 Assist in the administration of medication

Level: 2

Credit value: 4

Unit aim

This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

Learning outcomes

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

- 1 Know the current legislation, guidelines and policies relevant to the administration of medication
- 2 Understand own role in assisting in the administration of medication
- 3 Understand the requirements and procedures for assisting in the administration of medication
- 4 Understand the requirements and procedures for ensuring patient safety
- 5 Be able to prepare for the administration of medication
- 6 Be able to assist in the administration of medication
- 7 Be able to contribute to the management of medications and administration records

Guided learning hours

It is recommended that **25** 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

This unit is linked to the STL43 Assist in the administration of medication (SfH CHS2)

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

CH17 Assist in the administration of medication

Learning outcomes and assessment criteria

Outcome 1 Know the current legislation, guidelines and policies relevant to the administration of medication

The learner can:

- 1 Identify the current national legislation and guidelines relevant to the administration of **medication**.
- 2 Outline the organisational policies for the management and administration of medication.

Outcome 2 Understand own role in assisting in the administration of medication

The learner can:

- 1 Describe own responsibilities and accountability in relation to assisting with the administration of medication.
- 2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication.
- 3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.

Outcome 3 Understand the requirements and procedures for assisting in the administration of medication

The learner can:

- 1 Explain the purpose and significance of the information which should be provided on the label of a medication.
- 2 Describe the different **routes for the administration of medication**.
- 3 Describe the types, purpose and function of **materials and equipment** needed for the administration of medication within own area of responsibility.
- 4 Describe the various aids which can be used to help individuals take their medication.
- 5 Explain the importance of applying **standard precautions for infection control** and the potential consequences of poor practice.
- 6 Explain why medication should only be administered against the individual's **medication administration record** and consistent with the prescriber's advice.

Outcome 4 Understand the requirements and procedures for ensuring patient safety

The learner can:

- 1 Explain the importance of identifying the individual for whom the medications are prescribed.
- 2 Explain the importance of confirming the medication against the prescription/ protocol with the **person leading the administration** before administering it.

Outcome 5 Be able to prepare for the administration of medication

The learner can:

- 1 Obtain or confirm valid **consent** for the administration of medication.
- 2 Apply standard precautions for infection control.
- 3 Select, check and prepare the medication according to the medication administration record or medication information leaflet.
- 4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist.
- 5 Check and confirm the **identity of the individual who is to receive the medication** with the person leading the activity and with the individual themselves before the medication is administered.

Outcome 6 Be able to assist in the administration of medication

The learner can:

- 1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan.
- 2 Assist the individual to be as self managing as possible.
- 3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication.
- 4 Monitor the individual's condition throughout the administration process.
- 5 Explain the kinds of adverse effects that may occur and the appropriate action to take.
- 6 Check and confirm that the individual actually takes the medication and does not pass medication to others.

Outcome 7 Be able to contribute to the management of medications and administration records

The learner can:

- 1 Explain the importance of keeping accurate and up-to-date records of the administration of medication.
- 2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.
- 3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage.
- 4 Maintain the confidentiality of information relating to the individual at all times.
- 5 Check the stock level of medications and take **appropriate action to obtain new stocks** when required.

Additional guidance

- **Medication** may be from various drug categories such as:

- general sales list
- pharmacy only
- prescription only

- **Routes for the administration of medication** eg:

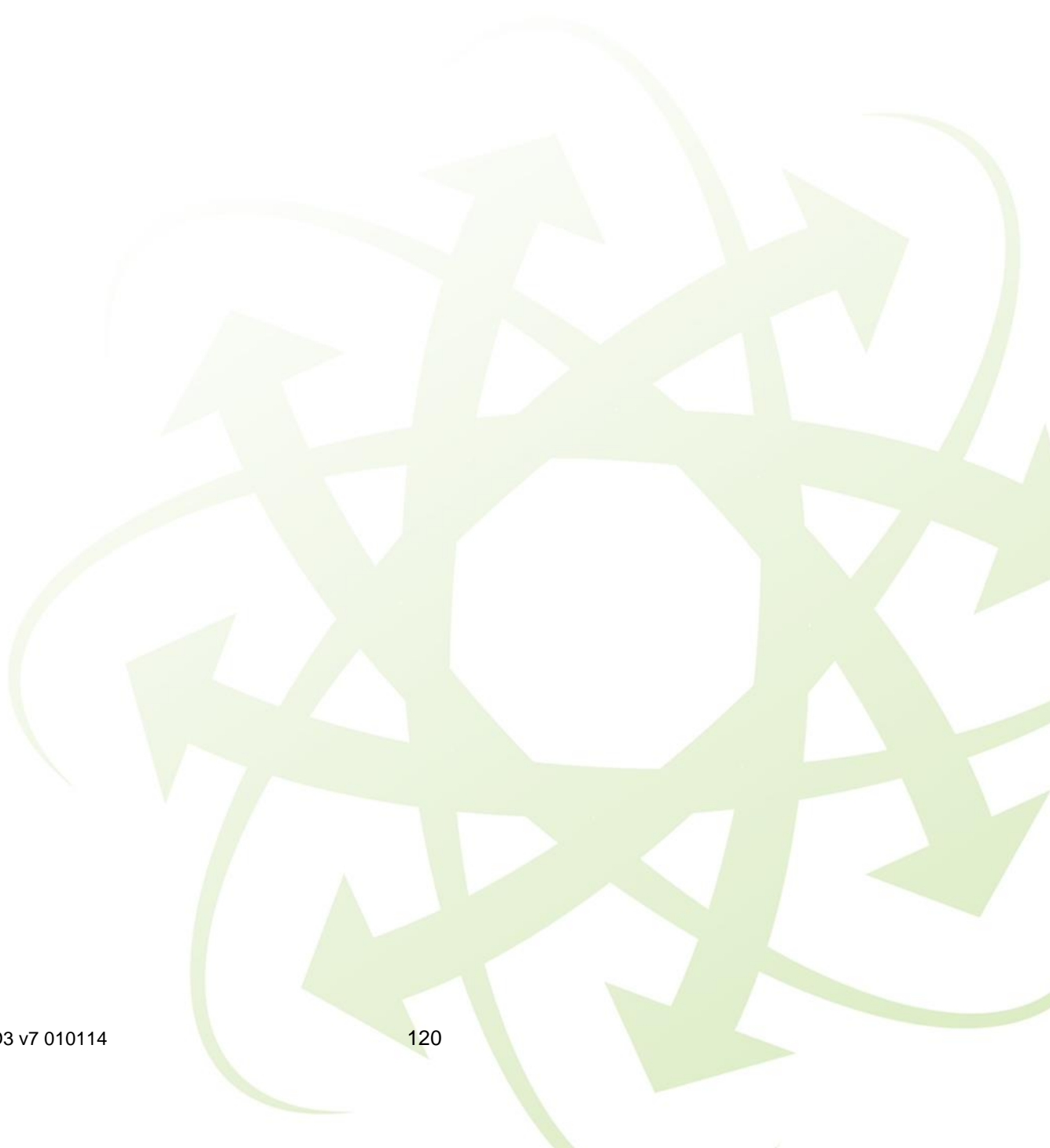
- oral
- topical – including skin creams
- eye/ear or nasal drops
- inhaled
- injection – intra-muscular/subcutaneous

- **Materials and equipment** needed for the administration of medication eg:
 - medicine trolley
 - medicine pots
 - spoons
 - syringes
 - containers
 - wipes
 - drinking glasses
 - water jug
 - disposal bag
 - medication administration record sheets/charts
- **Standard precautions for infection control** including:
 - hand washing/cleansing before, during and after the activity
 - the use of personal protective clothing
 - management of blood and bodily fluid spillage
 - waste management
- **Medication administration record:**

The documentation on which the medication has been ordered/ prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging
- **Person leading the administration** will be the senior professional in overall charge of the administration of medication in the setting eg:
 - a registered nurse
 - a registered midwife
 - social worker
- Obtain **consent** according to current legislation and guidelines eg:
 - for adults
 - for children and young people
 - for children and young people in schools
 - for adults who lack the capacity to give consent for themselves
- **Check and confirm the identity of the individual who is to receive the medication** eg:
 - verbally
 - using other appropriate communication eg. Makaton
 - using identity bracelets
 - using photo ID
- **Appropriate action to obtain new stocks** of medication:
 - inform the individual or the parent/guardian if appropriate, of the need to order new stocks of the medication(s)
 - inform the relevant health professional
 - assist in reordering if applicable

ASM34

Administer medication to individuals, and monitor the effects



ASM34 Administer medication to individuals, and monitor the effects

Level: 3

Credit value: 5

Unit aim

This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Learning outcomes

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

- 1 Understand legislation, policy and procedures relevant to administration of medication.
- 2 Know about common types of medication and their use.
- 3 Understand procedures and techniques for the administration of medication.
- 4 Be able to prepare for the administration of medication.
- 5 Be able to administer and monitor individuals' medication.

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 Skills for Health/DANOS national occupational standard: AH2 Prepare for, and administer medication to individuals, and monitor the effects. This also appears in Health and Social Care Standards as HSC 375.

ASM34 Administer medication to individuals, and monitor the effects

Learning outcomes and assessment criteria

Outcome 1 Understand legislation, policy and procedures relevant to administration of medication

The learner can:

- 1 Identify current legislation, guidelines policies and protocols relevant to the administration of medication.

Outcome 2 Know about common types of medication and their use

The learner can:

- 1 Describe common types of medication including their effects and potential side effects.
- 2 Identify medication which demands the measurement of specific physiological measurements.
- 3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required.
- 4 Explain the different routes of medicine administration.

Outcome 3 Understand procedures and techniques for the administration of medication

The learner can:

- 1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes.
- 2 Identify the required information from prescriptions/medication administration charts.

Outcome 4 Be able to prepare for the administration of medication

The learner can:

- 1 Apply standard precautions for infection control.
- 2 Explain the appropriate timing of medication eg check that the individual has not taken any medication recently.
- 3 Obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns.
- 4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet.

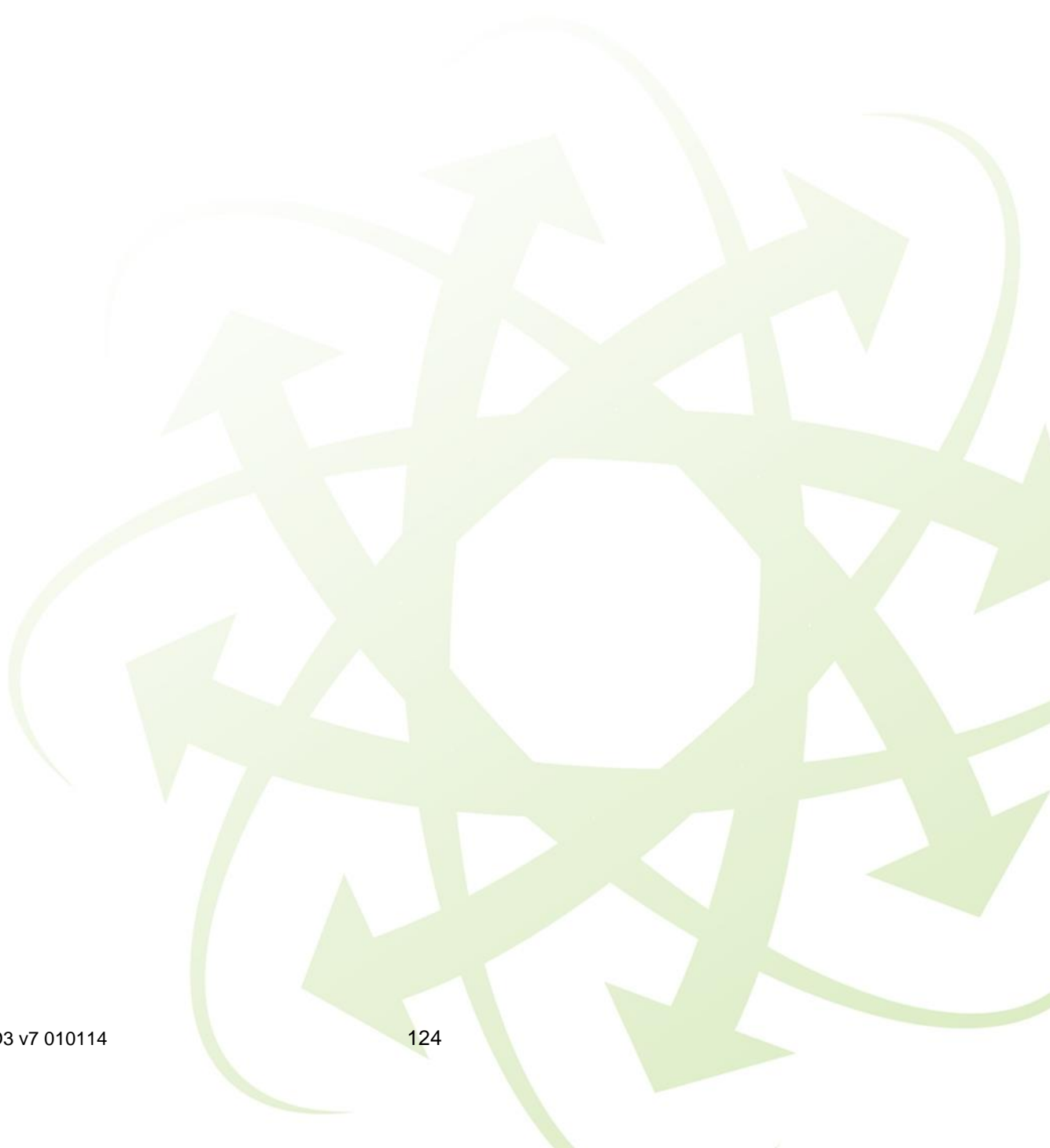
Outcome 5 Be able to administer and monitor individuals' medication

The learner can:

- 1 Select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary.
- 2 Safely administer the medication
 - in line with legislation and local policies
 - in a way which minimises pain, discomfort and trauma to the individual
- 3 Describe how to report any immediate problems with the administration.
- 4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay.
- 5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others.
- 6 Maintain the security of medication and related records throughout the process and return them to the correct place for storage.
- 7 Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements.

HSC3051

Undertake tissue viability risk assessments



HSC3051 Undertake tissue viability risk assessments

Level: 3

Credit value: 3

Unit aim

This unit is aimed at health and social care staff undertaking tissue viability risk assessment in relation to pressure area care and the risk of skin breakdown.

Learning outcomes

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

- 1 Understand the need for tissue viability risk assessment
- 2 Undertake tissue viability risk assessment
- 3 Be able to record and report on tissue viability risk assessment
- 4 Understand when the risk assessment should be reviewed

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 CHS 4

Assessment

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

HSC3051 Undertake tissue viability risk assessments

Learning outcomes and assessment criteria

Outcome 1 Understand the need for tissue viability risk assessment

The learner can:

- 1 Describe the anatomy and physiology of healthy skin.
- 2 Describe the changes that occur when damage caused by pressure develops.
- 3 Explain when an initial tissue viability risk assessment may be required.
- 4 Describe what to look for when assessing the skin.
- 5 Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown.
- 6 Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown.

Outcome 2 Undertake tissue viability risk assessment

The learner can:

- 1 Identify individuals who may be at risk of impaired tissue viability and skin breakdown.
- 2 Apply standard precautions for infection prevention and control.
- 3 Inspect the general condition of an individual's skin.
- 4 Identify the sites where pressure damage might occur using appropriate assessment tools.
- 5 Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy.
- 6 Use safe handling techniques when assisting the individual to move during the assessment.
- 7 Encourage the active participation of the individual and others where possible and appropriate.

Outcome 3 Be able to record and report on tissue viability risk

The learner can:

- 1 Complete tissue viability risk assessment documentation.
- 2 Share findings with appropriate staff and the individual.
- 3 Notify appropriate staff of any immediate concerns.

Outcome 4 Understand when the risk assessment should be reviewed

The learner can:

- 1 Explain why the tissue viability risk assessment should be regularly reviewed and repeated.
- 2 Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate due to changes in the individual's condition or environment.

CH32

Undertake stoma care



CH31 Undertake stoma care

Level: 3

Credit value: 4

Unit aim

This unit is aimed at those who provide care to individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care. This unit is applicable in a variety of care environments including hospitals, care homes, the individuals own home or other community environments such as GP surgeries.

Learning outcomes

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

- 1 Understand current legislation national guidelines, policies, protocols and good practice related to assessment for stoma care
- 2 Understand the anatomy and physiology in relation to conditions requiring stoma care
- 3 Be able to prepare individuals for stoma care
- 4 Be able to carry out stoma care for individuals
- 5 Be able to monitor and check individuals following stoma care

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 CHS10

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health

Assessment

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

CH31 Undertake stoma care

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols and good practice related to assessment for stoma care

The learner can:

- 1 Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care.
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care.

Outcome 2 Understand the anatomy and physiology in relation to conditions requiring stoma care

The learner can:

- 1 Describe the reasons why a stoma may be fashioned.
- 2 Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy.
- 3 Describe the potential consequences of contamination of stoma drainage systems.
- 4 Describe the effects of diet and mobility on stoma function.

Outcome 3 Be able to prepare individuals for stoma care

The learner can:

- 1 Confirm the individual's identity and gain **valid consent**.
- 2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 3 Carry out preparatory checks against the individual's care plan.
- 4 Apply standard precautions for infection prevention and control.
- 5 Apply health and safety measures relevant to the procedure and environment.
- 6 Prepare equipment and materials for stoma care as prescribed/detailed in the individual's plan of care.

Outcome 4 Be able to carry out stoma care for individuals

The learner can:

- 1 Describe the factors which will affect the level of assistance required.
- 2 Agree the level of support required with the individual.
- 3 Demonstrate techniques to carry out stoma care in line with local policy and protocol.
- 4 Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable.
- 5 Assist individuals to select and consume food and drink.
- 6 Assist individuals to take any medication prescribed to maintain effective stoma function.
- 7 Give individuals the opportunity to dispose of their own used stoma care equipment.
- 8 Give individuals the opportunity to maintain their personal hygiene.
- 9 Provide **active support** for individuals to manage their own stoma.
- 10 Dispose of equipment and soiled linen in line with local policy and protocol.

Outcome 5 Be able to monitor and check individuals following stoma care

The learner can:

- 1 Monitor the individual's condition throughout the stoma care.
- 2 Check for any adverse effects and potential complications.
- 3 Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred.
- 4 Record the outcomes of stoma care activity in line with local policy and protocol.
- 5 Report findings to colleagues in line with local policy and protocol.

Additional guidance

Active support encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence

CH32

Carry out personal hygiene for individuals unable to care for themselves



CH32 Carry out personal hygiene for individuals unable to care for themselves

Level: 2

Credit value: 3

Unit aim

The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology. Application of infection prevention and control is required. The ability to follow a Care Plan is central to carrying out the activities.

Learning outcomes

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

- 1 Know about safety measures specific to undertaking personal hygiene for individuals
- 2 Know the anatomy and physiology of the skin, nose, mouth, eyes and ears.
- 3 Be able to prepare to undertake personal hygiene activities for individuals
- 4 Be able to undertake personal hygiene activities for individuals
- 5 Be able to record and report the outcome of the activity

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 CHS11

Assessment

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

CH32 Carry out personal hygiene for individuals unable to care for themselves

Learning outcomes and assessment criteria

Outcome 1 Know about safety measures specific to undertaking personal hygiene for individuals

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking personal care for individuals.
- 2 Explain the importance of maintaining compliance with health and safety guidance at all times.
- 3 Explain the importance of using aseptic techniques which follow local guidelines and procedures.

Outcome 2 Know the anatomy and physiology of the skin, nose, mouth, eyes and ears

The learner can:

- 1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears relevant to cleansing these areas.

Outcome 3 Be able to prepare to undertake personal hygiene activities for individuals

The learner can:

- 1 Confirm the individual's identity and gain **valid consent**.
- 2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 3 Explain why resources should be identified and prepared before commencing the procedure.
- 4 Confirm all equipment and materials to be used are appropriate and fit for purpose as outlined in the care plan.
- 5 Explain the importance of following the Care Plan and the potential consequences of failing to do so.

Outcome 4 Be able to undertake personal hygiene activities for individuals

The learner can:

- 1 Implement health and safety measures relevant to the procedure and the environment.
- 2 Apply standard precautions for infection control.
- 3 Carry out personal hygiene activities in accordance with the Care Plan.
- 4 Ensure that the individual's privacy and dignity is maintained at all times.
- 5 Observe the individual while providing support and reassurance and addressing any concerns.
- 6 Describe potential adverse reactions to personal hygiene activities and how these should be dealt with and reported.

Outcome 5 Be able to record and report the outcome of the activity

The learner can:

- 1 Record the outcome of activity in line with local policy.
- 2 Report the outcomes of the activity to a member of the care team in line with local policy.

Additional guidance

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

CH33

Undertake treatments and dressings of lesions and wounds



CH33 Undertake treatments and dressings of lesions and wounds

Level: 3

Credit value: 4

Unit aim

This unit develops the learner in carrying out treatments and dressings for the care of individuals' lesions and wounds. A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/lesions. An insight into the process of wound healing is also required.

Learning outcomes

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

- 1 Understand safety measures specific to undertaking treatments and dressings of lesions and wounds.
- 2 Understand wound infection and healing.
- 3 Understand the rationale for carrying out procedures when treating wounds/lesions.
- 4 Be able to prepare to treat and dress lesions and wounds.
- 5 Be able to carry out treatments and dressings to lesions/wounds.
- 6 Be able to record and report outcomes of the activities.

Guided learning hours

It is recommended that **25** 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 CHS12.

Assessment

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

CH33 Undertake treatments and dressings of lesions and wounds

Learning outcomes and assessment criteria

Outcome 1 Understand safety measures specific to undertaking treatments and dressings of lesions and wounds

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice. guidelines which inform undertaking treatments and dressings of lesions and wounds.
- 2 Explain the importance of maintaining compliance with health and safety guidance at all times.
- 3 Explain the importance of using aseptic techniques which follow local guidelines and procedures.
- 4 Explain the importance of wearing personal protective equipment.

Outcome 2 Understand wound infection and healing

The learner can:

- 1 Define and explain asepsis, antisepsis and cross infection.
- 2 Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings.
- 3 Explain the process of wound healing and identify factors which promote and delay the process.
- 4 Outline potential sources and consequences of wound contamination and appropriate measures to avoid and deal with these.

Outcome 3 Understand the rationale for carrying out procedures when treating wounds/lesions

The learner can:

- 1 Identify the types and functions of equipment, materials and dressings used in own work area.
- 2 Explain the importance of following procedures outlined in the Care Plan and the potential consequences of poor practice.

Outcome 4 Be able to prepare to treat and dress lesions and wounds

The learner can:

- 1 Identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/wounds.
- 2 Confirm the individual's identity and gain **valid consent** to carry out the procedure.
- 3 Provide information, support and reassurance to address the individual's needs and concerns.
- 4 Confirm all equipment and materials to be used are fit for purpose as outlined in the Care Plan.
- 5 Maintain the sterility of dressings prior to and during application.

Outcome 5 Be able to carry out treatments and dressings to lesions/wounds

The learner can:

- 1 Apply standard precautions for infection control.
- 2 Implement health and safety measures relevant to the procedure and environment.
- 3 Scrutinise the lesion/wound for any change in appearance.
- 4 Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner.
- 5 Carry out treatments using techniques as outlined in the care plan.
- 6 Observe the individual for adverse reactions while carrying out treatment in accordance with the Care Plan.
- 7 Apply/attach dressings in line with the Care Plan.
- 8 Dispose of hazardous waste before leaving the care area.

Outcome 6 Be able to record and report outcomes of the activities

The learner can:

- 1 Record outcomes of the activity in line with national/local policy.
- 2 Report the outcomes of the activity to a member of the care team in line with national/local policy.

CH34

Carry out wound drainage care



CH34 Carry out wound drainage care

Level: 3

Credit value: 4

Unit aim

This unit develops the learner's ability in undertaking wound drainage care and monitoring. It focuses on an understanding of the principles of wound drainage, the use of related equipment and the application of infection prevention and control procedures.

Learning outcomes

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

- 1 Understand safety measures specific to undertaking wound drainage care
- 2 Understand the principles of wound drainage and use of related equipment
- 3 Understand procedures and techniques involved in wound drainage
- 4 Be able to prepare for wound drainage care
- 5 Be able to carry out wound drainage care
- 6 Be able to record and report outcomes from procedure

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 CHS13

Assessment

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

CH34 Carry out wound drainage care

Learning outcomes and assessment criteria

Outcome 1 Understand safety measures specific to undertaking wound drainage care

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking wound drainage care.
- 2 Explain the importance of maintaining compliance with health and safety guidance at all times.
- 3 Explain the importance of using aseptic techniques which follow local guidelines and Procedures.

Outcome2 Understand the principles of wound drainage and use of related equipment

The learner can:

- 1 Explain the principles of wound drainage.
- 2 Describe the types, purposes and function of wound drainage measurement materials and equipment.
- 3 Describe the aspects of the anatomy and physiology of the skin and underlying structures which affect the positioning of wound drains and care.
- 4 Describe methods and techniques for preparing and applying drains and dressings and the potential consequences of their contamination.

Outcome 3 Understand procedures and techniques involved in wound drainage

The learner can:

- 1 Explain the importance of following the Care Plan and the potential effects of poor practice.
- 2 Explain the purpose of measuring wound drainage and how to avoid potential hazards.
- 3 Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss.
- 4 Describe the process of disposal of hazardous waste and equipment.

Outcome 4 Be able to prepare for wound drainage care

The learner can:

- 1 Confirm the individual's identity and gain **valid consent** to carry out the activity.
- 2 Communicate information in a way that is reassuring and sensitive to the personal beliefs and preferences of the individual.
- 3 Implement health and safety measures relevant to the procedure and the environment.
- 4 Apply standard precautions for infection control.
- 5 Confirm all equipment and materials are fit for purpose.
- 6 Apply standard precautions for infection control and prevention.
- 7 Support and reassure the individual prior to wound drainage.

Outcome 5 Be able to carry out wound drainage care

The learner can:

- 1 Use techniques and equipment to observe and measure wound drainage in line with the Care Plan.
- 2 Explain the importance of referring any changes or adverse reactions which are outside own competence to the practitioner.
- 3 Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity.
- 4 Check drains and seals are secure, intact and functioning.
- 5 Dispose of hazardous waste and equipment in line with local policies and procedures.

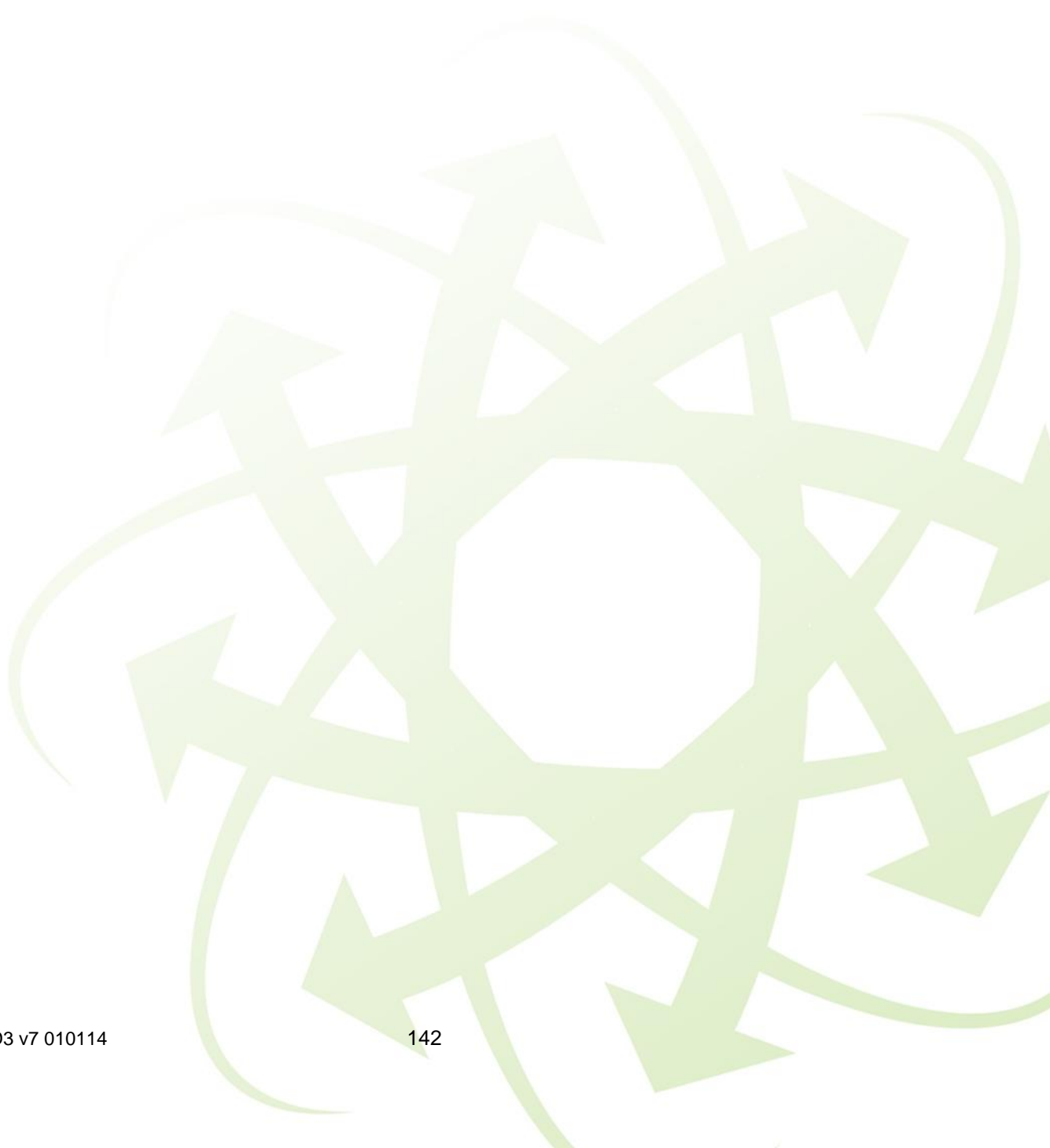
Outcome 6 Be able to record and report outcomes from procedure

The learner can:

- 1 Record and report measurement and outcomes of the activity in line with national/local policy.

CH35

Remove wound closure materials



CH35 Remove wound closure materials

Level: 2

Credit value: 3

Unit aim

This unit develops the learner's ability to remove wound closure materials from individuals when directed by a health practitioner, following local guidelines and procedures. Emphasis is placed on knowledge of general infection control and the specific application to the removal of wound closures. An insight into the anatomy and physiology of the skin and the process of wound healing is also required.

Learning outcomes

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

- 1 Know the anatomy and physiology of the skin and underlying tissues
- 2 Understand wound healing and contamination
- 3 Understand the rationale for following approved procedures and techniques to remove wound closures
- 4 Be able to prepare to remove wound closure materials
- 5 Be able to remove wound closure materials
- 6 Be able to record and report outcomes of procedures

Guided learning hours

It is recommended that **24** 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 CHS14

Assessment

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

CH35 Remove wound closure materials

Learning outcomes and assessment criteria

Outcome 1 Know the anatomy and physiology of the skin and underlying tissues

The learner can:

- 1 Describe the aspects of the anatomy and physiology of the skin and underlying tissues which inform wound closures and their removal.

Outcome 2 Understand wound healing and contamination

The learner can:

- 1 Define and explain asepsis, antisepsis and cross infection.
- 2 Explain the process of wound healing and identify factors which promote and delay the process.
- 3 Describe potential sources of wound contamination and the required measures to avoid and deal with them.
- 4 Describe the consequences of wound contamination.

Outcome 3 Understand the rationale for following approved procedures and techniques to remove wound closures

The learner can:

- 1 Summarise the legislation, policies and protocols which inform own role when removing wound closures.
- 2 Explain the importance of following procedures specified in the care plan and the consequences of poor practice.
- 3 Explain the procedure for dealing with any problems encountered while removing wound closures.
- 4 Explain the procedure and rationale for the disposal of waste from the removal of wound closures in line with local policy.

Outcome 4 Be able to prepare to remove wound closure materials

The learner can:

- 1 Implement health and safety measures relevant to the procedure and environment.
- 2 Confirm the individual's identity and gain **valid consent** to carry out the activity.
- 3 Provide information, support and reassurance to the individual to address any needs and concerns.
- 4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 5 Select all required equipment and materials and confirm that they are fit for purpose for the activity.
- 6 Check for any contraindications to removing wound closures and deal with these within own scope of practice.

Outcome 5 Be able to remove wound closure materials

The learner can:

- 1 Apply standard precautions for infection control.
- 2 Observe and support the individual while removing wound closures according to the Care Plan.
- 3 Describe potential adverse reactions to the removal of wound closures and how to deal with them.
- 4 Dispose of waste before leaving the care area in accordance with local policy and protocol

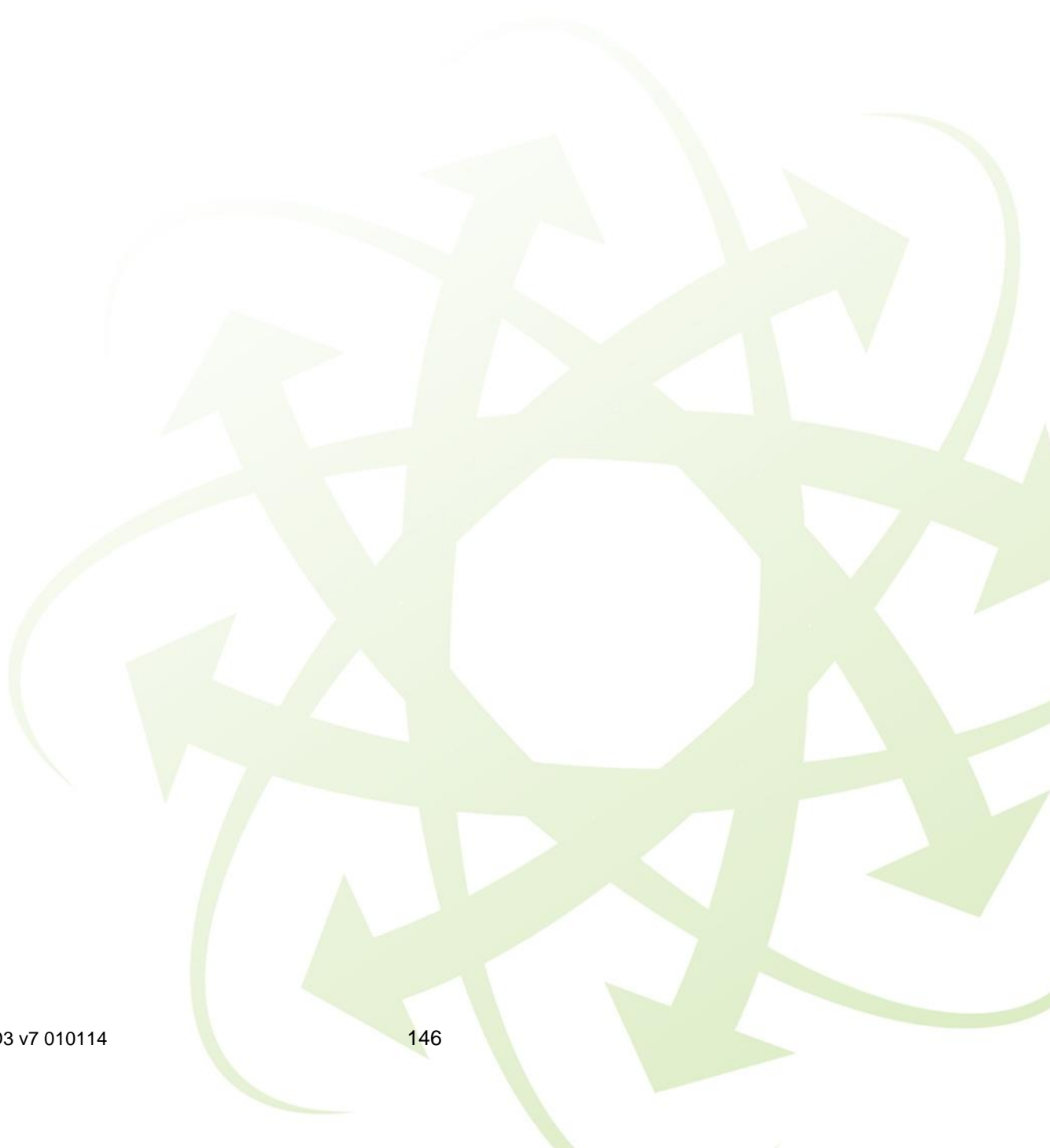
Outcome 6 Be able to record and report outcomes of procedures

The learner can:

- 1 Record the outcomes and findings of the activity according to national/local policy.
- 2 Report outcomes and findings to members of the care team.

CH36

Insert and secure nasogastric tubes



CH36 Insert and secure nasogastric tubes

Level: 3

Credit value: 4

Unit aim

This unit covers the insertion of nasogastric tubes following agreed protocols and procedures as and when directed. All of these activities must be undertaken using an aseptic technique.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

- 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.
- 2 Understand the purpose and functions of nasogastric tubes and associated procedures.
- 3 Be able to prepare the insertion of a nasogastric tube.
- 4 Be able to insert a nasogastric tube.
- 5 Be able to provide aftercare for individuals following nasogastric tube insertion.

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 CHS15.

Assessment

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

CH36 Insert and secure nasogastric tubes

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, **protocols** and good practice guidelines for inserting and securing nasogastric tubes.
- 2 Summarise own responsibilities and accountability in relation to current legislation, national guidelines, policies, **protocols** and good practice guidelines.
- 3 Explain the duty to report any acts or omissions in care that could be detrimental.
- 4 Explain the importance of working within own role and of seeking advice when faced with situations outside this role.

Outcome 2 Understand the purpose and functions of nasogastric tubes and associated procedures

The learner can:

- 1 Explain the anatomy of the upper gastro-intestinal tract in relation to inserting nasogastric tubes.
- 2 Describe the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate.
- 3 Explain the types of nasogastric tubes that can be used and why the most appropriate tube must be selected for the individual.
- 4 Explain the normal appearance and content of stomach/intestinal fluid and how it could be affected by the individual's presenting medical condition.
- 5 Describe the potential sources of contamination when inserting nasogastric tubes and how these can be reduced.
- 6 Explain how aseptic technique contributes to the control of infection.

Outcome 3 Be able to prepare the insertion of a nasogastric tube

The learner can:

- 1 Implement health and safety measures relevant to the procedure and environment.
- 2 Apply standard precautions for infection control.
- 3 Confirm the individual's identity and gain **valid consent**.
- 4 Explain the planned procedure according to the individual's plan of care plan and in line with local policy/protocol.
- 5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 6 Prepare the equipment required in accordance with local policy/protocol.

Outcome 4 Be able to insert a nasogastric tube

The learner can:

- 1 Maintain compliance with health and safety guidance at all times.
- 2 Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube.
- 3 Ensure that an individual's privacy and dignity is maintained at all times.
- 4 Insert the nasogastric in accordance with local policy and protocol.
- 5 Observe the individual throughout the procedure, reporting any **adverse reactions** in line with local policy.
- 6 Ensure the nasogastric tube is correctly positioned in the stomach.
- 7 Ensure the drainage bag is securely attached in a way that prevents discomfort and promotes dignity of the individual.

Outcome 5 Be able to provide aftercare for individuals following nasogastric tube insertion

The learner can:

- 1 Observe, report and document any changes in appearance to nasogastric aspirate.
- 2 Measure and record the volume of aspirate in line with local policy.
- 3 Seek assistance promptly from an appropriate person should it be required at any stage.
- 4 Ensure the comfort of the individual following insertion of the nasogastric tube.
- 5 Dispose of waste according to local procedures.

Additional Information

Protocols are a set of guided instructions on the action to be followed in relation to inserting and securing nasogastric tubes, usually developed and quality assured through and by your employing Organisation

Adverse reactions may include:

fear/apprehension
pain
failure to pass the nasogastric tube
asphyxiation

Valid consent must be in line with agreed UK country definition

CH37

Care for individuals with nasogastric tubes



CH37 Care for individuals with nasogastric tubes

Level: 2

Credit value: 3

Unit aim

This unit is aimed at those who care for individuals with naso-gastric tubes. The learner will have the opportunity to develop knowledge, understanding and skills in order to aspirate stomach/intestinal contents via the nasogastric tube, measure output and remove tubes when directed to.

Learning outcomes

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

- 1 Understand how to care for individuals with nasogastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines
- 2 Know the anatomy and physiology of the upper gastrointestinal system and its relevance to nasogastric procedures
- 3 Be able to prepare to carry out nasogastric procedures
- 4 Be able to support individuals undergoing nasogastric procedures

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

This unit is linked to the CHS16.

Assessment

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

CH37 Care for individuals with nasogastric tube

Learning outcomes and assessment criteria

Outcome 1 Understand how to care for individuals with nasogastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines

The learner can:

- 1 Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affects own practice related to caring for an individual with nasogastric tubes.
- 2 Describe the responsibilities and boundaries related to own role.
- 3 Outline how to prepare equipment and materials required for aspiration and the removal of nasogastric tubes.
- 4 Explain the importance of following health and safety procedures for aspiration and removal of nasogastric tubes.
- 5 Outline how to deal with common concerns that individuals may have in relation to clinical procedures such as aspiration and the removal of nasogastric tubes.
- 6 Outline the action to take in the event of an individual reacting adversely to the nasogastric procedure.

Outcome 2 Know the anatomy and physiology of the upper gastrointestinal system and its relevance to nasogastric procedures

The learner can:

- 1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of nasogastric tubes.
- 2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition.
- 3 Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of nasogastric tubes.
- 4 Describe the potential consequences of contamination of nasogastric tubes and equipment used for aspiration.

Outcome 3 Be able to prepare to carry out nasogastric procedures

The learner can:

- 1 Apply standard precautions for infection control.
- 2 Apply health and safety measures relevant to the procedure and environment.
- 3 Prepare resources, equipment and materials needed for the aspiration and removal of nasogastric tubes prior to starting the activity.
- 4 Confirm the individual's identity and gain **valid consent** prior to carrying out nasogastric procedures.
- 5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs.
- 6 Position the individual and self so that the procedure can be carried out safely and comfortably.

Outcome 4 Be able to support individuals undergoing nasogastric procedures

The learner can:

- 1 Carry out the nasogastric procedures as directed and in accordance with the individual's care plan and local policy and protocol.
- 2 Observe the individual throughout the activity, taking action to deal with any condition or behaviour, which may signify **adverse reactions**.
- 3 Check the nasogastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity.
- 4 Assess nasogastric aspirate for any change in appearance, informing the care team of any areas of concern in line with local policy and protocol.
- 5 Measure and record the volume of aspirate.
- 6 Pack up used equipment and materials and cover receptacles containing nasogastric aspirate prior to leaving the immediate care area.
- 7 Dispose of used equipment and materials and nasogastric aspirate in line with local policy and protocol.
- 8 Update records and make them available to the care team in line with local policy and protocol.

HSC3050

Prepare for and carry out extend feeding techniques



HSC3050 Prepare for and carry out extend feeding techniques

Level: 3

Credit value: 4

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 prepare for and carry out extended feeding techniques to ensure individuals nutritional and fluid intake.

Learning outcomes

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

- 1 Understand anatomy and physiology in relation to extended feeding
- 2 Understand extended feeding techniques
- 3 Understand legislation and agreed ways of working when using extended feeding techniques
- 4 Be able to manage risks relating to extended feeding
- 5 Be able to prepare for extended feeding
- 6 Be able to carry out and complete extended feeding techniques
- 7 Be able to maintain records and report on extended feeding

Guided learning hours

It is recommended that **27** 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 CHS 17

Assessment

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

HSC3050 Prepare for and carry out extend feeding techniques

Learning outcomes and assessment criteria

Outcome 1 Understand anatomy and physiology in relation to extended feeding

The learner can:

- 1 Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding.
- 2 Explain the importance of fluid and nutritional balance to the health of individuals.
- 3 Describe **conditions** where feeding may be undertaken by extended methods.

Outcome 2 Understand extended feeding techniques

The learner can:

- 1 Explain techniques for extended feeding.
- 2 Describe equipment and materials that may be used for extended feeding.
- 3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences.
- 4 Describe how to recognise and deal with **adverse reactions** which may occur during procedures following procedures.

Outcome 3 Understand legislation and agreed ways of working when using extended feeding techniques

The learner can:

- 1 Explain legislation, protocols and **agreed ways of working** that affect working practices related to extended feeding.
- 2 Explain the importance of following procedures exactly as specified.

Outcome 4 Be able to manage risks relating to extended feeding

The learner can:

- 1 Identify potential risks associated with extended feeding.
- 2 Describe the potential sources and consequences of contamination.
- 3 Explain why it is important to
 - a) maintain the correct level of cleanliness
 - b) pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
- 4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure.
- 5 Dispose of
 - a) used equipment, materials and feeds
 - b) body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working

Outcome 5 Be able to prepare for extended feeding

The learner can:

- 1 Ensure that adequate and relevant fluids, feeds and equipment are available.
- 2 Confirm the identity of the individual prior to carrying out the activity.
- 3 Obtain **valid consent** from the individual prior to carrying out the planned activity.
- 4 Confirm equipment and materials are
 - appropriate to the procedure
 - fit for purpose
- 5 Position an individual to ensure safety and comfort and facilitate the method of extended Feeding.

Outcome 6 Be able to carry out and complete extended feeding techniques

The learner can:

- 1 Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual.
- 2 Carry out extended feeding **safely and according to the individual's plan of care.**
- 3 Observe an individual throughout the activity and respond to any **adverse reactions.**
- 4 Ensure the comfort of the individual following extended feeding.

Outcome 7 Be able to maintain records and report on extended feeding

The learner can:

- 1 Complete **required records.**
- 2 Identify **others** who may be involved in reviewing the nutritional and fluid intake of an individual.
- 3 Report any findings about the process and the individual which may have an impact on their care plan.

Additional guidance

Conditions may be:

- temporary
- permanent

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

Valid consent must be in line with agreed UK country definition

Safely and according to the individual's plan of care will include:

- at an appropriate time
- using agreed techniques
- using equipment in line with safety instructions
- optimising the individual's comfort and dignity and minimising pain and trauma

Required records are those indicated in an individual's care plan and may include:

- fluid balance
- weight
- skin condition
- observations during extended feeding
- adverse reactions
- monitoring over time

Others may include:

The individual

Family members

Advocate

Line manager

Other professionals



HSC3052

Undertake physiological measurements



HSC3052

Undertake physiological measurements

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Understand relevant legislation, policy and good practice for undertaking physiological measurements.
- 2 Understand the physiological states that can be measured.
- 3 Be able to prepare to take physiological measurements.
- 4 Be able to undertake physiological measurements.
- 5 Be able to record and report results of physiological measurement.

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 CHS19

Assessment

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

HSC3052 Undertake physiological measurements

Learning outcomes and assessment criteria

Outcome 1 Understand relevant legislation, policy and good practice for undertaking physiological measurements

The learner can:

- 1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice.

Outcome 2 Understand the physiological states that can be measured

The learner can:

- 1 Explain the principles of blood pressure to include:
 - blood pressure maintenance
 - differentiation between systolic and diastolic blood pressure
 - normal limits of blood pressure
 - conditions of high or low blood pressure
- 2 Explain the principles of body temperature to include:
 - body temperature maintenance
 - normal body temperature
 - pyrexia, hyper-pyrexia and hypothermia
- 3 Explain the principles of respiratory rates to include:
 - normal respiratory rates
 - factors affecting respiratory rates in ill and well individuals
- 4 Explain the principles of pulse rates to include:
 - normal pulse rates limits
 - factors affecting pulse rates – raising or lowering
 - pulse sites on the body
 - the requirement for pulse oximetry measurements
 - analysis and implication of pulse oximetry findings
- 5 Explain the principles of body mass index (BMI) in relation to weight/dietary control.
- 6 Explain the major factors that influence changes in physiological measurements.
- 7 Explain the importance of undertaking physiological measurements.

Outcome 3 Be able to prepare to take physiological measurements

The learner can:

- 1 Explain to the individual what measurements will be undertaken and why these are done.
- 2 Reassure the individual during physiological measurements process.
- 3 Answer questions and deal with concerns during physiological measurements process.
- 4 Explain the help individuals may need before taking their physiological measurements.
- 5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements.
- 6 Ensure all materials and equipment to be used are appropriately prepared.
- 7 Confirm the individual's identity and obtain **valid consent**.

Outcome 4 Be able to undertake physiological measurements

The learner can:

- 1 Apply standard precautions for infection prevention and control.
- 2 Apply health and safety measures relevant to the procedure and environment.
- 3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement.
- 4 Monitor the condition of the individual throughout the measurement.
- 5 Respond to any significant changes in the individual's condition.
- 6 Follow the agreed process when unable to obtain or read a physiological measurement.
- 7 Identify any issues outside own responsibility and refer these to other colleagues.

Outcome 5 Be able to record and report results of physiological measurement

The learner can:

- 1 Explain the necessity for recording physiological measurements.
- 2 Explain a few common conditions which require recording of physiological measurements.
- 3 Demonstrate the correct process for reporting measurements that fall outside the normal levels.
- 4 Record physiological measurements taken accurately using the correct documentation.

Additional guidance

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

CH38

Conduct External Ear Examinations



CH38 Conduct External Ear Examinations

Level: 3

Credit value: 4

Unit aim

This unit is aimed at those who conduct examinations of the external ear in a variety of care settings. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake examinations in a safe manner.

Learning outcomes

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

- 1 Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines.
- 2 Know the anatomy of the ear as related to conducting ear examinations.
- 3 Understand reasons for conducting an examination of the external ear.
- 4 Be able to prepare to conduct external ear examinations.
- 5 Be able to conduct external ear examinations.
- 6 Be able to record and report results from external ear examinations.

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 CHS20

Assessment

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

CH38 Conduct External Ear Examinations

Learning outcomes and assessment criteria

Outcome 1 Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines

The learner can:

- 1 Summarise how current legislation, national guidelines, policies, protocols and good practice affect practice related to conducting ear examination.
- 2 Describe how to prepare an environment for ear examinations in line with local policy and protocol.
- 3 Describe how to prepare individuals for external ear examinations in line with local policy and protocol.
- 4 Explain the importance of positioning the individual and self correctly prior to undertaking the ear examination.
- 5 Describe how to maintain the privacy, safety, dignity and comfort of individuals throughout the examination.
- 6 Explain how to use an otoscope to examine the external ear.

Outcome 2 Know the anatomy of the ear as related to conducting ear examinations

The learner can:

- 1 Identify the main components of the external ear.
- 2 Identify the main components of the middle and inner ear.

Outcome 3 Understand reasons for conducting an examination of the external ear

The learner can:

- 1 Describe potential effects of abnormalities of the external ear.
- 2 Describe the signs and symptoms which may indicate an abnormality of the external ear.
- 3 Explain why it is important to examine the external ear only.

Outcome 4 Be able to prepare to conduct external ear examinations

The learner can:

- 1 Apply standard precautions for infection control.
- 2 Apply health and safety measures relevant to the procedure and environment.
- 3 Prepare equipment for the ear examination.
- 4 Confirm the individual's identity and gain **valid consent** prior to beginning the examination.
- 5 Position the individual and self so that the examination can be conducted safely and comfortably.

Outcome 5 Be able to conduct external ear examinations

The learner can:

- 1 Explain the procedure to the individual/carer in a way that is sensitive to their personal beliefs and preferences.
- 2 Conduct an examination of the external ear.
- 3 Monitor the individual for adverse reactions throughout the examination, taking action in line with local policy and protocol.
- 4 Explain findings to the individual/carer.

Outcome 6 Be able to record and report results from external ear examinations

The learner can:

- 1 Record findings in line with local policy and protocol.
- 2 Report any further actions to the appropriate member of staff in line with local policy and protocol.

Additional guidance

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

CH39

Conduct hearing assessments



CH39 Conduct hearing assessments

Level: 3

Credit value: 5

Unit aim

This unit is aimed at those who conduct hearing tests in a variety of care settings, under the direction of a health care professional. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake hearing assessments in a safe manner.

Learning outcomes

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

- 1 Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines.
- 2 Know the anatomy and physiology of the ear related to hearing.
- 3 Understand how to maintain equipment required to assess individuals' hearing.
- 4 Be able to prepare to conduct hearing assessments.
- 5 Be able to conduct hearing assessments.
- 6 Be able to record and report the results of hearing assessments.

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 CHS21

Assessment

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

CH39 Conduct hearing assessments

Learning outcomes and assessment criteria

Outcome 1 Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines

The learner can:

- 1 Summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to assessing an individual's hearing.
- 2 Explain how to maintain the privacy, safety, dignity and comfort of individuals throughout the hearing assessment.
- 3 Explain how to prepare for and administer a hearing assessment in line with local policy and protocol.
- 4 Identify reasons for not conducting a hearing assessment on an individual.
- 5 Identify potential adverse reactions to hearing assessments.

Outcome 2 Know the anatomy and physiology of the ear related to hearing

The learner can:

- 1 Describe the anatomy and physiology of the ear.
- 2 Outline the reasons for hearing impairment.
- 3 Describe the levels of hearing loss.
- 4 Describe the effects that hearing loss can have on an individual.

Outcome 3 Understand how to maintain equipment required to assess individuals' hearing

The learner can:

- 1 Identify materials and equipment required to assess an individual's hearing.
- 2 Explain how to maintain equipment.
- 3 Describe procedures and timescales for the calibration of equipment.

Outcome 4 Be able to prepare to conduct hearing assessments

The learner can:

- 1 Apply standard precautions for infection control.
- 2 Apply health and safety measures relevant to conducting hearing assessments.
- 3 Prepare equipment for the hearing assessment.
- 4 Confirm the individual's identity and gain **valid consent** prior to beginning the hearing assessment.
- 5 Position the individual and self so that the assessment can be conducted safely and comfortably.

Outcome 5 Be able to conduct hearing assessments

The learner can:

- 1 Explain the procedure to the individual/carer in a way that is sensitive to the individuals' personal beliefs and preferences.
- 2 Conduct the hearing assessment.
- 3 Monitor the individual for adverse reactions throughout the assessment, taking action in line with local policy and protocol.
- 4 Provide follow-up advice and instructions, referring to health care professionals in line with local policy and protocol.

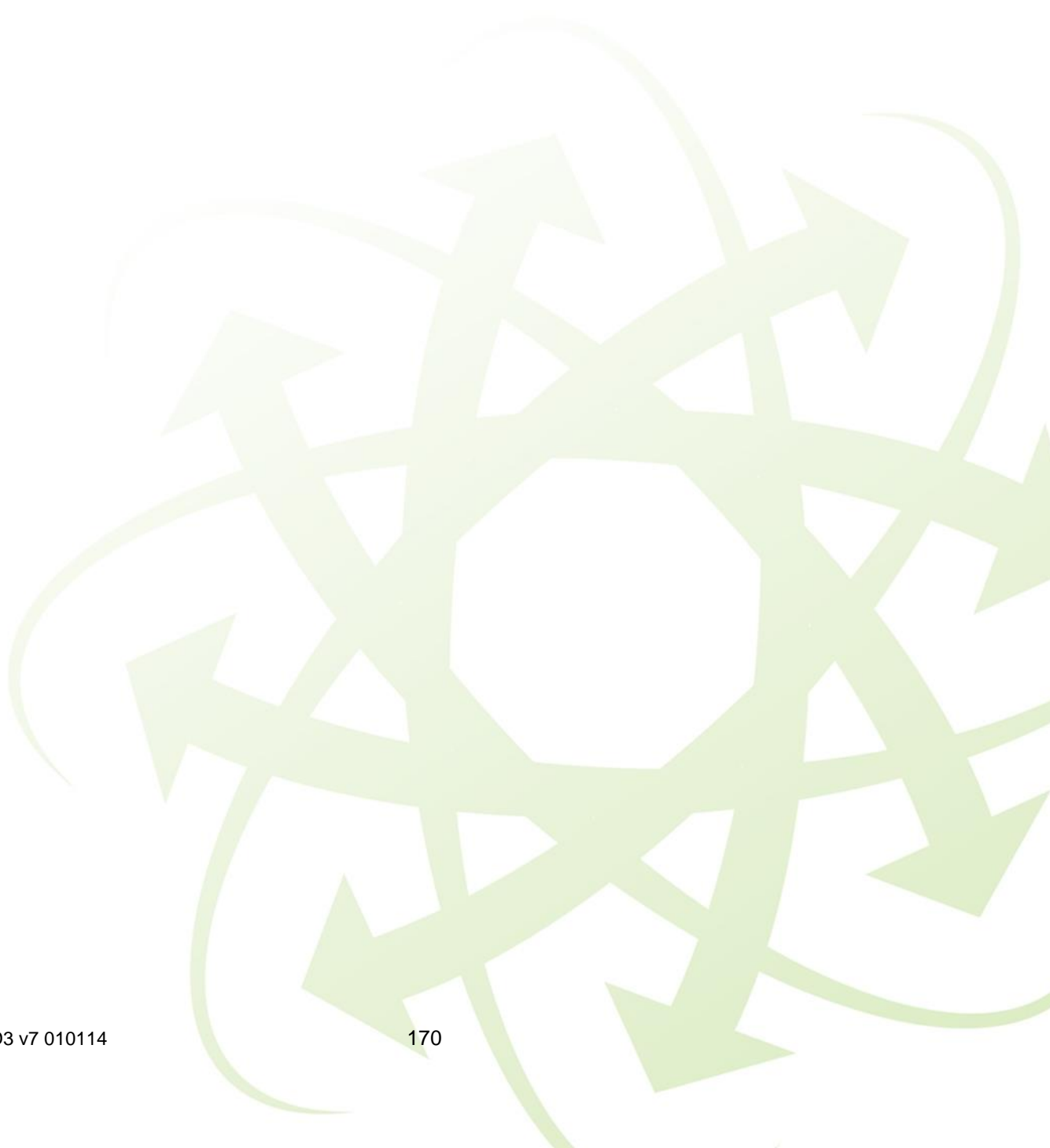
Outcome 6 Be able to record and report the results of hearing assessments

The learner can:

- 1 Complete the audiology report in line with local policy and protocol.
- 2 Update individual's records.
- 3 Report results to the referring clinician, carrying out any post procedural instructions in line with local policy and protocol.

Additional guidance

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



CH40

Perform intravenous cannulation



CH40 Perform intravenous cannulation

Level: 3

Credit value: 4

Unit aim

This unit covers the insertion of intravenous cannula to facilitate access to the blood system for treatment or diagnostic purposes. Access may be required for serial sampling, or for administration of fluid or drug treatments. This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving health care. It may also take place in a therapeutic, research or emergency situation.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.
- 2 Understand the purpose and functions of intravenous cannulation.
- 3 Be able to prepare to carry out intravenous cannulation.
- 4 Be able to carry out intravenous cannulation.
- 5 Be able to monitor and report on the intravenous cannulation.

Guided learning hours

It is recommended that **34** 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 CHS22

Assessment

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

CH40 Perform intravenous cannulation

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own role in relation to performing intravenous cannulation.
- 2 Explain the importance of working within own role and of seeking advice when faced with situations outside this role.

Outcome 2 Understand the purpose and functions of intravenous cannulation

The learner can:

- 1 Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannulae.
- 2 Summarise the indications and reasons for intravenous cannulation.
- 3 Explain the factors, which influence the choice of cannulae and the site to be used.
- 4 Explain the preparation and positioning of an individual for insertion of intravenous cannulae.
- 5 Explain the risks associated with the insertion of intravenous cannulae.
- 6 Evaluate current evidence based practice related to the management of risks associated with the insertion of intravenous cannulae.

Outcome 3 Be able to prepare to carry out intravenous cannulation

The learner can:

- 1 Implement health and safety measures relevant to the procedure and environment.
- 2 Apply standard precautions for infection control.
- 3 Confirm the individual's identity and gain **valid consent**.
- 4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 5 Check that an individual's privacy and dignity is maintained at all times.
- 6 Prepare equipment for intravenous cannulation in line with local policy and protocol.
- 7 Assess and take relevant action for risks identified prior to and during the procedure.
- 8 Seek clinical advice and support when events or risks are beyond agreed level of competence

Outcome 4 Be able to carry out intravenous cannulation

The learner can:

- 1 Prepare an appropriate site for cannulation, using the cannula of correct size and type.
- 2 Position and use a tourniquet to engorge the selected vein with blood.
- 3 Insert the cannula into the selected vein using the approved technique and confirm correct siting, positioning and patency of cannula.
- 4 Apply an approved dressing to fix the cannula in position.
- 5 Flush the cannula when in situ according to local protocols and guidelines.
- 6 Attach and secure the correct giving set to where infusion is required following approved procedures.

Outcome 5 Be able to monitor and report on the intravenous cannulation

The learner can:

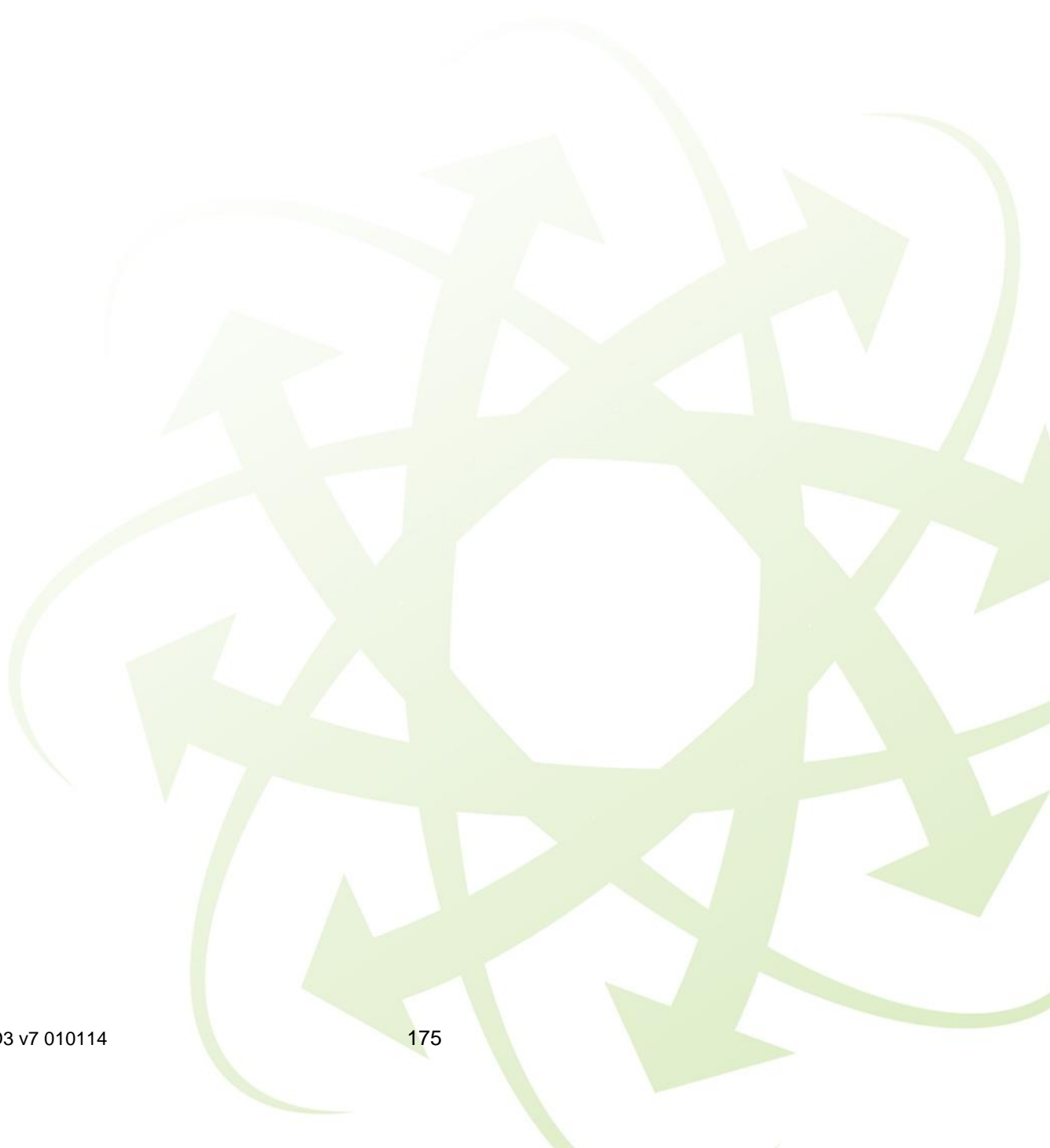
- 1 Report any condition or behaviour which may signify adverse reactions to the procedure, in line with local policy and protocol
- 2 Report and record the cannulation procedure in accordance with agreed procedures
- 3 Maintain the cannulation site at regular intervals to avoid infection and maintain access

Additional guidance

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

CH41

Carry out intravenous infusion



CH41 Carry out intravenous infusion

Level: 3

Credit value: 4

Unit aim

This unit covers setting up equipment and attaching prescribed intravenous fluids to existing intravenous cannulae. This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving health care. It may also take place in a therapeutic, research or emergency situation.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice for performing intravenous cannulation.
- 2 Understand the purpose and functions of intravenous infusion.
- 3 Be able to prepare to carry out intravenous infusion.
- 4 Be able to carry out intravenous infusion.
- 5 Be able to monitor and report on the intravenous infusion.

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 CHS23

Assessment

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

CH41 Carry out intravenous infusion

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice for performing intravenous cannulation

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing intravenous cannulation.
- 2 Explain responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines.
- 3 Explain the importance of working within own role and of seeking advice when faced with situations outside this role.

Outcome 2 Understand the purpose and functions of intravenous infusion

The learner can:

- 1 Explain the anatomy and physiology of the circulatory system in relation to the administration of intravenous fluids.
- 2 Explain the reasons for intravenous infusion.
- 3 Explain the clinical indications of infection in the cannula site and the actions that should be taken if signs of infection are evident.
- 4 Explain the possible risks and adverse reactions to intravenous fluids and actions that should be taken.
- 5 Explain the possible risks and adverse reactions to infusion of incorrect volumes of intravenous fluids and actions that should be taken.
- 6 Explain the range of materials and equipment used for intravenous infusion.

Outcome 3 Be able to prepare to carry out intravenous infusion

The learner can:

- 1 Implement health and safety measures relevant to the procedure and environment.
- 2 Apply standard precautions for infection control.
- 3 Confirm the individual's identity and gain **valid consent**.
- 4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 5 Confirm the required intravenous fluid to be administered in line with local protocols.

Outcome 4 Be able to carry out intravenous infusion

The learner can:

- 1 Check the intravenous fluid to be administered is in date and clear, with all seals intact.
- 2 Ensure the administration set is primed and connected to the fluid container and cannula in a way that ensures no contamination or leakage.
- 3 Adjust the fluid administration rate according to the needs of the individual and the fluid being administered.

Outcome 5 Be able to monitor and report on the intravenous infusion

The learner can:

- 1 Monitor the individual's condition and seek support and guidance from a member of the team if events or risks are outside sphere of competence.
- 2 Report any condition which may indicate adverse reactions to the procedure, taking action in accordance with local policy and protocol.
- 3 Record the administration in accordance with local policy and protocol.
- 4 Monitor the cannulation site at regular intervals, taking action in accordance with local policy and protocol.

Additional guidance

Valid consent must be in line with agreed UK country definition

CH42

Carry out arterial puncture and collect arterial blood



CH42 Carry out arterial puncture and collect arterial blood

Level: 3

Credit value: 4

Unit aim

This unit covers obtaining arterial blood samples by arterial puncture. This would normally be an investigative procedure, and may be performed in respiratory laboratories, in hospital, and in outpatient clinics. It would not be performed in the individual's home. The procedure will be performed with adults and children and with individuals in critical care areas such as intensive care units. It may include the use of a range of equipment, blood collection systems and techniques relating to arterial sites.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice in arterial puncture and collecting arterial blood.
- 2 Understand the procedures involved in carrying out arterial puncture and the collection of arterial blood.
- 3 Be able to prepare to carry out arterial puncture and collect arterial blood.
- 4 Be able to carry out arterial puncture and collect arterial blood.
- 5 Be able to monitor and report on arterial puncture and the collection of arterial blood.
- 6 Be able to record, report and forward on blood samples.

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 CHS24

Assessment

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

CH42 Carry out arterial puncture and collect arterial blood

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice in arterial puncture and collecting arterial blood

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice in relation to carrying out arterial puncture and collecting arterial blood.
- 2 Explain the importance of applying standard precautions to the preparation of materials and equipment and the potential consequences of poor practice.

Outcome 2 Understand the procedures involved in carrying out arterial puncture and the collection of arterial blood

The learner can:

- 1 Describe the types and categories of risks which may be encountered when performing arterial puncture, and explain their implications.
- 2 Explain the different types of blood collection equipment and explain the factors affecting choice of equipment for collecting arterial blood specimens.
- 3 Explain the importance of correctly identifying the individual's current level of oxygen intake and its impact upon the arterial puncture process.

Outcome 3 Be able to prepare to carry out arterial puncture and collect arterial blood

The learner can:

- 1 Confirm the individual's identity and gain **valid consent**.
- 2 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 3 Apply standard precautions for infection control.
- 4 Implement health and safety measures relevant to the procedure and environment.
- 5 Follow protocols in accordance with local policy to prepare the selected site for arterial puncture.

Outcome 4 Be able to carry out arterial puncture and collect arterial blood

The learner can:

- 1 Position the individual for arterial puncture.
- 2 Check to ensure local anaesthetic has been effective.
- 3 Insert the blood collection equipment, avoiding blockage or damage to arteries or blood vessels.
- 4 Obtain the arterial blood sample in the correct volume and of suitable quality for purpose.
- 5 Apply sufficient pressure and for a sufficient timescale to stop the blood flow and ensure haemostasis.

Outcome 5 Be able to monitor and report on arterial puncture and the collection of arterial blood

The learner can:

- 1 Report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local policy and protocol.
- 2 Seek immediate assistance when remedial action is required and is beyond own scope of practice.

Outcome 6 Be able to record, report and forward on blood samples

The learner can:

- 1 Label the arterial blood sample according to local policy and protocol.
- 2 Request analysis of the blood sample in line with local policy and protocol.
- 3 Ensure that sample is in position for collection in line with local policy and protocol.
- 4 Document arterial blood collection procedure in accordance with local policy and protocol.

Additional guidance

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

CH43

Carry out blood collection from fixed or central lines



CH43 Carry out blood collection from fixed or central lines

Level: 3

Credit value: 4

Unit aim

This unit covers the collection of blood from fixed or central lines that have already been inserted by a registered practitioner, for individuals usually undergoing some form of treatment. This activity must be carried out following agreed clinical protocols and the application of principles of asepsis is of paramount importance. The activity may be undertaken in hospital, hospices, in clinics or at the individual's home. It may require assistance from another member of the care team. You will be working without direct supervision but according to local policy and protocol.

Learning outcomes

- 1 There are **six** learning outcomes to this unit. The learner will:
- 2 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role
- 3 Understand the procedures involved in the collection of arterial blood
- 4 Be able to prepare to carry out blood collection
- 5 Be able to carry out blood collection procedures
- 6 Be able to record, report and forward on blood samples
- 7 Be able to monitor and report on blood collection

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 CHS25

Assessment

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

CH43 Carry out blood collection from fixed or central lines

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for collecting blood from fixed or central lines.
- 2 Explain the importance of applying standard precautions to the preparation of materials and equipment and identify the potential consequences of poor practice.

Outcome 2 Understand the procedures involved in the collection of arterial blood

The learner can:

- 1 Explain the types and categories of risks which may be involved when carrying out blood collection and the action to take if these occur.
- 2 Describe the different types of fixed or central line blood collection systems and equipment and explain the situations in which they may be used.
- 3 Explain the importance of disposing of used equipment and clinical waste from collection of blood from fixed or central lines in line with local policy and protocol.

Outcome 3 Be able to prepare to carry out blood collection

The learner can:

- 1 Confirm the individual's identity and gain **valid consent**.
- 2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 3 Apply standard precautions for infection control.
- 4 Implement health and safety measures relevant to the procedure and environment.

Outcome 4 Be able to carry out blood collection procedures

The learner can:

- 1 Control the blood flow throughout the collection procedure in line with local policy and protocol.
- 2 Attach the blood collection equipment to the blood collection site in the fixed or central line.
- 3 Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol.
- 4 Follow local protocols when unable to collect the required sample of blood.
- 5 Flush the line with sterile solution to maintain patency on completion of the blood collection.

Outcome 5 Be able to record, report and forward on blood samples

The learner can:

- 1 Label the blood sample according to local protocol.
- 2 Request analysis of the blood sample in line with local policy and protocol.
- 3 Document blood collection procedure in accordance with local policy and protocol.

Outcome 6 Be able to monitor and report on blood collection

The learner can:

- 1 Monitor the individual and report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local policy and protocol.
- 2 Seek immediate assistance when remedial action is required and is beyond own scope of practice.

Additional guidance

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



CH44

Perform routine Electrocardiograph ECG Procedures



CH44 Perform routine Electrocardiograph ECG Procedures

Level: 3

Credit value: 4

Unit aim

This unit covers the performance of recording electrocardiograph (ECG) at rest and ambulatory electrocardiograph (ECG) procedures. The unit includes connection and disconnection of electrodes and acquisition of data ready for analysis. The procedures may be performed in a number of care settings such as outpatient departments, ward areas and GP practices.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.
- 2 Understand the purpose and functions of electrocardiographs.
- 3 Be able to prepare to carry out routine electrocardiograph procedures.
- 4 Be able to carry out routine electrocardiograph procedures.

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 HS130

Assessment

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

CH44 Perform routine Electrocardiograph ECG Procedures

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine electrocardiograph procedures.
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines.
- 3 Explain the duty to report any acts or omissions in care that could be detrimental.

Outcome 2 Understand the purpose and functions of electrocardiographs

The learner can:

- 1 Explain the purpose of electrocardiograph procedures.
- 2 Describe the type, common characteristics and set up requirements of recording devices used in electrocardiograph procedures.
- 3 Explain the structure and function of the heart.
- 4 Identify a normal electrocardiograph and relate this to the conduction system of the heart.
- 5 Describe the correct positioning of electrodes for at rest and ambulatory procedures.
- 6 Explain why it is important to position electrodes correctly.
- 7 Identify potential sources of artefact and explain how to recognise them.

Outcome 3 Be able to prepare to carry out routine electrocardiograph procedures

The learner can:

- 1 Implement health and safety measures relevant to routine electrocardiograph procedures.
- 2 Apply standard precautions for infection control.
- 3 Confirm the individual's identity, reason for referral and obtain **valid consent**.
- 4 Confirm the individual is fit to undergo the procedure.
- 5 Inform the individual and carers on the procedure and requirements for their compliance.
- 6 Identify any factors or **special needs**, which may affect the test or test results.
- 7 Seek guidance where alternative arrangements are required to meet **special needs**.
- 8 Establish the suitability of the equipment for the procedure.
- 9 Prepare sites and position electrodes, considering any **special needs** that have been identified.

Outcome 4 Be able to carry out routine electrocardiograph procedures

The learner can:

- 1 Inform the individual and their carers on the procedure and the next action.
- 2 Check that an individual's privacy and dignity is maintained at all times.
- 3 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 4 Encourage the individual to relax and remain immobile throughout a resting electrocardiograph.
- 5 Check the individual understands the need for recording signs and symptoms, throughout an ambulatory electrocardiograph.
- 6 Label documents and recording devices in line with local policy and protocol.

Additional guidance

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

Special needs may include the need to use alternative positions for placing the electrodes due to



HSC2026

Obtain and test capillary blood samples



HSC2026 Obtain and test capillary blood samples

Level: 3

Credit value: 4

Unit aim

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

Learning outcomes

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

- 1 Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples
- 2 Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples
- 3 Be able to prepare to obtain capillary blood samples
- 4 Be able to obtain capillary blood samples
- 5 Be able to test and record the results of blood samples
- 6 Be able to pass on the results of blood samples

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 occupational standards

This unit is linked to CHS131.

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

HSC2026 Obtain and test capillary blood samples

Learning outcomes and assessment criteria

Outcome 1 Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples

The learner can:

- 1 Describe current legislation, national guidelines, local policies, protocols and good practice.
- 2 guidelines which relate to obtaining and testing capillary blood samples.

Outcome 2 Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples

The learner can:

- 1 Describe the structure and purpose of capillary blood vessels.
- 2 Explain blood clotting processes and the factors that influence blood clotting.

Outcome 3 Be able to prepare to obtain capillary blood samples

The learner can:

- 1 Confirm the individual's identity and obtain **valid consent**.
- 2 Select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences.
- 3 Provide support and reassurance to address the individual's needs and concerns.
- 4 Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences.

Outcome 4 Be able to obtain capillary blood samples

The learner can:

- 1 Apply health and safety measures relevant to the procedure and environment.
- 2 Apply standard precautions for infection prevention and control.
- 3 Describe the different reasons for obtaining capillary blood samples.
- 4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual.
- 5 Use the selected materials, equipment and containers/slides in accordance with agreed procedures.
- 6 Obtain blood samples in the correct sequence when obtaining multiple samples.
- 7 Ensure stimulation of blood flow.
- 8 Select alternative sites where necessary.
- 9 Carry out the correct procedure for encouraging closure and blood clotting at the site.
- 10 Respond to any indication of an adverse reaction, complication or problem during the procedure.
- 11 Demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation in relation to blood samples to include:
 - a) Legibility of labelling and documentation
 - b) Temperature control of storage
 - c) Immediacy of transportation
- 12 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.

Outcome 5 Be able to test and record the results of blood samples

The learner can:

- 1 Test the sample, using the approved method in line with organisational procedure.
- 2 Describe normal or expected results for particular tests.
- 3 Recognise and interpret normal, expected and abnormal results.
- 4 Ensure that results are passed on to an appropriate staff member for interpretation as required.
- 5 Record results fully and accurately and forward according to local requirements.

Outcome 6 Be able to pass on the results of blood samples

The learner can:

- 1 Communicate the results of the tests and any further action required to the individual.
- 2 Respond to questions and concerns from individuals, providing accurate information.
- 3 Refer issues outside own responsibility to an appropriate staff member.

Additional guidance

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

HSC3053

Obtain venous blood samples



HSC3053 Obtain venous blood samples

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Understand legislation, policy and good practice related to obtaining venous blood samples.
- 2 Understand the anatomy and physiology relating to obtaining venous blood samples.
- 3 Be able to prepare to obtain venous blood samples.
- 4 Be able to obtain venous blood samples.
- 5 Be able to prepare venous blood samples for transportation.

Guided learning hours

It is recommended that **24** 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 CHS132

Assessment

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

HSC3053 Obtain venous blood samples

Learning outcomes and assessment criteria

Outcome 1 Understand legislation, policy and good practice related to obtaining venous blood samples

The learner can:

- 1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples.

Outcome 2 Understand the anatomy and physiology relating to obtaining venous blood samples

The learner can:

- 1 Describe the structure of venous blood vessels.
- 2 Explain blood clotting processes and the factors that influence blood clotting.
- 3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures.

Outcome 3 Be able to prepare to obtain venous blood samples

The learner can:

- 1 Confirm the individual's identity and obtain **valid consent**
- 2 Communicate with the individual in a manner which:
 - provides relevant information
 - provides support and reassurance
 - addresses needs and concerns
 - is respectful of personal beliefs and preferences
- 3 Select and prepare appropriate equipment for obtaining the venous blood sample
- 4 Select and prepare an appropriate site taking into account the individual's preferences

Outcome 4 Be able to obtain venous blood samples

The learner can:

- 1 Apply health and safety measures relevant to the procedure and environment.
- 2 Apply standard precautions for infection prevention and control.
- 3 Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual.
- 4 Use the agreed procedure to obtain the venous blood sample to include:
 - utilisation of containers
 - required volume of blood
 - correct sequence when obtaining multiple samples
 - application and use of tourniquets at appropriate stages
 - stimulation of blood flow or selection of alternative site where necessary
 - utilisation of anti-coagulant with sample when necessary
- 5 Respond to any indication of adverse reaction, complication or problem during the procedure.
- 6 Explain the correct procedure to deal with an arterial puncture when it occurs.
- 7 Terminate the blood collection procedure following guidelines and/or protocols to include:
 - removal of blood collection equipment
 - stopping blood flow
 - stopping bleeding
 - application of suitable dressing
 - personal care advice to the individual

Outcome 5 Be able to prepare venous blood samples for transportation

The learner can:

- 1 label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring:
 - legibility of labelling and documentation
 - temperature control of storage
 - immediacy of transportation

CH45

Remove wound drains



CH45 Remove wound drains

Level: 3

Credit value: 4

Unit aim

This unit is about the removal of wound drains, following agreed protocols and procedures.

Learning outcomes

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

- 1 Understand current legislation, policy and good practice related to removing wound drains
- 2 Understand factors related to the removal of wound drains
- 3 Be able to prepare to remove wound drains
- 4 Be able to remove wound drains
- 5 Be able to care for and support the individual during and after the procedure

Guided learning hours

It is recommended that **27** 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 CHS 133

Assessment

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

CH45 Remove wound drains

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, policy and good practice related to removing wound drains

The learner can:

- 1 Summarise the current legislation, national guidelines and local policies and protocols which affect own role.
- 2 Identify the procedures relating to removing wound drains.
- 3 Explain when good practice suggests it may be necessary to seek assistance.

Outcome 2 Understand factors related to the removal of wound drains

The learner can:

- 1 Describe the anatomy and physiology of the skin and underlying structures.
- 2 Identify the types, purpose and function of materials and equipment required in relation to removing wound drains.
- 3 Summarise the methods and techniques for preparing and applying dressings and wound supports.
- 4 Explain how to measure the individual's wound drainage prior to removal as directed by an appropriate person.
- 5 Explain the hazards associated with measuring wound drainage and removing wound drains.

Outcome 3 Be able to prepare to remove wound drains

The learner can:

- 1 Select relevant equipment and check that it is fit for purpose.
- 2 Prepare the drainage system in accordance with local policies and procedures and manufacturer's guidance.

Outcome 4 Be able to remove wound drains

The learner can:

- 1 Apply health and safety measures relevant to removing wound drains.
- 2 Apply standard precautions for infection control.
- 3 Confirm the individual's identity and obtain **valid consent**.
- 4 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 5 Carry out wound drain removal in accordance with local policy and protocol.
- 6 Dispose of used wound drainage systems and equipment according to local policy and protocol.

Outcome 5 Be able to care for and support the individual during and after the procedure

The learner can:

- 1 Reassure the individual throughout the activity.
- 2 Identify potential adverse reactions and discomfort and describe the action to be taken.
- 3 Observe the drainage site for signs of leakage and apply the relevant dressing.
- 4 Record and report outcomes of the activity in line with local policy and protocol.

Additional guidance

Valid consent must be in line with agreed UK country definition

CH46

Carry out vision screening



CH46 Carry out vision screening

Level: 3

Credit value: 4

Unit aim

This unit is about assessing the visual acuity of individuals as a routine element of locally planned child health surveillance programmes, or other community/health settings, as part of a health assessment for individuals of all ages.

Learning outcomes

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

- 1 Understand current legislation, policy and good practice related to carrying out vision screening
- 2 Understand the factors related to vision screening
- 3 Be able to prepare to carry out vision screening
- 4 Be able to carry out vision screening
- 5 Be able to support individuals during and after the procedure

Guided learning hours

It is recommended that **27** 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 CHS 134

Assessment

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

CH46 Carry out vision screening

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, policy and good practice related to carrying out vision screening

The learner can:

- 1 Describe the current legislation, national guidelines and local policies, protocols and guidance which affect own role.
- 2 Identify the procedures related to carrying out vision screening.
- 3 Summarise when good practice suggests it may be necessary to seek assistance.

Outcome 2 Understand the factors related to vision screening

The learner can:

- 1 Describe the structure and function of the eyes.
- 2 Identify the types, purpose and function of materials and equipment required in relation to carrying out vision screening.
- 3 Explain the methods and techniques for carrying out vision screening.

Outcome 3 Be able to prepare to carry out vision screening

The learner can:

- 1 Select equipment and check that it is fit for purpose.
- 2 Identify any needs the individual has which may affect the accuracy of screening and describe the relevant actions to take to meet these needs.

Outcome 4 Be able to carry out vision screening

The learner can:

- 1 Apply health and safety measures relevant to vision screening.
- 2 Apply standard precautions for infection control.
- 3 Confirm the individual's identity and obtain **valid consent**.
- 4 Explain the procedure to the individual according to their level of understanding, age and development.
- 5 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 6 Carry out vision screening in accordance with local policy and protocol.

Outcome 5 Be able to support individuals during and after the procedure

The learner can:

- 1 Reassure the individual throughout the activity.
- 2 Refer the individual to the relevant service in accordance with local policy and protocol.
- 3 Record and report outcomes of the activity in line with local policy and protocol.

Additional guidance

Valid consent must be in line with agreed UK country definition

Individuals may include children

CH47

Administer oral nutritional products to individuals



CH47 Administer oral nutritional products to individuals

Level: 3

Credit value: 5

Unit aim

This unit is aimed at those working in a range of care settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals who are otherwise incapable of doing so. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare nutritional products and to administer them to individuals, including ensuring stock levels are maintained.

Learning outcomes

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

- 1 Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines
- 2 Understand common nutritional products and their uses
- 3 Understand how to manage possible reactions to the use of nutritional products
- 4 Be able to prepare for oral administration of nutritional products
- 5 Be able to administer oral nutritional products to individuals
- 6 Be able to maintain stock of nutritional products

Guided learning hours

It is recommended that **35** 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 CHS147

Assessment

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

CH47 Administer oral nutritional products to individuals

Learning outcomes and assessment criteria

Outcome 1 Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products.
- 2 Explain how to take information from medication administration charts to inform the administration of oral nutritional products.
- 3 Explain how to prepare oral nutritional product.
- 4 Explain how to ensure the dignity, safety and privacy of an individual during the procedure.
- 5 Explain how to check if the individual has taken the oral nutritional product.

Outcome 2 Understand common nutritional products and their uses

The learner can:

- 1 Describe common nutritional products and their uses.
- 2 Explain how common nutritional products should be store.
- 3 Describe the effects of common nutritional products, relevant to the **individuals'** condition.
- 4 Explain the importance of information labelling of nutritional products.

Outcome 3 Understand how to manage possible reactions to the use of nutritional products

The learner can:

- 1 Describe common adverse reactions to nutritional products and how to recognise them.
- 2 Explain how to deal with common adverse reactions.
- 3 Explain how to deal with non-compliance when attempting to administer nutritional products.
- 4 Identify support staff to help manage reactions to the use of nutritional products.
- 5 Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products.

Outcome 4 Be able to prepare for oral administration of nutritional products

The learner can:

- 1 Apply standard precautions for infection control.
- 2 Apply health and safety measures relevant to the procedure and environment.
- 3 Confirm the individual's identity and gain **valid consent** prior to administering nutritional products.
- 4 Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action.
- 5 Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences.
- 6 Prepare an individual to receive oral administration of nutritional products.
- 7 Select and prepare nutritional products according to the administration record and standard hygiene precautions.
- 8 Select materials, equipment and aids, which can be used for the oral administration of nutritional products.

Outcome 5 Be able to administer oral nutritional products to individuals

The learner can:

- 1 Administer oral nutritional products to an individual according to the administration record and in a way which minimises pain, discomfort and trauma for the individual.
- 2 Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately.
- 3 Dispose of waste products in line with local policy and protocol.
- 4 Update records in line with local policy and protocol.

Outcome 6 Be able to maintain stock of nutritional products

The learner can:

- 1 Monitor and rotate stock levels, reporting any discrepancies to the appropriate person.
- 2 Maintain the correct storage conditions for oral nutritional products.
- 3 Dispose of out of date and part-used nutritional products in line with local policy and protocol.
- 4 Maintain stock records.
- 5 Additional guidance.

Additional guidance

Valid consent must be in line with agreed UK country definition

HSC2017

Provide agreed support for foot care



HSC2017 Provide agreed support for foot care

Level: 2

Credit value: 3

Unit aim

This unit is aimed at those who working in a wide range of settings. It is for learners who provide foot care for **individuals** as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

Learning outcomes

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

- 1 Understand the signs and causes of foot and toe-nail abnormalities
- 2 Be able to prepare to provide support for assessed foot care needs
- 3 Be able to promote the individual's engagement in their own foot care
- 4 Be able to provide foot care safely
- 5 Be able to record and report on foot care

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 HC220

Assessment

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

HSC2017 Provide agreed support for foot care

Learning outcomes and assessment criteria

Outcome 1 Understand the signs and causes of foot and toe-nail abnormalities

The learner can:

- 1 Describe the effects of common **medical conditions** on the feet and toe-nails.
- 2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails.

Outcome 2 Be able to prepare to provide support for assessed foot care needs

The learner can:

- 1 Ascertain information about an **individual's assessed foot care needs**.
- 2 Ensure the setting for foot care meets the individual's preferences and maintains privacy.
- 3 Prepare the **equipment** required for treatment.
- 4 Prepare the individual's feet for treatment, in a way that promotes **active participation**.
- 5 Describe how and when to access additional guidance about **assessed foot care needs**.

Outcome 3 Be able to promote the individual's engagement in their own foot care

The learner can:

- 1 Support the individual's understanding of any treatments, equipment or dressings to be used.
- 2 Invite feedback from the individual on how their foot care is carried out.
- 3 Explain why advice should not be given unless agreed with the podiatrist.

Outcome 4 Be able to provide foot care safely

The learner can:

- 1 Carry out agreed foot care treatments in accordance with instructions.
- 2 Operate equipment safely and in accordance with instructions.
- 3 Use protective equipment, protective clothing and hygiene techniques to minimise risks.
- 4 Dispose of waste products safely.

Outcome 5 Be able to record and report on foot care

The learner can:

- 1 Record the condition of the individual's feet before treatment.
- 2 Record treatments carried out.
- 3 Explain how to record any adverse reactions or responses to treatments or dressings.
- 4 Report on foot care treatments, conditions and reactions in agreed ways.

Medical conditions may include:

Diabetes

Arthritis

Peripheral vascular disease

Eczema

Hallux abductovalgus operations.

Assessed foot care needs are the needs and treatments specified for an individual by a podiatrist.

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

Equipment may include:

Rasps
Files
Scissors
Forceps
Drills
Probes.

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

CH48

Support individuals to manage dysphagia



CH48 Support individuals to manage dysphagia

Level: 3

Credit value: 5

Unit aim

This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia.

Learning outcomes

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

- 1 Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines
- 2 Understand how dysphagia affects individuals
- 3 Know the importance of nutritional intake for individuals with dysphagia
- 4 Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes
- 5 Be able to provide information to colleagues regarding individuals' treatment

Guided learning hours

It is recommended that **35** 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 CHS159

Assessment

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

CH48 Support individuals to manage dysphagia

Learning outcomes and assessment criteria

Outcome 1 Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting **individuals** with dysphagia.
- 2 Describe why **individuals** with dysphagia should be encouraged to promote their own health and wellbeing.
- 3 Describe the types of skill development activities that can be carried out with **individuals** to help them develop swallowing skills.

Outcome 2 Understand how dysphagia affects individuals

The learner can:

- 1 Describe the main clinical causes of dysphagia.
- 2 Outline how to recognise the main types of dysphagia.
- 3 Identify major risks and secondary difficulties associated with dysphagia.
- 4 Describe the anatomy and physiology relevant to maintaining a safe swallow.
- 5 Explain how an individual's ability to swallow is affected by:
 - sensory impairment
 - loss of bodily function
 - loss of cognition
- 6 Explain how to provide a suitable environment for affected **individuals**.

Outcome 3 Know the importance of nutritional intake for individuals with dysphagia

The learner can:

- 1 Describe the impact of oral intake on nutrition for an individual with dysphagia.
- 2 Describe safe practices with regard to preparing oral intake.
- 3 Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia.

Outcome 4 Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes

The learner can:

- 1 Confirm the individual's identity and gain **valid consent** prior to carrying out the therapy programme.
- 2 Explain the skill development activities to the individual/carer.
- 3 Support the individual's **active participation** with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice.
- 4 Provide oral intake in the consistency and appearance outlined in the individual's care programme.
- 5 Provide the individual with sufficient time to practice newly developed skills.
- 6 Provide the individual/carer with information and advice, as instructed by the specialist, in regards to self-management.

Outcome 5 Be able to provide information to colleagues regarding individuals' treatment

The learner can:

- 1 Update records regarding the support provided, in line with local policy and protocol
- 2 Provide feedback to the individual's therapist and care team to aid future care planning

Additional guidance

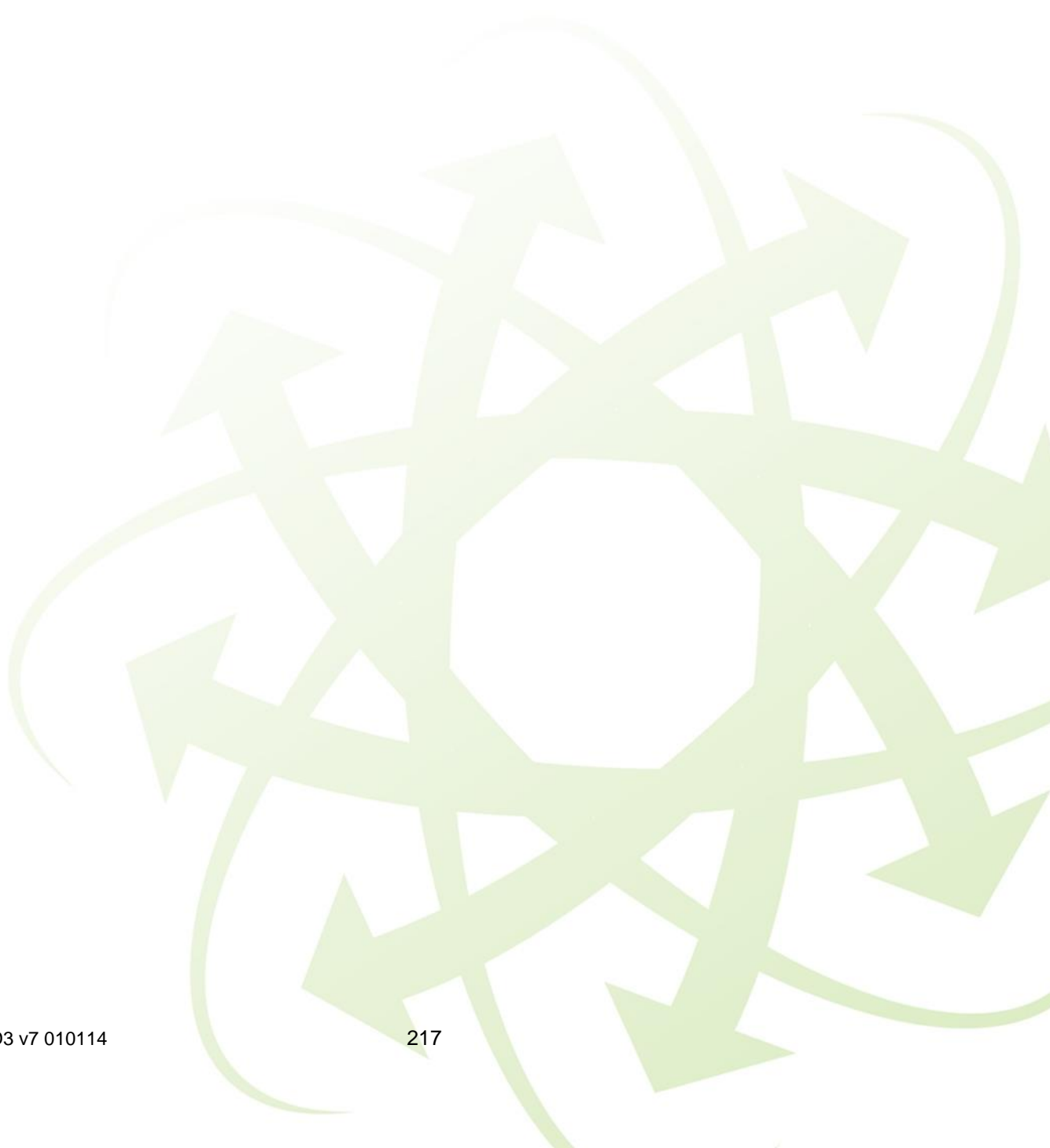
Valid consent must be in line with agreed UK country definition

Individuals can be adults, children and young people or older people

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.

CH49

Assist others to monitor individuals' progress in managing dysphagia



CH49 Assist others to monitor individuals' progress in managing dysphagia

Level: 3

Credit value: 5

Unit aim

This unit is aimed at those who assist members of the care team to monitor individuals' progress with managing dysphagia.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia
- 2 Understand how to assist others in monitoring the progress of individuals with dysphagia
- 3 Know the action to take as a result of the monitoring undertaken
- 4 Be able to assist others in monitoring individual's progress in managing dysphagia
- 5 Be able to report and record an individual's progress in managing their dysphagia

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 CHS160

Assessment

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

CH49 Assist others to monitor individuals' progress in managing dysphagia

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring **individuals** with dysphagia

Outcome 2 Understand how to assist others in monitoring the progress of individuals with dysphagia

The learner can:

- 1 Explain the importance of regularly monitoring an individual's progress in managing dysphagia.
- 2 Explain how to assist others to monitor an individual's progress.
- 3 Explain the importance of monitoring an individual's progress in a constructive and encouraging manner.
- 4 Outline how to create an environment where open and confidential discussions with the individual can take place.
- 5 Explain the importance of the environmental conditions required by the individual.
- 6 Explain the importance of the support required by the individual.

Outcome 3 Know the action to take as a result of the monitoring undertaken

The learner can:

- 1 Outline the action to take if adverse issues and risks emerge.
- 2 Outline how and when information should be fed back and to whom.
- 3 Outline record keeping practices and procedures in relation to diagnostic and therapeutic programmes.

Outcome 4 Be able to assist others in monitoring individual's progress in managing dysphagia

The learner can:

- 1 Confirm the individual's identity and gain **valid consent** prior to carrying out the monitoring activity.
- 2 Work with the individual and others to identify areas of progress and difficulty.
- 3 Assist others in recording information.
- 4 Assist others in setting goals with the individual.
- 5 Reinforce positive feedback and advice provided by others, regarding the individual's approach to managing their dysphagia.
- 6 Assist others to support the individual's **active participation** in managing their dysphagia.
- 7 Assist others to support the individual to increase their understanding of dysphagia.

Outcome 5 Be able to report and record an individual's progress in managing their dysphagia

The learner can:

- 1 Provide regular feedback on the individual's progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention.
- 2 Update records in line with local policy and protocol.

Additional Information

Valid consent must be in line with agreed UK country definition

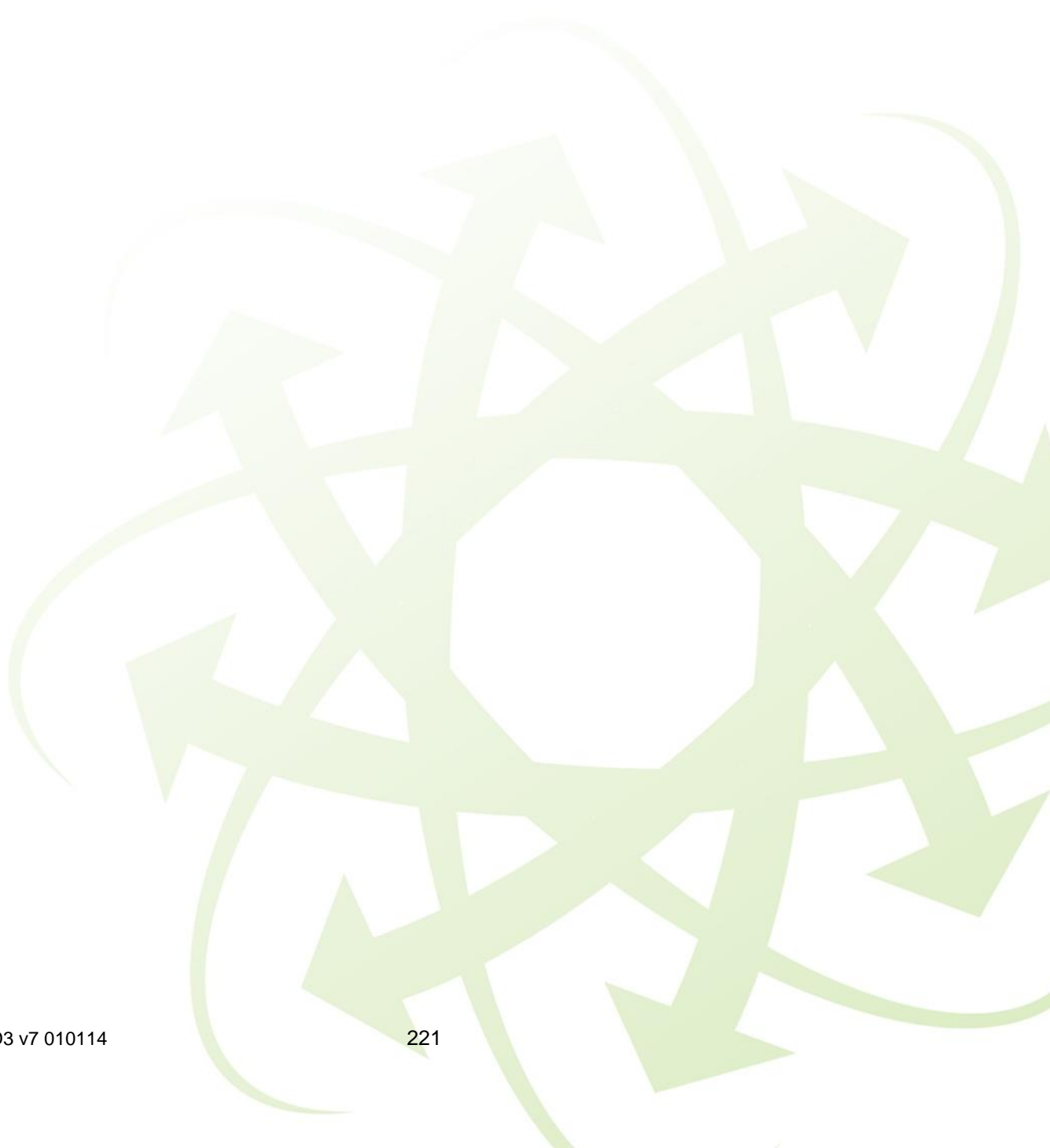
Individuals can be adults, neonates, children and young people or older people

Others can be members of the care team

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.

CH50

Obtain a client history



CH50 Obtain a client history

Level: 3

Credit value: 3

Unit aim

This unit develops the learner in gathering information to obtain a relevant history from an individual and if this is not feasible, a third party.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history.
- 2 Be able to prepare to obtain a client history.
- 3 Be able to obtain a client history.

Guided learning hours

It is recommended that **22** 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 CHS168

Assessment

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

CH50 Obtain a client history

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history

The learner can:

- 1 Identify own roles and responsibilities with regard to the current legislation, national guidelines, policies, protocols and good practice guidelines when obtaining an individual's history.
- 2 Explain the guidelines to be followed if the individual is unable to provide a relevant history.
- 3 Explain how to check a third party's authority and ability to provide information about an individual.
- 4 Outline the steps to be taken to clarify and confirm any missing or ambiguous information In an individual's history.

Outcome 2 Be able to prepare to obtain a client history

The learner can:

- 1 Confirm the individual's identity.
- 2 Explain own role and responsibilities.
- 3 Check the individual's or third party's understanding of the purpose of the activity.

Outcome 3 Be able to obtain a client history

The learner can:

- 1 Gain **valid consent** to share information in line with national/local policy and protocol.
- 2 Maintain confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol.
- 3 Obtain information on the individual's prior health and circumstances.
- 4 Clarify any ambiguous or incomplete statements.
- 5 Respond to any questions from the individual or third party.
- 6 Record the outcomes of the activity in line with national/local policy and protocol.

Additional Information

Valid consent must be in line with agreed UK country definition

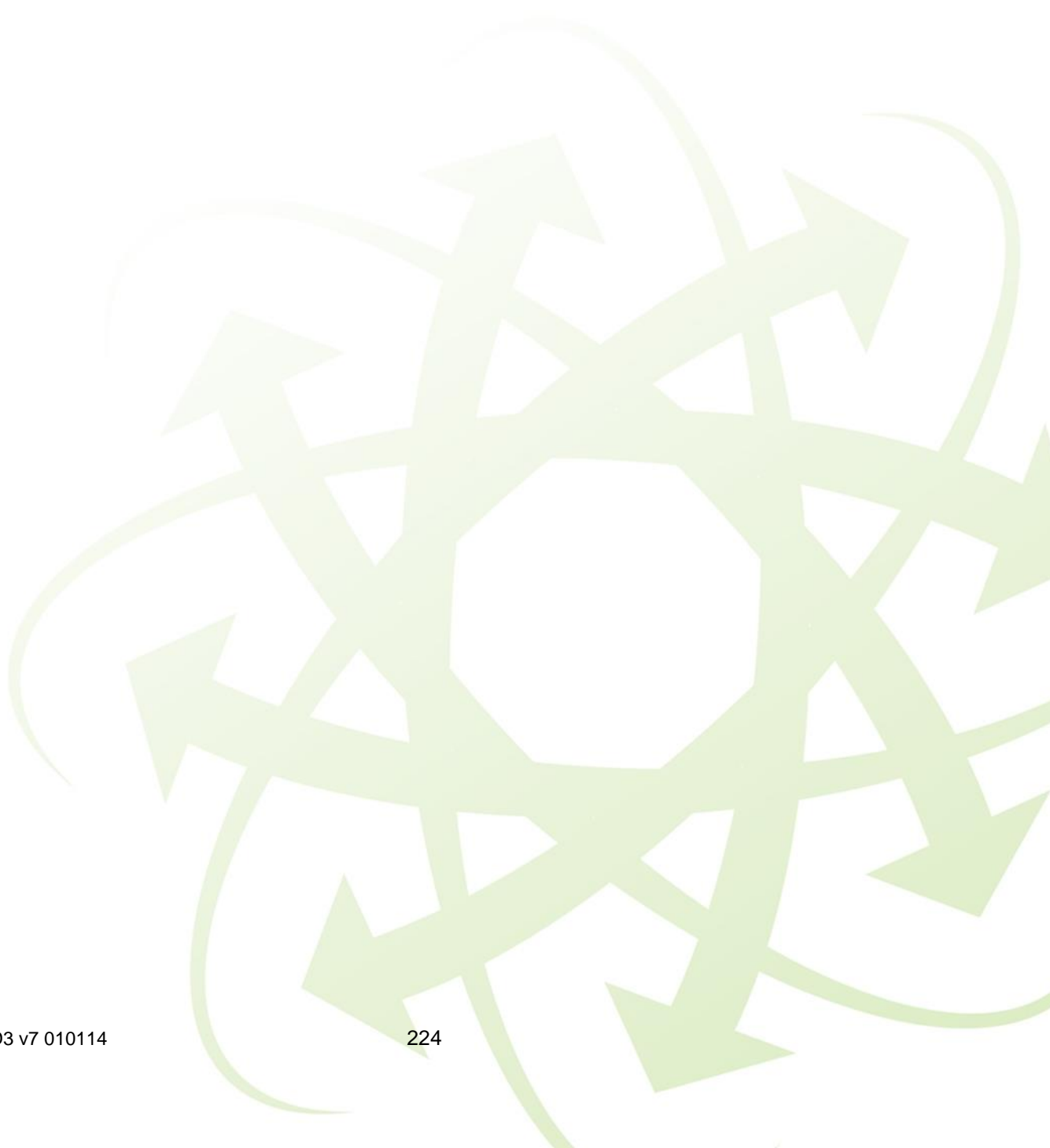
Individuals can be adults, neonates, children and young people or older people

Others can be members of the care team

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

CH51

**Manufacture equipment or medical devices for
individuals within healthcare**



CH51 Manufacture equipment or medical devices for individuals within healthcare

Level: 3

Credit value: 4

Unit aim

This unit covers the manufacture and assembly of customised and/or rehabilitation equipment, medical devices and assistive technology.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice related to manufacture of medical devices
- 2 Be able to prepare to carry out the manufacturing of equipment or medical devices
- 3 Be able to carry out the manufacturing of equipment or medical devices
- 4 Be able to monitor operations and conditions
- 5 Be able to test and adjust the finished equipment or medical device

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 CHS205

Assessment

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

CH51 Manufacture equipment or medical devices for individuals within healthcare

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to manufacture of medical devices

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the manufacture of equipment or medical devices.
- 2 Explain how the prescription requirement is integrated in the manufacture of equipment or medical devices.
- 3 Describe how to assess and manage risks within the manufacturing environment and for the item under construction.

Outcome 2 Be able to prepare to carry out the manufacturing of equipment or medical devices

The learner can:

- 1 Identify and assess existing manufacturing components for suitability
- 2 Select the materials, tools and techniques for producing the equipment or device
- 3 Interpret the specification for the manufacture of the equipment or device
- 4 Determine those aspects of specification, which relate to an adaptation of existing equipment and/or device to meet the prescribed customised solution

Outcome 3 Be able to carry out the manufacturing of equipment or medical devices

The learner can:

- 1 Work with stakeholders and others involved in the manufacture process.
- 2 Implement health and safety measures relevant to the manufacturing of equipment or medical devices.
- 3 Manufacture and assemble the component parts to the agreed specification.

Outcome 4 Be able to monitor operations and conditions

The learner can:

- 1 Maintain environmental conditions as required by the manufacturing procedure.
- 2 Carry out the testing, monitoring, inspection and risk assessment for the operation of equipment and materials.
- 3 Respond to any faults or breakdowns to equipment in line with local policy and protocol.

Outcome 5 Be able to test and adjust the finished equipment or medical device

The learner can:

- 1 Confirm that the product meets agreed specification, prescription and performance parameters.
- 2 Apply standard precautions for infection control.
- 3 Test the product with the individual.
- 4 Adapt the product to meet the customised solution.
- 5 Compile and maintain records and user information for the equipment or medical device in line with local policy and protocol.
- 6 Store records in line with local policy and protocol.

CH52

Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs



CH52 Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs

Level: 3

Credit value: 6

Unit aim

This unit aims to develop the learner's ability to adapt and fit prescribed items. Knowledge and understanding of technical specifications and requirements informs work practice.

Learning outcomes

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

- 1 Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs
- 2 Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs
- 3 Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products
- 4 Be able to adapt prescribed items to meet individuals' needs
- 5 Be able to fit prescribed items to meet the needs of individuals

Guided learning hours

It is recommended that **37** 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 CHS206 and CHS223

Assessment

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

CH52 **Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs**

Learning outcomes and assessment criteria

Outcome 1 Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs

The learner can:

- 1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products.
- 2 Outline own roles, responsibilities and accountability when adapting and fitting **prescribed items**.
- 3 Outline the procedures and systems used within own work place for authorising **prescribed items**.
- 4 Explain the importance of handover procedures for the **prescribed item**.

Outcome 2 Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs

The learner can:

- 1 Outline the aspects of anatomy and physiology which impact on adapting and fitting **prescribed items** within own role.

Outcome 3 Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products

The learner can:

- 1 Identify the measurements and limits of use for the **prescribed items** encountered in own work practice to ensure any adaptation maintains it:
 - Integrity
 - safety
 - fitness for purpose
- 2 Identify the range of measurements used in adaptations of **prescribed items** encountered in own work practice, to ensure specification of the original prescription is met.
- 3 Explain the importance of checking the impact of a **prescribed item** on other devices and systems used by the individual.
- 4 Identify the parameters used when assessing the fit of **prescribed items** encountered in own role.
- 5 Describe the process of making minor adjustments to ensure best fit and comfort for **prescribed items**.

Outcome 4 Be able to adapt prescribed items to meet individuals' needs

The learner can:

- 1 Liaise with **those involved** in the adaptation and check authorisation for the work.
- 2 Check that the prescribed item conforms to required **standards**.
- 3 Make adaptations in line with prescribed recommendations, in accordance with national/local policy and protocol.
- 4 Confirm the prescribed item is in safe working order within expected performance parameters.
- 5 Inform **those involved** and the individual that the prescribed item is ready for fitting.
- 6 Record details of the adjustments in line with national/local policy.

Outcome 5 Be able to fit prescribed items to meet the needs of individuals

The learner can:

- 1 Confirm the individual's identity and gain **valid consent**.
- 2 Explain to the individual the purpose and instruct in the use of the **prescribed item**.
- 3 Maintain compliance with **health and safety guidance** at all times.
- 4 Apply standard precautions for infection control.
- 5 Fit the prescribed item and activate, if necessary.
- 6 Check the safety and performance measurements of the prescribed item.
- 7 Ensure the item is comfortable, acceptable and meets the individual's needs and clinical requirements.
- 8 Hand over the **prescribed item** with documentation, instructions on maintenance and how to report malfunction.
- 9 Record details of the fitting and instruction process in line with national/local policy.

Additional guidance

Prescribed items are defined as healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs

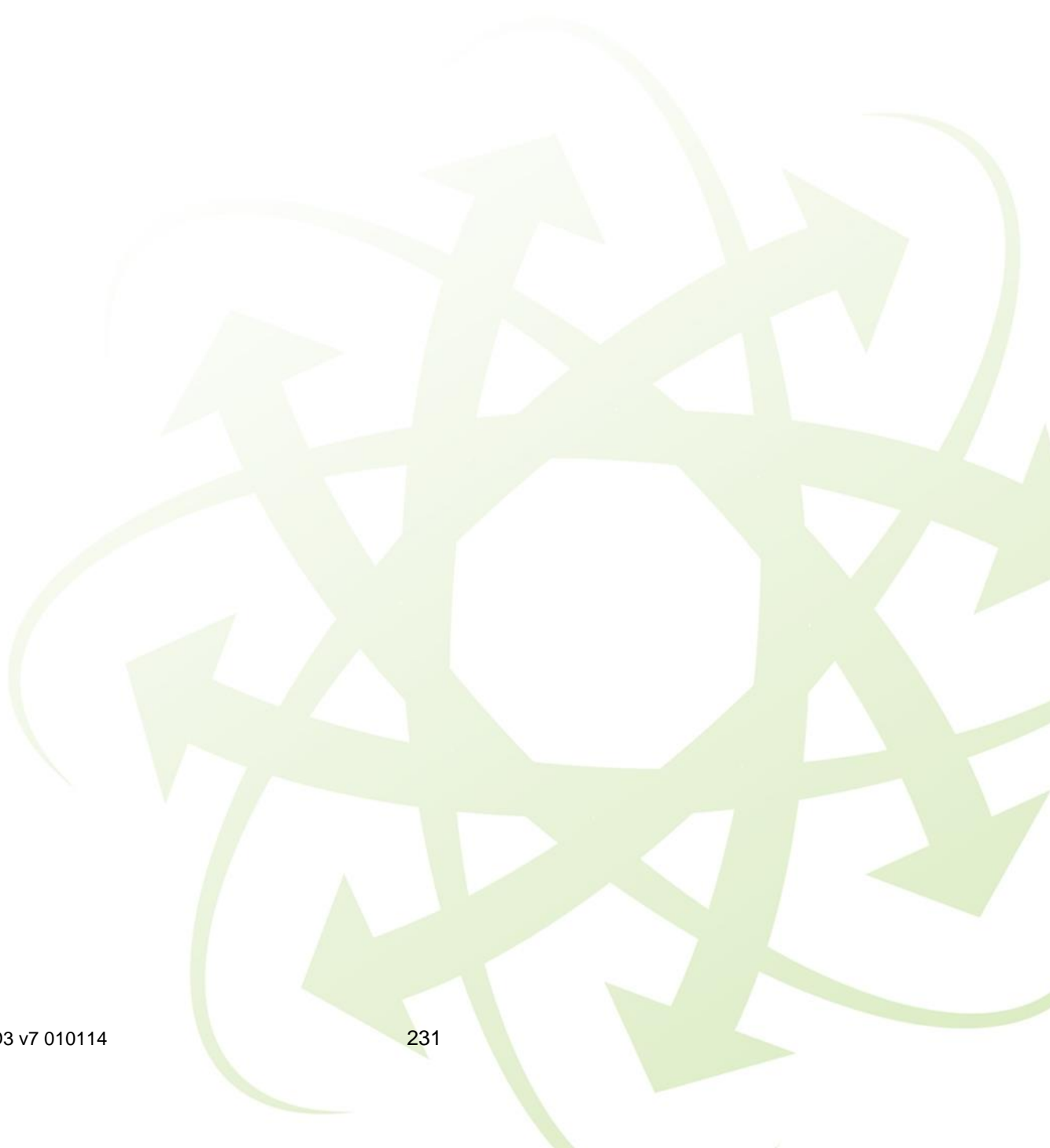
Those involved could include key stakeholders, families, interdisciplinary team or agencies

Standards may include quality, manufacturer's guidelines, prescription, effective operation standards

Valid consent must be in line with agreed UK country definition

CH53

Reprocess endoscopy equipment



CH53 Reprocess endoscopy equipment

Level: 3

Credit value: 4

Unit aim

This unit is aimed at those who reprocess endoscopy equipment. This involves preparing and testing the reprocessing equipment prior to use, and then reprocessing the endoscopy equipment, including the endoscope itself.

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 reprocessing of endoscopy equipment
- 2 Understand the procedures involved in reprocessing endoscopy equipment
- 3 Be able to carry out the reprocessing procedure
- 4 Be able to report and record on the reprocessing of endoscopy equipment

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 END21.

Assessment

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

CH53 Reprocess endoscopy equipment

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the reprocessing of endoscopy equipment

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for related to the **reprocessing** of endoscopy equipment.
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out the **reprocessing** of endoscopy equipment.

Outcome 2 Understand the procedures involved in reprocessing endoscopy equipment

The learner can:

- 1 Explain the **endoscopic procedures**, equipment, and sedation that are used.
- 2 Describe the admission and discharge procedures for **reprocessing** endoscopic equipment.
- 3 Explain the sources of authoritative information on **endoscopic procedures**, including evidence based information.

Outcome 3 Be able to carry out the reprocessing procedure

The learner can:

- 1 Check that all endoscopy equipment is accounted for after the **endoscopic procedure**.
- 2 Maintain compliance with **health and safety guidance** at all times relevant to **reprocessing** endoscopy equipment.
- 3 Test **reprocessing** equipment prior to use.
- 4 Reprocess the endoscopy equipment in accordance with local policy and protocol.
- 5 Dispose of any used, damaged, or out of date items in accordance with local policy and protocol.
- 6 Restore the **endoscopy equipment** and environmental conditions in preparation for the next procedure.

Outcome 4 Be able to report and record on the reprocessing of endoscopy equipment

The learner can:

- 1 Report any endoscopy or reprocessing equipment that is not functioning correctly or requires maintenance.
- 2 Keep records in accordance with local policy and procedure.
- 3 Liaise with the individual, **relevant others**, and agencies in line with local policy and protocol.

Additional Information

Endoscopy equipment may include:

- accessories
- diathermy
- disposable items
- emergency
- endoscopes
- fluoroscopy
- imaging systems
- lasers
- light sources
- monitoring systems
- oxygen supply
- recording systems
- suction devices
- ultrasound

Endoscopic procedure could be one of the following:

- colonoscopy
- enteroscopy
- ERCP
- EUS
- flexible sigmoidoscopy
- gastroscopy
- PEG insertion

Reprocessing includes:

- cleaning
- decontamination
- disposal
- preparation for re-use
- storage

Health and safety guidance may include:

- cleaning of equipment, furniture, facilities, and surfaces
- decontamination procedures
- disposal of waste and hazardous materials
- emergency equipment
- incident response and reporting
- infection control procedures, including hand washing
- radiation protection
- risk assessment
- safe moving and handling techniques
- storage of clean and sterile equipment
- use of personal protective clothing and additional protective equipment

Relevant others may include:

- Family
- Colleagues
- Other individuals involved with the care or well-being of the individual

CH13

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



CH13 Select and wear appropriate personal protective equipment for work in health care settings

Level: 2

Credit value: 2

Unit aim

This unit aims to develop the learner in achieving a professional standard when dressing for work. Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing.

Learning outcomes

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

- 1 Understand legislation, local policy and protocol in relation to dressing for work in a health care setting
- 2 Be able to select and use personal protective equipment (PPE) in a health care setting

Guided learning hours

It is recommended that **15** 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

This unit is linked to the NOS GEN2.

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 must be assessed in line with Skills for Health QCF Assessment Principles.

CH13 Select and wear appropriate personal protective equipment for work in health care settings

Learning outcomes and assessment criteria

Outcome 1 Understand legislation, local policy and protocol in relation to dressing for work in a health care setting

The learner can:

- 1 Explain organisational policies and protocols in relation to preparing and dressing for work in health care settings.
- 2 Explain standard precautions for infection prevention and control which affect own practice in preparing and dressing for work.
- 3 Explain how and when to cleanse own hands in line with local policy and protocol.
- 4 Explain the importance of maintaining a professional appearance and presentation.
- 5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting.

Outcome 2 Be able to select and use personal protective equipment (PPE) in a health care setting

The learner can:

- 1 Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken.
- 2 Wear PPE in the designated work area only according to own role and procedures to be undertaken.
- 3 Describe how PPE may become unsuitable for use and the actions to take if this happens.
- 4 Remove and dispose of PPE in line with local policy and protocol to minimise cross infection.
- 5 Confirm what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation.
- 6 Confirm the importance of promptly reporting reduction in stocks of PPE.
- 7 Confirm when synthetic non-powered un-sterile gloves and apron should be used.

CH14

Prepare individuals for healthcare activities



CH14 Prepare individuals for healthcare activities

Level: 2

Credit value: 3

Unit aim

This unit is aimed at those undertaking the preparation of individuals in readiness for health care activities in accordance with the requirements of the activity to be performed, the practitioner and the assessed needs of the individual. The individual may be in a conscious or unconscious state. Health care contexts and roles cover emergency, primary and secondary care.

Learning outcomes

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

- 1 Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities.
- 2 Be able to prepare individuals for healthcare activities.
- 3 Be able to record and report healthcare activities.

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 occupational standards

This unit is linked to the GEN4.

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 will be assessed by:

- This unit must be assessed in accordance with Skills for Health QCF assessment principles

CH14 Prepare individuals for healthcare activities

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities

The learner can:

- 1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines appropriate to the preparation of an individual for healthcare activities.
- 2 Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities.

Outcome 2 Be able to prepare individuals for healthcare activities

The learner can:

- 1 Confirm the individual's identity and obtain valid consent.
- 2 Maintain the individual's privacy and dignity at all times.
- 3 Apply standard precautions for infection prevention and control.
- 4 Confirm that the individual has complied with any pre-procedural instruction.
- 5 Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences.
- 6 Respond to any questions the individual may have referring to others when required.
- 7 Prepare the individual for the healthcare activity in accordance to the requirements of the activity ensuring:
 - a) Optimal position of the individual
 - b) Optimal position of medical equipment
 - c) Secure storage of personal articles
- 8 Explain how to respond to any issue or emergency situation that arises.

Outcome 3 Be able to record and report healthcare activities

The learner can:

- 1 Record information in line with national and local policy and protocol.
- 2 Describe how to report any issues that arise to the appropriate person.

HSC2025

Support individuals undergoing healthcare activities



HSC2025 Support individuals undergoing healthcare activities

Level: 2

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Understand healthcare activities in order to support individuals
- 2 Be able to prepare individuals to undergo healthcare activities
- 3 Be able to support individuals undergoing healthcare activities
- 4 Be able to support individuals following the healthcare activities

Guided learning hours

It is recommended that **22** 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

This unit is linked to HSC 222 (GEN 5).

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

HSC2025 Support individuals undergoing healthcare activities

Learning outcomes and assessment criteria

Outcome 1 Understand healthcare activities in order to support individuals

The learner can:

- 1 Describe relevant anatomy and physiology in relation to the healthcare activity.
- 2 Explain the purposes and use of medical equipment and devices required for the procedure.
- 3 Explain the roles and responsibilities of team members.
- 4 State protection/precautionary measures
 - appropriate to the procedure being carried out
 - how they should be applied
 - the implications and consequences of not applying these measures
- 5 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states.
- 6 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity.

Outcome 2 Be able to prepare individuals to undergo healthcare activities

The learner can:

- 1 Confirm the individual's identity and gain valid consent.
- 2 Describe any concerns and worries that an individual may have in relation to healthcare activities.
- 3 Describe ways of responding to these concerns.
- 4 Explain the procedure to the individual.
- 5 Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences.
- 6 Refer any concerns or questions to others if unable to answer.
- 7 Support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times.

Outcome 3 Be able to support individuals undergoing healthcare activities

The learner can:

- 1 Inform and reassure individuals.
- 2 Apply standard precautions for infection prevention and control.
- 3 Apply health and safety measures relevant to the healthcare activity and environment.
- 4 Recognise any ill effects or adverse reactions.
- 5 Take actions in response to any ill effects or adverse reactions.
- 6 Ensure that an individual's privacy and dignity is maintained at all times.

Outcome 4 Be able to support individuals following the healthcare activities

The learner can:

- 1 Provide the individual with the facilities and support for the period of recovery.
- 2 Monitor an individual and recognise signs of ill effects or adverse reactions.
- 3 Take action in response to any ill effects or adverse reactions.
- 4 Give individuals and relevant others instructions and advice where this is within own role.
- 5 Confirm any requirements for transport and escorts.
- 6 Maintain confidentiality of information in accordance with guidelines and procedure.

Additional guidance

- **prepare and position** includes assisting the individual to move into the required position.
- **others** may include:
 - The individual
 - Family members
 - Line manager
 - Other health professionals
 - Others who are important to the individual's well-being.



CH15

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



CH15 Monitor and maintain the environment and resources during and after clinical/therapeutic activities

Level: 2

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Know the procedures for monitoring and maintaining the environment and resources
- 2 Be able to operate equipment
- 3 Be able to monitor and maintain the environment and resources
- 4 Be able to clean resources in own work area

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

This unit is linked to the GEN7.

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 must be assessed in line with Skills for Health QCF Assessment Principles

CH15 Monitor and maintain the environment and resources during and after clinical/therapeutic activities

Learning outcomes and assessment criteria

Outcome 1 Know the procedures for monitoring and maintaining the environment and resources

The learner can:

- 1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability when monitoring and managing the environment and resources.
- 2 Identify the procedures relating to monitoring the environment during specific clinical/therapeutic activities in own work practice.
- 3 Identify the resources needed during specific clinical/therapeutic activities in own work practice.
- 4 Explain the procedures for reporting and dealing with problems with the environment and resources, beyond own scope of practice.
- 5 Outline the risks associated with procedures carried out in own work practice and how these are controlled.

Outcome 2 Be able to operate equipment

The learner can:

- 1 Explain the importance of monitoring equipment and confirming it is safe for use.
- 2 Apply standard precautions for infection control when handling equipment.
- 3 Implement health and safety measures when handling equipment.
- 4 Operate equipment consistent with manufacturer's instructions, required parameters and national/local policies and procedure.

Outcome 3 Be able to monitor and maintain the environment and resources

The learner can:

- 1 Monitor and maintain environmental conditions at the levels required by the activity.
- 2 Monitor, replenish and replace resources as required for the activity.
- 3 Explain the importance of checking resources are of the correct quality and quantity for the activity.
- 4 Return unused and/or surplus resources to the storage location.
- 5 Store resources in line with local policy or protocol at the end of the activity.
- 6 Maintain monitoring records in line with national/local policies and protocols.

Outcome 4 Be able to clean resources in own work area

The learner can:

- 1 Identify the levels of cleanliness required in own work area.
- 2 Clean fixed resources after use in line with national/local policies and protocols.
- 3 Clean reusable resources and make safe prior to storage.
- 4 Dispose of waste in line with national/local policy.

CH19

Assist the practitioner to carry out health care activities



CH19 Assist the practitioner to carry out health care activities

Level: 2

Credit value: 2

Unit aim

This unit develops the assistant's role and skills in supporting the health care practitioner and can be evidenced in a range of environments. It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual.

Learning outcomes

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

- 1 Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities.
- 2 Be able to assist the practitioner in carrying out health care activities.

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 occupational standards

This unit is linked to the NOS GEN8.

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 must be assessed in line with Skills for Health QCF Assessment Principles

Additional Guidance

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

CH19 Assist the practitioner to carry out health care activities

Learning outcomes and assessment criteria

Outcome 1 Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities

The learner can:

- 1 Summarise own roles, responsibilities and accountability with regard to current legislation, national guidelines, policies, protocols and good practice guidelines when assisting with a range of specific healthcare activities.

Outcome 2 Be able to assist the practitioner in carrying out health care activities

The learner can:

- 1 Identify the information that may be needed by the practitioner prior to and during a range of specific activities.
- 2 Confirm the identity of the individual and confirm valid consent has been obtained.
- 3 Carry out tasks as required by the practitioner, the care plan and own scope of practice.
- 4 Communicate information to other team members while maintaining confidentiality.
- 5 Collaborate during activities that require close team work.
- 6 Make records as directed by the practitioner in line with national/local policy.

CH54

Advise and inform individuals on managing their condition



CH54 Advise and inform individuals on managing their condition

Level: 3

Credit value: 5

Unit aim

This unit develops the learner's ability to establish the information and advice needs of individuals in order to change their lifestyle. Knowledge and understanding of the effects of change is required as is knowledge of health conditions encountered and information gathering techniques.

Learning outcomes

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

- 1 Understand good practice in identifying information requirements
- 2 Understand health conditions
- 3 Understand the effects of change on individuals' lifestyles
- 4 Be able to ascertain the information and advice needs of individuals
- 5 Be able to agree plans with individuals to adapt their lifestyle

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 GEN014

Assessment

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

CH54 Advise and inform individuals on managing their condition

Learning outcomes and assessment criteria

Outcome 1 Understand good practice in identifying information requirements

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role in advising and informing individuals on how to manage their condition.
- 2 Explain the importance of identifying appropriate information to enable individuals to make informed lifestyle choices.
- 3 Explain how to recognise the information and advice an individual may require but be unable to express.
- 4 Explain the procedures for dealing with issues beyond own role, in accordance with local protocol.

Outcome 2 Understand health conditions

The learner can:

- 1 Describe the range of conditions encountered within the scope of own role.
- 2 Describe the effects of health conditions on individuals and their families.

Outcome 3 Understand the effects of change on individuals' lifestyles

The learner can:

- 1 Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change.
- 2 Identify how adapting a lifestyle can empower an individual.
- 3 Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services.

Outcome 4 Be able to ascertain the information and advice needs of individuals

The learner can:

- 1 Maintain the individual's privacy and dignity at all times.
- 2 Explain to the individual who you are and what your role is in providing confidential advice and information.
- 3 Access information about the individual's lifestyle.
- 4 Work with the individual to identify their information and advice requirements relating to their health condition.
- 5 Review the range of local and national advice and information services.
- 6 Explain how to refer the individual to other sources of information and advice.

Outcome 5 Be able to agree plans with individuals to adapt their lifestyle

The learner can:

- 1 Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions.
- 2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 3 Develop realistic plans and objectives with the individual to adapt their lifestyle.
- 4 Agree targets with the individual to optimise their health and well-being.
- 5 Discuss with the individual any concerns raised about adapting their lifestyle.
- 6 Agree dates to review the individual's progress.

CH55

Support individuals in undertaking their chosen activities



CH55 Support individuals in undertaking their chosen activities

Level: 3

Credit value: 4

Unit aim

This unit aims to develop the learner's ability to work with the individual and/or significant other to identify chosen activities to enhance well-being. Research on the ability of the individual to achieve the activities is required as well as the provision of support to carry out the activities.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities
- 2 Understand concepts for supporting individuals to undertake chosen activities
- 3 Be able to make plans with individuals to undertake chosen activities
- 4 Be able to support individuals to undertake chosen activities

Guided learning hours

It is recommended that **24** 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 GEN15

Assessment

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

CH55 Support individuals in undertaking their chosen activities

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting individuals to undertake their chosen activities.

Outcome 2 Understand concepts for supporting individuals to undertake chosen activities

The learner can:

- 1 Explain factors which could motivate an individual to change behaviour and/or lifestyle.
- 2 Explain the benefits to the individual's sense of well-being and personal development which can be gained when accessing services and facilities.
- 3 Describe how to identify the physical, psychological and social demands of an individual's chosen activities.
- 4 Describe how to set the individual **SMART** goals.

Outcome 3 Be able to make plans with individuals to undertake chosen activities

The learner can:

- 1 Maintain the individual's privacy and dignity at all times.
- 2 Access and interpret any previous assessment of the individual's needs to inform future requirements.
- 3 Communicate sensitively and actively listen to the individual or relevant other to establish an understanding of their needs, interests, values and beliefs.
- 4 Identify the physical, social, safety and psychological demands of the chosen activities.
- 5 Agree with the individual, steps to develop their ability to undertake their chosen activities.
- 6 Identify the range of local services and facilities available.
- 7 Check availability and evaluate the relevance with the individual.
- 8 Identify and agree with the individual any information, resources, adaptations and assistance required to access and use chosen services and facilities.

Outcome 4 Be able to support individuals to undertake chosen activities

The learner can:

- 1 Organise any required resources, adaptations and assistance to enable the individual to access chosen activities.
- 2 Support and motivate an individual to access and undertake their chosen activities in line with own sphere of competence and national/local policy.
- 3 Describe coping strategies that an individual may require to fulfil their chosen activities.
- 4 Evaluate and review the effectiveness of the activities in line with national/local policy.
- 5 Maintain clear records of advice and support given to the individual and any agreed actions in accordance with national/local policy.

Additional guidance

SMART-comprehensive definition for goal setting:

S - specific

M - measurable

A - achievable,

R - realistic

T - time-bound

Relevant other/s may include family members, carers, advocates, interpreters, inter disciplinary team members



CH56

Inform an individual of discharge arrangements



CH56 Inform an individual of discharge arrangements

Level: 2

Credit value: 2

Unit aim

This unit develops the learner's ability to assist in the discharge of an individual by providing information on discharge arrangements.

Learning outcomes

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

- 1 Understand discharge and post discharge information needs of individuals
- 2 Be able to inform individuals of discharge arrangements

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

This unit is linked to the GEN16

Assessment

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

CH56 Inform an individual of discharge arrangements

Learning outcomes and assessment criteria

Outcome 1 Understand discharge and post discharge information needs of individuals

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to informing an individual of discharge arrangements.
- 2 Describe the general information an individual might need about discharge recovery.

Outcome 2 Be able to inform individuals of discharge arrangements

The learner can:

- 1 Obtain information and clarify with the practitioner the potential side effects of treatment to which the individual should be aware of on discharge.
- 2 Obtain information and clarify with the practitioner any advice and information to be given to the individual.
- 3 Gain any necessary authorisation prior to passing on discharge information to the individual.
- 4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 5 Confirm and clarify the individual's and/or relevant other's understanding of general and after care information.
- 6 Maintain confidentiality throughout the procedure.

Additional guidance

Relevant other could be a family member, carer, advocate, interpreter or anyone else involved in the care and wellbeing of the individual

CH57

Contribute to the discharge of individuals to carers



CH57 Contribute to the discharge of individuals to carers

Level: 2

Credit value: 2

Unit aim

This unit develops the learner to assist in the discharge process when the decision has been taken by the practitioner. Knowledge of procedures and policies for discharging an individual is vital as is maintaining confidentiality, sharing information and effective communication.

Learning outcomes

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

- 1 Understand the procedures for discharging individuals to a carer
- 2 Be able to prepare individuals for discharge
- 3 Be able to contribute to the discharge of individuals to carers

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 the GEN17

Assessment

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

CH57 Contribute to the discharge of individuals to carers

Learning outcomes and assessment criteria

Outcome 1 Understand the procedures for discharging individuals to a carer

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform the discharge of an individual to a **carer**.
- 2 Explain the national/local policies with regard to sharing clinical records and information.
- 3 Explain the procedures for contacting carers to which the individual is being discharged.
- 4 Explain the procedures to follow when the receiving **carer** cannot accommodate the individual.

Outcome 2 Be able to prepare individuals for discharge

The learner can:

- 1 Inform the individual of the decisions made in relation to their discharge.
- 2 Explain to the individual about discharge arrangements.
- 3 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
- 4 Check that the individual understands the arrangements that have been made.

Outcome 3 Be able to contribute to the discharge of individuals to carers

The learner can:

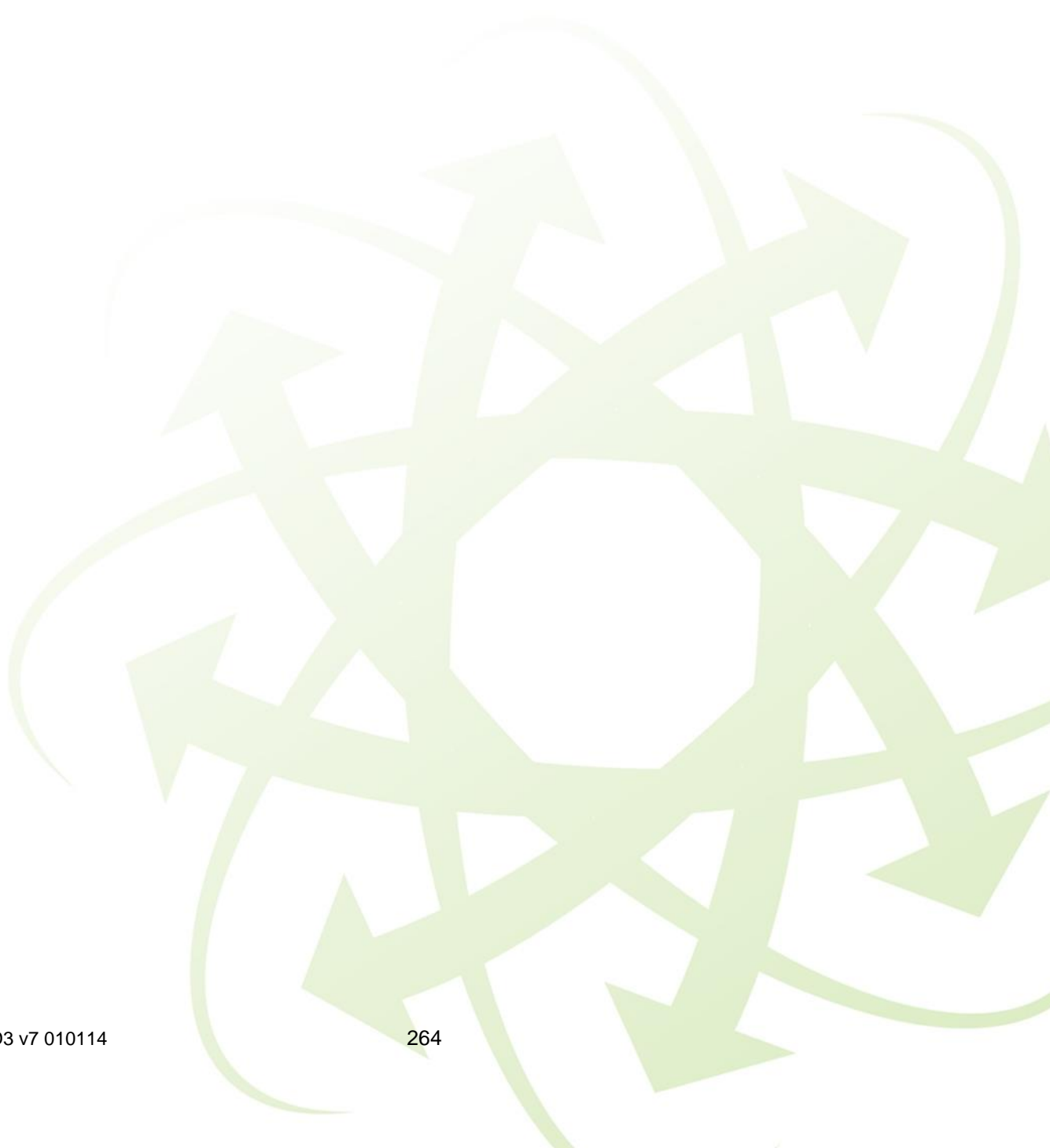
- 1 Explain the reasons for arranging transport and escorts for an individual.
- 2 Explain the procedures for arranging transport and escorts in line with local policy.
- 3 Make arrangements for transport and escort in line with local procedures.
- 4 Advise the receiving carer of the individual's discharge and transmit information in line with local procedures.
- 5 Check and ensure that discharge records are updated in line with local procedures and within own role and responsibilities.
- 6 Maintain confidentiality in accordance with national/local policies and procedures.

Additional guidance

Carer may include a family member, a residential or nursing care establishment, sheltered housing officer.

CH58

Give presentations to groups



CH58 Give presentations to groups

Level: 3

Credit value: 4

Unit aim

This unit develops the learner's ability to give presentations. It requires an understanding of the principles of presentations and how these can be adapted to suit the needs of the audience

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 group presentations
- 2 Understand factors which contribute to effective group presentations
- 3 Be able to plan a presentation to facilitate learning
- 4 Be able to present information to a group

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 GEN18

Assessment

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

CH58 Give presentations to groups

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to group presentations

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in giving presentations.

Outcome 2 Understand factors which contribute to effective group presentations

The learner can:

- 1 Explain how to devise aims and objectives for a presentation.
- 2 Explain how to choose from a range of presentation techniques to meet the needs of the audience.
- 3 Appraise emerging developments in e-technology and its relevance to presentation techniques and materials.

Outcome 3 Be able to plan a presentation to facilitate learning

The learner can:

- 1 Explain how to structure presentations to maximise understanding.
- 2 Explain how to anticipate barriers to understanding and how they can be overcome.
- 3 Plan presentation delivery taking account of the audiences' needs and context of delivery.
- 4 Choose and prepare **materials and resources**.
- 5 Adapt presentation content to suit the needs of the audience.

Outcome 4 Be able to present information to a group

The learner can:

- 1 Use **materials and resources** to support understanding.
- 2 Present clear information in a manner and pace in line with the group's needs.
- 3 Encourage the group to ask questions.
- 4 Reiterate key points at suitable intervals.
- 5 Monitor the groups understanding and adapt own presentation style in line with audience responses.
- 6 Summarise information to conclude the presentation.
- 7 Gain feedback from the audience and evaluate their understanding from the presentation to inform future delivery.

Additional guidance

Materials and resources can be paper based and /or electronic equipment

CH59

Assist others to plan presentations



CH59 Assist others to plan presentations

Level: 2

Credit value: 2

Unit aim

This unit develops the learner's abilities to assist in the planning of presentations. An understanding of the planning process is required as well as the ability to assess information and materials resources.

Learning outcomes

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

- 1 Understand techniques and resources involved in planning presentations
- 2 Be able to assist others to plan presentations

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 the GEN19

Assessment

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

CH59 Assist others to plan presentations

Learning outcomes and assessment criteria

Outcome 1 Understand techniques and resources involved in planning presentations

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in assisting others to plan presentations.
- 2 Explain the importance of developing aims and objectives for the presentation and how these impact on delivery.
- 3 Identify the range of materials and equipment which can be used in presentations.
- 4 Assess the appropriateness of using visual aids and e- technology within a presentation.

Outcome 2 Be able to assist others to plan presentations

The learner can:

- 1 Describe the process of planning a presentation.
- 2 Describe what is required to deliver a presentation.
- 3 Explain how to modify the plan to take account of changes to requirements.
- 4 Help others to identify the aims and objectives of the presentation.
- 5 Identify sources of information which could inform presentations in presenter's area of expertise.
- 6 Work with others to identify the **background information** needed in the presentation.
- 7 Work with others to gather resources for the presentations.
- 8 Assist others to prepare and organise equipment, materials and the venue.
- 9 Explain the importance of seeking advice and assistance on issues beyond own competence.

Additional guidance

Background information may include:

Number of delegates and their roles

Date and length of presentation

Venue

CH60

Support carers to meet the care needs of individuals



CH60 Support carers to meet the care needs of individuals

Level: 3

Credit value: 5

Unit aim

This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.

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 supporting individuals in the community
- 2 Understand why some individuals may need to be supported
- 3 Understand how to ensure individuals receive the support they need from carers
- 4 Be able to support carers to meet the care needs of individuals

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 GEN20

Assessment

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

CH60 Support carers to meet the care needs of individuals

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which influence practice related to supporting **individuals** in the community.

Outcome 2 Understand why some individuals may need to be supported

The learner can:

- 1 Identify the potential future pattern of disorders which may affect the lifestyle of **individuals**.
- 2 Describe the potential effects of dysfunction on the lifestyle of **individuals**.
- 3 Explain how increased dependence may affect **individuals**, carers and the provision of services.

Outcome 3 Understand how to ensure individuals receive the support they need from carers

The learner can:

- 1 Explain reasons for linking support with need.
- 2 Explain the importance of establishing partnerships with carers.
- 3 Describe reasons for assessing a carer's strengths and weaknesses with regard to supporting **individuals**.
- 4 Describe the demands placed on a carer.
- 5 Describe potential tensions between the demands placed on a carer and other commitments.
- 6 Identify signs which would indicate potential problems with service delivery.
- 7 Explain how to report concerns regarding the care of an individual.

Outcome 4 Be able to support carers to meet the care needs of individuals

The learner can:

- 1 Inform the carer of the individual's needs and care plan.
- 2 Discuss and agree the type of support needed by the carer for them to meet the individual's care needs.
- 3 Make arrangements for the provision of resources necessary for the carer to support to individual.
- 4 Provide the carer with information on how to contact the care team.
- 5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team.
- 6 Update records related to service delivery agreements in line with local policy and protocol.

Additional guidance

Individuals can be adults, children and young people or older people

HSC3062

**Interact with and support individuals using
telecommunications**



HSC3062

Interact with and support individuals using telecommunications

Level: 3

Credit value: 5

Unit aim

This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

Learning outcomes

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

- 1 Understand the legal and local requirements relating to the use of telecommunications when supporting individuals
- 2 Be able to use telecommunication technology
- 3 Be able to engage with individuals using telecommunications
- 4 Be able to identify and evaluate any risks or dangers for individuals during the interaction
- 5 Be able to terminate the interaction

Guided learning hours

It is recommended that **36** 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 GEN 21

Assessment

This unit must be assessed in accordance with skills for care and development's QCF Assessment Principles. Learning outcome 2, 3, 4 and 5 must be assessed in a real work environment.

HSC3062 Interact with and support individuals using telecommunications

Learning outcomes and assessment criteria

Outcome 1 Understand the legal and local requirements relating to the use of telecommunications when supporting individuals

The learner can:

- 1 Describe the legal and local requirements and policies relevant to the functions being carried out.
- 2 Explain the rights of the individual being supported using telecommunications.

Outcome 2 Be able to use telecommunication technology

The learner can:

- 1 Use different types of telecommunication technology.
- 2 Explain how interactions may differ depending on the type of telecommunication technology used.
- 3 Respond to individuals according to organisational policies.
- 4 Record details of interactions in the appropriate system.

Outcome 3 Be able to engage with individuals using telecommunications

The learner can:

- 1 Engage with the individual without face to face interaction including:
 - providing opportunities to sustain the interaction
 - providing reassurance of continued interest
 - encouraging individuals to share their concerns
 - responding to the individual's immediate requirements at each stage during the interaction
 - recognising where anonymity may encourage them to respond
- 2 Provide information about the service and confirm its appropriateness to the individual.
- 3 Identify the significance of the circumstances the individual is in.
- 4 Encourage callers to provide additional information about their situation or requirements
- 5 Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service.
- 6 Comply with legal and organisational requirements and policies relevant to the functions being carried out.

Outcome 4 Be able to identify and evaluate any risks or dangers for individuals during the interaction

The learner can:

- 1 Identify the types of risks or dangers different individuals might face.
- 2 Evaluate the implications of any risk or dangers facing an individual, including:
 - the circumstances in which the interaction is being made
 - the types of problems which could occur
 - the significance of any signs of increased stress during interactions
 - whether there are any constraints on individuals
 - the appropriate action to deal with any risks, dangers or problems

Outcome 5 Be able to terminate the interaction

The learner can:

- 1 Demonstrate how to end interactions including:
 - identifying when to close the interaction
 - providing clear information to the individual on the reasons for ending the interaction
 - operating to the guidelines and procedures of the organisation
 - explaining what further action may be taken
- 2 Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction.
- 3 Record and check the individual's demographic details.
- 4 Identify why recording and checking details might be required before ending/transferring the call.

CH62

Monitor own work practice in health, social care or children's and young people's setting



CH62 Monitor own work practice in health, social care or children's and young people's setting

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Understand the importance of monitoring work practices
- 2 Be able to prepare to carry out monitoring activities
- 3 Be able to carry out monitoring activities
- 4 Be able to respond to the outcomes of monitoring activities

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

This unit is linked to the GEN23

Assessment

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

CH62 Monitor own work practice in health, social care or children's and young people's setting

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of monitoring work practices

The learner can:

- 1 Explain the statutory and professional standards and codes of practice as applied to own work practice.
- 2 Explain how deviations from agreed working procedures may impact on outcomes to be achieved.
- 3 Explain actions to take and the timescales for responding to cases of non-compliance or variance with quality standards.
- 4 Describe how to access advice and support for quality improvement.

Outcome 2 Be able to prepare to carry out monitoring activities

The learner can:

- 1 Identify and agree the purpose, method and requirements for monitoring work activities and outcomes.
- 2 Allocate monitoring activities at regular intervals consistent with legal, professional and organisational requirements.
- 3 Adjust the frequency of monitoring where necessary to ensure compliance with quality systems and whenever risks are identified.
- 4 Obtain the correct and complete data relevant to the monitoring activity.

Outcome 3 Be able to carry out monitoring activities

The learner can:

- 1 Monitor work activities and outcomes against relevant quality indicators and standards.
- 2 Access information in line with local policy.
- 3 Report any non-compliance or variance in work activities and outcomes against relevant quality indicators.

Outcome 4 Be able to respond to the outcomes of monitoring activities

The learner can:

- 1 Review monitoring results to improve working practices and outcomes.
- 2 Act on any recommendations to improve performance and quality outcomes.
- 3 Review any changes to working practices as required in order to confirm and sustain improvements.
- 4 Maintain clear, accurate and complete records of monitoring activities and outcomes in line with local policies and protocols.

CH63

Carryout transactions in a health facility



CH63 Carryout transactions in a health facility

Level: 3

Credit value: 4

Unit aim

This unit covers dealing with financial transactions within your work area. This involves receiving payments in, making withdrawals and dealing with payment schemes. You will be expected to keep accurate account of the money under your responsibility. This unit is applicable to you if you are required to deal with financial transactions such as petty cash, patient accounts, voluntary and charity shops in a health environment.

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 carrying out of transactions in a health facility
- 2 Be able to carry out financial transactions
- 3 Be able to check completed financial transactions for accuracy
- 4 Be able to deal with any discrepancies in transactions

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 GEN26

Assessment

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

CH63 Carryout transactions in a health facility

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the carrying out of transactions in a health facility

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for carrying out transactions in a health facility.

Outcome 2 Be able to carry out financial transactions

The learner can:

- 1 Check monies are available and within the limits of responsibility before making a withdrawal.
- 2 Complete transactions in line with local policy and protocol to ensure cash flow.
- 3 Store monies and documentation according to local policy and protocols.
- 4 Bank monies according to local policy and protocols.

Outcome 3 Be able to check completed financial transactions for accuracy

The learner can:

- 1 Balance book-keeping entries in line with local policy and protocol.
- 2 Record and receipt received and withdrawn monies using book-keeping methods in accordance with local policy and protocol.
- 3 Check all transactions comply with the local policy and protocols.
- 4 Explain the potential consequences of failing to check payments and withdrawals.

Outcome 4 Be able to deal with any discrepancies in transactions

The learner can:

- 1 Identify any discrepancies in transactions.
- 2 Deal with any discrepancies in transactions in accordance with local policy and protocol.
- 3 Describe actions to take in line with local policy and protocol if there is any possibility of theft or fraud.

CH64

Contribute to effective multidisciplinary team



CH64 Contribute to effective multidisciplinary team working

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Understand the workings of the multidisciplinary team
- 2 Be able to participate in multidisciplinary team working
- 3 Be able to communicate effectively when working in a multidisciplinary team

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

This unit is linked to the GEN39

Assessment

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

CH64 Contribute to effective multidisciplinary team working

Learning outcomes and assessment criteria

Outcome 1 Understand the workings of the multidisciplinary team

The learner can:

- 1 Describe roles and responsibilities within the multidisciplinary team.
- 2 Explain the contribution that different professions can make to the evaluation and planning of patient care.
- 3 Summarise the communication structures in own organisation.

Outcome 2 Be able to participate in multidisciplinary team working

The learner can:

- 1 Identify examples of good and poor practice and make suggestions for improvements to team practice.
- 2 Clarify any team issues and the views of colleagues.
- 3 Provide examples of ways to address issues within the group positively and constructively.
- 4 Record any issues in the team that cannot be resolved, passing this information on to someone who has the authority and capability to reach a solution.
- 5 Identify development needs against the demands of the work role and requirements of the team.

Outcome 3 Be able to communicate effectively when working in a multidisciplinary team

The learner can:

- 1 Provide information on work in progress to enable the team to effectively carry out their work.
- 2 Provide colleagues with help and advice when requested and when this is consistent with other responsibilities.
- 3 Explain how to adapt communication styles in ways which are appropriate to different people.
- 4 Maintain confidentiality of information relating to other members of the team.

CH21

Contribute to the effectiveness of teams



CH21 Contribute to the effectiveness of teams

Level: 2

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Be able to explain the importance of own role and how it contributes to the team performance
- 2 Be able to use feedback to improve personal team performance
- 3 Be able to manage time and commitments effectively
- 4 Be able to establish effective working relationships with all members of the team
- 5 Be able to comply with organisational, national and European legislation

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 occupational standards

This unit is linked to 'Contribute to effectiveness of teams' HSC241.

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

Simulation will not be accepted for these learning outcomes: 1,2,3,5. Simulation will be accepted for learning outcome 4 where no differences of opinion or conflicts arise.

CH21 Contribute to the effectiveness of teams

Learning outcomes and assessment criteria

Outcome 1 Be able to explain the importance of own role and how it contributes to the team performance

The learner can:

- 1 Describe the **team's** overall objectives and purpose.
- 2 Explain how own role and responsibilities contribute to team activities, objectives and purposes.
- 3 Identify other team members, their roles and responsibilities within the team.
- 4 Inform other members in the team of their activities and ideas.

Outcome 2 Be able to use feedback to improve personal team performance

The learner can:

- 1 Use **feedback** or suggestions from others to enable them to improve own practice within the team.
- 2 Propose suggestions or ideas to benefit team members and improve team working.
- 3 Agree, seek support and take responsibility for any development and learning that can help you to interact with the team more effectively.

Outcome 3 Be able to manage time and commitments effectively

The learner can:

- 1 Fulfill own **commitments** to other team members within agreed timescales and according to overall work priorities
- 2 Inform appropriate members when they cannot fulfil commitments within specified timescales.

Outcome 4 Be able to establish effective working relationships with all members of the team

The learner can:

- 1 **Behave** towards other team members in a way that supports the effective functioning of the team.
- 2 Resolve **differences of opinion and conflicts** within the team in ways which respects other team members' points of view.
- 3 Select **appropriate advice and guidance** in order to resolve issues with other team members.
- 4 Support other team members in the completion of activities or objectives.

Outcome 5 Be able to comply with organisational, national and European legislation

The learner can:

- 1 Comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities.
- 2 Comply with current local, UK and European legislation, and organisational requirements, procedures and practices.
- 3 Access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working.

Additional guidance

The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example's from the range, appropriate to the learners' practice. The activities must be the result of real work activities completed by learner and observed on the workplace as indicated in the centre requirements.

Range

- **Team** could include work team, a multidisciplinary team, broader multi agency team.
- **Feedback:** could include written, or verbal, appraisals, review meeting, personal Development plans, tam meetings etc
- **Feedback:** could include written, or verbal, appraisals, review meeting, personal development plans, tam meetings etc
- **Behave:** could include verbal and non verbal communication, sharing tasks, covering others work commitments,
- **Differences of opinion and conflicts:** could include verbal and non verbal communication, written communication, work tasks,
- **Appropriate advice and guidance:** information from manager, supervisor, senior Pharmacy Technician, organisational policies and procedures, legislation

CH65

Liaise between primary, secondary and community teams



CH65 Liaise between primary, secondary and community teams

Level: 3

Credit value: 2

Unit aim

This unit is about drawing on the resources of primary, secondary and community teams for the benefit of individuals who prefer to receive their treatment away from a hospital setting, usually at home.

Learning outcomes

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

- 1 Understand the relationships and tensions between primary, secondary and community teams
- 2 Understand the needs of individuals receiving treatment
- 3 Be able to agree the needs of individuals with primary, secondary and community teams
- 4 Be able to enable effective communication between individuals and primary, secondary and community teams

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

This unit is linked to the GEN44

Assessment

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

CH65 Liaise between primary, secondary and community teams

Learning outcomes and assessment criteria

Outcome 1 Understand the relationships and tensions between primary, secondary and community teams

The learner can:

- 1 Describe roles and responsibilities of those working in primary, secondary and community teams.
- 2 Summarise the potential opportunities and benefits that can arise from co-operation between teams.
- 3 Identify potential conflicts between those who are providing services.
- 4 Identify strategies to deal with any potential conflicts.

Outcome 2 Understand the needs of individuals receiving treatment

The learner can:

- 1 Evaluate the effects of dependence and independence on the individual, carers and the provision of service.
- 2 Describe the significance of an individual's care plan.
- 3 Explain the safe conditions required for effective treatment in a setting outside of the hospital environment.
- 4 Describe the equipment and materials which may be needed by an individual who is receiving treatment at home.
- 5 Identify the potential problems related to equipment and materials which the individual may encounter when carrying out treatment at home.
- 6 Explain how to deal with any potential problems relating to the treatment.
- 7 Summarise local policies and procedures for dealing with any emergency calls from individuals and carers.

Outcome 3 Be able to agree the needs of individuals with primary, secondary and community teams

The learner can:

- 1 Confirm that collaborative working arrangements comply with legal, regulatory and local policies and procedures.
- 2 Confirm that teams are aware of and agree with the individual's needs, goals, aspirations and expectations of remaining independent.
- 3 Implement strategies to deal with any potential conflicts between those who are providing services.

Outcome 4 Be able to enable effective communication between individuals and primary, secondary and community teams

The learner can:

- 1 Confirm that the individual is aware of the variety of people that are supporting them and who may contact them.
- 2 Identify and agree arrangements for contact in order to establish and maintain relationships.
- 3 Seek and gain permission from the individual and carer, where appropriate, to provide relevant information about them to teams that can provide support.
- 4 Check that all teams and individuals have information that is consistent, up-to-date and accurate.
- 5 Pass on information to other members of the team about the detail, sources and manner of the support the individual may wish to receive.

CH66

Collate and communicate health information to individuals



CH66 Collate and communicate health information to individuals

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals
- 2 Be able to identify the information to be collated and communicated
- 3 Be able to communicate health information

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

This unit is linked to the GEN62

Assessment

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

CH66 Collate and communicate health information to individuals

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with **information governance**.
- 2 Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information.
- 3 Explain the ethics concerning confidentiality, and the tensions which may exist between an individual's request for information and the organisation's responsibilities within **information governance**.

Outcome 2 Be able to identify the information to be collated and communicated

The learner can:

- 1 Respond to individual needs in accordance with **clinical governance** and local policies and protocols.
- 2 Confirm the purpose of the communication and needs of the recipients.
- 3 Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to **information governance**.
- 4 Use relevant secure sources to access the required health information.

Outcome 3 Be able to communicate health information

The learner can:

- 1 Communicate with the individual and relevant carers or family at a pace and level appropriate to their understanding.
- 2 Identify and overcome any barriers to communication.
- 3 Present health information in a format that is consistent with the individual's level of understanding, culture, background and preferred ways of communicating.
- 4 Actively listen to the recipients' reactions to information provided and clarify any issues raised.
- 5 Confirm that the information needs of the recipient have been met.
- 6 Record the outcome of the communication by updating records in line with policies and protocols.

Additional guidance

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

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

CH67

Manage the availability of physical resources to meet service delivery needs in a health



CH67 Manage the availability of physical resources to meet service delivery needs in a health

Level: 3

Credit value: 5

Unit aim

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

Learning outcomes

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

- 1 Understand how to manage the availability and use of physical resources in a health setting
- 2 Know factors which may have an effect on use of resources in a health setting
- 3 Be able to manage the availability and use of physical resources to meet service delivery needs

Guided learning hours

It is recommended that **33** 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 GEN 64

Assessment

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

CH67 Manage the availability of physical resources to meet service delivery needs in a health

Learning outcomes and assessment criteria

Outcome 1 Understand how to manage the availability and use of physical resources in a health setting

The learner can:

- 1 Describe legal and organisational requirements for selecting suppliers.
- 2 Explain the need for confidentiality in the use of physical resources.
- 3 Identify links between work activities and the supplies needed.
- 4 Describe methods of monitoring supplies to ensure quality and quantity.
- 5 Explain why team members should be empowered to take responsibility for their own use of physical resources.
- 6 Discuss the corrective action to take when experiencing problems with obtaining supplies.
- 7 Describe ways of agreeing amendments to orders when resource needs cannot be fully met.

Outcome 2 Know factors which may have an effect on use of resources in a health setting

The learner can:

- 1 Describe the potential impact of resource usage on the environment.
- 2 Describe legal and organisational requirements for minimising the impact resources usage has on the environment.
- 3 Describe organisational requirements for controlling resource usage.

Outcome 3 Be able to manage the availability and use of physical resources to meet service delivery needs

The learner can:

- 1 Identify specific physical resources to meet service delivery needs.
- 2 Select a supplier/s in line with local policy and protocol.
- 3 Negotiate with a supplier/s in a way that maintains good relations with them.
- 4 Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full.
- 5 Monitor the use of resources at appropriate intervals in line with local policy and protocol.

CH68

Make recommendations for the use of physical resources in a health setting



CH68 Make recommendations for the use of physical resources in a health setting

Level: 3

Credit value: 5

Unit aim

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet health service delivery needs. The learner will have the opportunity to develop knowledge, understanding and skills required to prepare budgetary proposals for expenditure for physical resources needed to meet health service delivery needs.

Learning outcomes

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

- 1 Understand how to make recommendations for the use of physical resources in a health setting
- 2 Be able to gather and interpret information to inform expenditure proposals, in line with organisational plans and objectives
- 3 Be able to present proposals for expenditure for physical resources to stakeholders
- 4 Be able to negotiate proposals for expenditure for physical resources with stakeholders

Guided learning hours

It is recommended that **33** 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 GEN65

Assessment

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

CH68 Make recommendations for the use of physical resources in a health setting

Learning outcomes and assessment criteria

Outcome 1 Understand how to make recommendations for the use of physical resources in a health setting

The learner can:

- 1 Explain own role and responsibilities in relation to making recommendations for the use of physical resources.
- 2 Explain the types of information required in order to make recommendations for the use of physical resources.
- 3 Explain local plans and objectives in relation to programmes of work.
- 4 Identify possible trends and developments which might influence future expenditure.
- 5 Explain the principles and methods which underpin budgetary control.

Outcome 2 Be able to gather and interpret information to inform expenditure proposals, in line with organisational plans and objectives

The learner can:

- 1 Gather information to inform proposals for expenditure.
- 2 Identify the level of physical resources required to maintain an effective service.
- 3 Demonstrate the use of cost-benefit analysis.
- 4 Collate suggestions for future expenditure from key stakeholders.
- 5 Interpret any data gathered to inform expenditure proposal.
- 6 Set targets and standards for the use of resources.
- 7 Outline proposed methods of monitoring expenditure.

Outcome 3 Be able to present proposals for expenditure for physical resources to stakeholders

The learner can:

- 1 Prepare and present proposals for expenditure to stakeholders.
- 2 Summarise the expected benefits and any potential negative consequences of proposed expenditure.
- 3 Justify financial proposals, based on information gathered.
- 4 Provide an explanation to stakeholders why any other options for future expenditure have been rejected.

Outcome 4 Be able to negotiate proposals for expenditure for physical resources with stakeholders

The learner can:

- 1 Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary.
- 2 Conclude negotiations with stakeholders within the agreed timescale.
- 3 Use verbal and non verbal skills to maintain positive relations with stakeholders.

CH69

Control the use of physical resources in a health setting



CH69 Control the use of physical resources in a health setting

Level: 3

Credit value: 3

Unit aim

This unit is aimed at those who are responsible for controlling the use of physical resources in a health service. The learner will have the opportunity to develop knowledge, understanding and skills required to manage and monitor expenditure and resource usage, in line with local policy and protocol.

Learning outcomes

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

- 1 Understand how to control the use of physical resources in a health setting in line with local policy and protocol
- 2 Be able to advise team members on the control of expenditure and physical resource usage in a health setting
- 3 Be able to monitor expenditure and physical resource usage in a health setting

Guided learning hours

It is recommended that **25** 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 GEN 66

Assessment

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

CH69 Control the use of physical resources in a health setting

Learning outcomes and assessment criteria

Outcome 1 Understand how to control the use of physical resources in a health setting in line with local policy and protocol

The learner can:

- 1 Explain the principles and systems which underpin expenditure control.
- 2 Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions.
- 3 Describe corrective action to take in response to actual variations from agreed budget.
- 4 Describe corrective action to take in response to potential variations from agreed budgets.
- 5 Describe how to respond to requests for additional expenditure, in line with local policy and protocol.
- 6 Describe the importance of effective expenditure control.
- 7 Describe the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this.

Outcome 2 Be able to advise team members on the control of expenditure and physical resource usage in a health setting

The learner can:

- 1 Prepare advisory information for team members on the control of expenditure and resource usage.
- 2 Set targets for team members to take responsibility for monitoring and controlling expenditure.

Outcome 3 Be able to monitor expenditure and physical resource usage in a health setting

The learner can:

- 1 Monitor expenditure and physical resource use against local targets.
- 2 Control expenditure and physical resource use in line with budgets and local requirements, including taking action in response to actual or potential variations from budget.

CH70

Prepare and reproduce permanent radiographic images



CH70 Prepare and reproduce permanent radiographic images

Level: 3

Credit value: 4

Unit aim

This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures. It includes the production and reproduction of original and duplicate images (such as copies, slides and miniatures) for all radiographic imaging modalities. This unit is designed to be applicable in all settings where permanent radiographic images are produced.

Learning outcomes

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

- 1 Understand the legislation and codes of practice related to the preparation and reproduction of radiographic images
- 2 Understand the materials and techniques involved in preparing and reproducing permanent images
- 3 Be able to prepare equipment and materials to process radiographic images
- 4 Be able to carry out the processing of radiographic images
- 5 Be able to monitor the processing procedure for radiographic images

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 GEN73

Assessment

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

CH70 Prepare and reproduce permanent radiographic images

Learning outcomes and assessment criteria

Outcome 1 Understand the legislation and codes of practice related to the preparation and reproduction of radiographic images

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for preparing and reproducing permanent radiographic images.

Outcome 2 Understand the materials and techniques involved in preparing and reproducing permanent images

The learner can:

- 1 Explain why radiographic images and other materials must be handled carefully.
- 2 Explain why radiographic images and other materials must be correctly identified and labelled.
- 3 Explain the types and amounts of materials to use with different processors.
- 4 Explain how to prepare materials for use with different processors.
- 5 Explain the equipment, materials and systems to use for different radiographic image production and reproduction processes.
- 6 Explain the different stages of film processing and preparation.
- 7 Explain the procedures associated with using different radiographic image production and reproduction equipment and materials.

Outcome 3 Be able to prepare equipment and materials to process radiographic images

The learner can:

- 1 Confirm that the equipment is in good working order and fully operational prior to use.
- 2 Select image production and reproduction materials or systems appropriate to the modality, type of permanent image required and the method of image storage.
- 3 Monitor and maintain heating, lighting, ventilation and humidity at correct levels for the Process and the materials being used.

Outcome 4 Be able to carry out the processing of radiographic images

The learner can:

- 1 Operate and handle equipment, materials or systems in line with local policy and protocol.
- 2 Explain how to identify and remedy any faults or minimise any damage to equipment and materials.
- 3 Label images where they are not automatically identified in line with local policy and protocol.
- 4 Prepare radiographic images for distribution.

Outcome 5 Be able to monitor the processing procedure for radiographic images

The learner can:

- 1 Monitor heating, lighting, ventilation and humidity at correct levels for the process and the materials being used throughout procedure.
- 2 Confirm the quality of permanent radiographic images in line with local standards and protocol.
- 3 Record where the quality of permanent radiographic images does not meet local standards and protocol.
- 4 Explain the remedial action to take if the quality of any image does not meet local standards and protocol.
- 5 Explain why the quality of processing equipment and procedures must be regularly monitored.

CH71

Assure the effective functioning of radiographic image processing equipment



CH71 Assure the effective functioning of radiographic image processing equipment

Level: 3

Credit value: 4

Unit aim

This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures. It covers the monitoring and maintenance work required for quality assurance within an imaging department, though it does not include actual repairs to equipment. This unit is designed to be applicable in all environments where permanent images are produced.

Learning outcomes

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

- 1 Understand the legislation, policy and good practice guidelines related to assuring the effective functioning of radiographic image processing equipment
- 2 Understand the procedures and techniques involved in radiographic image processing equipment
- 3 Be able to monitor the functioning of radiographic image processing equipment and environments
- 4 Be able to report on the functioning of radiographic image processing equipment

Guided learning hours

It is recommended that **25** 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 GEN74

Assessment

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

CH71 Assure the effective functioning of radiographic image processing equipment

Learning outcomes and assessment criteria

Outcome 1 Understand the legislation, policy and good practice guidelines related to assuring the effective functioning of radiographic image processing equipment

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the functioning of radiographic image processing equipment.

Outcome 2 Understand the procedures and techniques involved in radiographic image processing equipment

The learner can:

- 1 Explain how to prepare and handle quality assurance equipment and materials.
- 2 Explain the optimum frequency of quality control tests on equipment.
- 3 Explain how to monitor radiographic image processing equipment and memory.
- 4 Explain how to **maintain** radiographic image processing equipment.

Outcome 3 Be able to monitor the functioning of radiographic image processing equipment and environments

The learner can:

- 1 Prepare monitoring equipment and materials in line with health and safety guidance.
- 2 Use monitoring equipment and materials in line with health and safety guidance.
- 3 Obtain sufficient information to allow the quality and reliability of equipment and procedures to be accurately assessed.
- 4 Monitor the functioning of radiographic image **processing equipment and environments** In line with local policy and protocol.
- 5 Carry out any digital cleansing in line with local policy and procedures.

Outcome 4 Be able to report on the functioning of radiographic image processing equipment

The learner can:

- 1 Record the results of monitoring in line with local policy and procedures.
- 2 Describe how to investigate where any monitoring reveals actual or potential defects in equipment.
- 3 Describe how to report results of any investigation into actual or potential defects in line with local policy and procedure.
- 4 Store monitoring records in line with local policy and procedure.

Additional guidance

Maintain refers to the routine maintenance of effective functioning, including cleaning, but does not include carrying out repairs to equipment

Processing equipment and environments include:

image processors
packs for digital images
processing areas

CH72

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



CH72 Perform first line calibration on clinical equipment to ensure it is fit for use

Level: 3

Credit value: 3

Unit aim

This unit relates to first line calibration of specific equipment prior to clinical use. Individuals will be able to calibrate equipment for use in their own healthcare context. Individuals can use the standard for each type of equipment within the scope of their normal work activity. This is not intended for use following major repair or service.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role
- 2 Understand the procedures involved in the calibration of equipment
- 3 Be able to run tests on equipment
- 4 Be able to conclude and report on tests on equipment

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

This unit is linked to the GEN77

Assessment

This unit must be assessed in line with Skills for Health QCF Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment. Simulation is not acceptable.

CH72 Perform first line calibration on clinical equipment to ensure it is fit for use

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect clinical practice in relation to first line calibration.
- 2 Describe the standard operating procedures and policies and explain their importance.

Outcome 2 Understand the procedures involved in the calibration of equipment

The learner can:

- 1 Explain the importance of accuracy and precision when calibrating equipment.
- 2 Explain how to check for validity and reliability when calibrating equipment.
- 3 Identify the common faults in equipment and explain the corrective action that should be taken.
- 4 Explain how to recognise the factors which could affect safety or pose a risk associated with the use of equipment.
- 5 Identify the corrective action that should be taken.

Outcome 3 Be able to run tests on equipment

The learner can:

- 1 Undertake tests/checks to confirm the operational status of **equipment**.
- 2 Select **reference material** to **calibrate** equipment for operation.
- 3 Use standards to undertake the calibration of equipment for the intended purpose.
- 4 Follow procedures to confirm the accuracy, precision and operational effectiveness of equipment.
- 5 Confirm the equipment is suitable and ready to use.

Outcome 4 Be able to conclude and report on tests on equipment

The learner can:

- 1 Record the validity and reliability of the calibration procedure.
- 2 Identify any equipment that does not meet calibration standards and take action to prevent accidental use.
- 3 Notify the appropriate person of the status of equipment following calibration, seeking advice as necessary.

Additional guidance

Equipment

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

Calibration eg

Daily

Weekly

Monthly

New kits

New Reagents

Quality control protocols

Reference material may be:
solutions
test strips
electronic sensors



CH73

Conduct routine maintenance on clinical equipment



CH73 Conduct routine maintenance on clinical equipment

Level: 3

Credit value: 4

Unit aim

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

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment
- 2 Understand the procedures involved in conducting routine maintenance on clinical equipment
- 3 Be able to prepare to carry out routine maintenance on clinical equipment
- 4 Be able to carry out routine maintenance on clinical equipment
- 5 Be able to report and record on routine maintenance carried out on clinical equipment

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 GEN78

Assessment

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

CH73 Conduct routine maintenance on clinical equipment

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for conducting routine maintenance on clinical equipment.

Outcome 2 Understand the procedures involved in conducting routine maintenance on clinical equipment

The learner can:

- 1 Describe the frequency of maintenance for clinical equipment in own scope of activity.
- 2 Explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment.
- 3 Explain the requirements for routine **preventative and/or first line corrective maintenance**.
- 4 Explain the factors affecting decisions on maintenance activity.
- 5 Explain a fault and error message diagnosis and actions to take.
- 6 Explain the type and range of records required for maintenance of equipment.

Outcome 3 Be able to prepare to carry out routine maintenance on clinical equipment

The learner can:

- 1 Prioritise action based on maintaining services.
- 2 Access relevant data from technical or supporting manuals to assist with routine maintenance.
- 3 Apply **standard precautions for infection control** prior to maintenance.
- 4 Confirm equipment is correctly set up for preventive and/or first line corrective maintenance/fault diagnosis activities.

Outcome 4 Be able to carry out routine maintenance on clinical equipment

The learner can:

- 1 Notify any issues affecting the preventive and/or first line corrective maintenance and their impact on delivery of services to colleagues in line with local policy and protocol.
- 2 Assess decontamination status and requirements of the equipment to be maintained.
- 3 Conduct planned preventive and/or first line corrective maintenance in line with local policy and protocol.
- 4 Check equipment is functioning against operational parameters to confirm operational status.
- 5 Seek advice or support when preventive and/or first line corrective maintenance activity falls outside own level of expertise.
- 6 Dispose of waste materials in accordance with local policy and protocol.

CH74

Coordinate the progress of individuals through care pathways



CH74 Coordinate the progress of individuals through care pathways

Level: 3

Credit value: 4

Unit aim

This unit is about coordinating the effective management of individuals through care or patient pathways within any health or social care environment or context. Pathways are determined by the specific needs of the individual and their condition.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice related to coordinating the progress of individuals through care pathways
- 2 Understand the requirements for the coordination of individuals through care pathways
- 3 Be able to coordinate the progress of individuals through care pathways

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 GEN79

Assessment

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

CH74 Coordinate the progress of individuals through care pathways

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to coordinating the progress of individuals through care pathways

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the coordination of the progress of individuals through **care pathways**.
- 2 Explain the roles and responsibilities of self and others involved in the delivery of **care pathways**.
- 3 Explain why individuals' priorities are reviewed and the frequency with which this should be undertaken.
- 4 Describe the protocols for prioritising care and treatment in relation to own role.

Outcome 2 Understand the requirements for the coordination of individuals through care pathways

The learner can:

- 1 Describe the stages of an individual's **care pathway**.
- 2 Describe ways in which individuals accessing services can be managed and optimised.
- 3 Describe ways to maintain individual safety when supporting the operation of **care pathways**.
- 4 Identify the **resources** required for the transfer of individuals along **care pathways**.
- 5 Identify any actions required to overcome these problems.

Outcome 3 Be able to coordinate the progress of individuals through care pathways

The learner can:

- 1 Communicate accurate information regarding the individual, their needs and treatment as the individual is transferred to the care of colleagues, other departments or services.
- 2 Identify actions required when there is any deviation from the planned pathway.
- 3 Update records, store and share documentation and information in line with local policy and protocol.
- 4 Coordinate aspects of the **care pathway** in line with local policy and protocol.
- 5 Assess any problems that arise as an individual moves along the **care pathway**.

Additional guidance

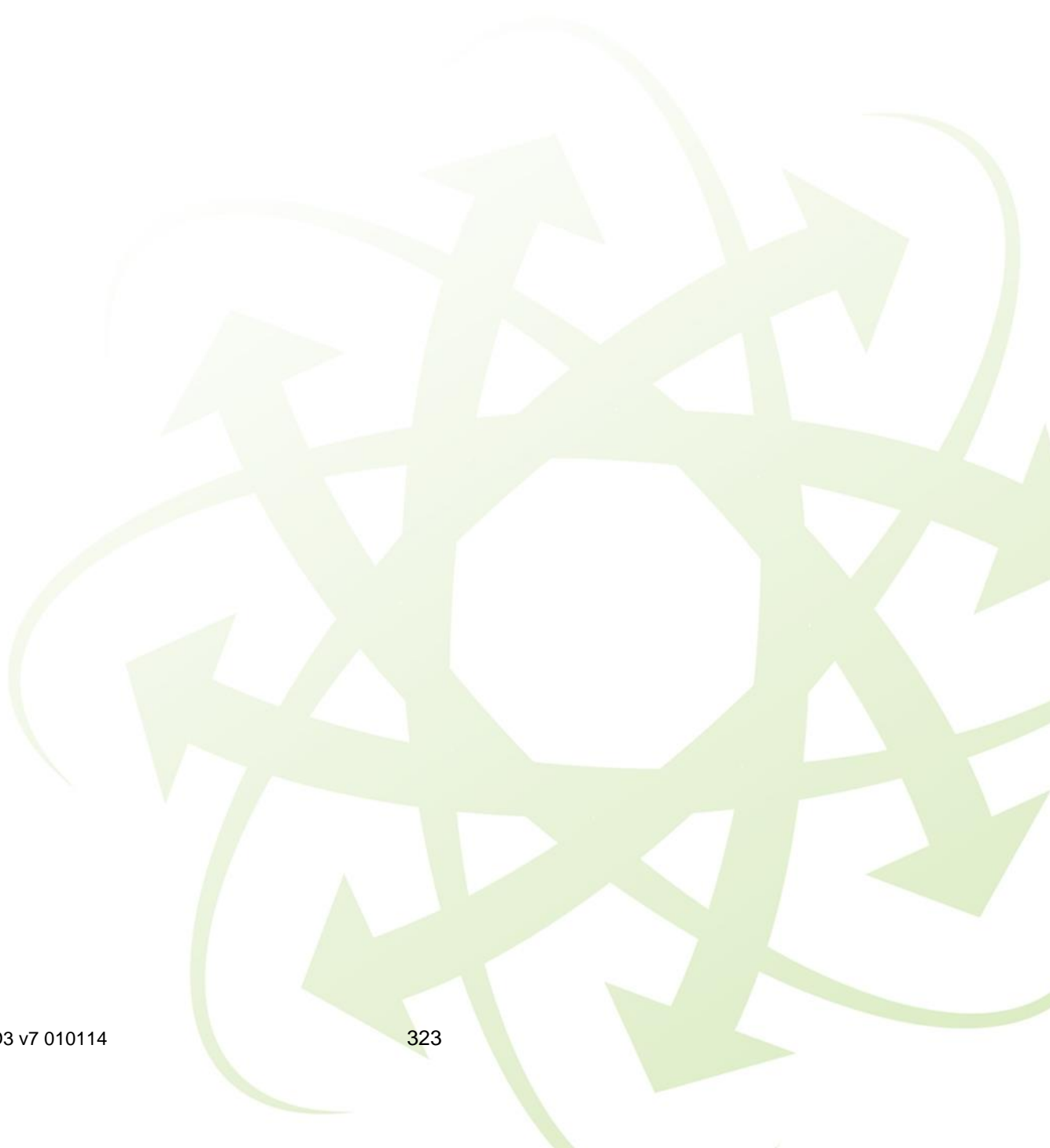
Care or Patient pathway

Represents every aspect of the individual's care from their initial presentation through to the successful resolution of their health care needs, their discharge or their death.

Resources may include
people/practitioners
physical resources
services and facilities

CH75

Identify information requirements in a health context



CH75 Identify information requirements in a health context

Level: 3

Credit value: 4

Unit aim

This unit is about identifying and specifying data and information requirements. The work covered in this unit could be carried out on a routine basis or could be for ad hoc requirements. The data and information provided is specific to clinical and health environments.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice related to identifying data requirements in a health context
- 2 Be able to find and select data requirements in a health context
- 3 Be able to prepare resources to retrieve the agreed data and information

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 HI6

Assessment

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

CH75 Identify information requirements in a health context

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to identifying data requirements in a health context

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for information management in a health context.
- 2 Describe the **health and business context** for data and information requirements.
- 3 Explain the different ways in which routine and ad hoc data and information are used in a health context.

Outcome 2 Be able to find and select data requirements in a health context

The learner can:

- 1 Respond to the target audiences needs for the data and information.
- 2 Consult with colleagues and the target audience to identify requirements for data and information.
- 3 Describe the objectives and purpose of the data.
- 4 Describe any sensitivity of the data and information involved.
- 5 Identify the data and information available.
- 6 Gain agreement to access the sources of data and information identified.
- 7 Select the data and information relevant to the target audience.
- 8 Describe any data limitations which may constrain the audiences requirements.
- 9 Describe any system limitations which may constrain the audiences requirements.

Outcome 3 Be able to prepare resources to retrieve the agreed data and information

The learner can:

- 1 Identify any variables that may affect the data and information to be provided.
- 2 Check the audience understands the meaning and significance of any variables.
- 3 Agree conformity with information governance in line with local policy and protocol.
- 4 Identify the resources required and the limitations, assumptions, costs and timescales that will affect the work to be carried out.
- 5 Record the details required for the specification in line with local policy and protocol.
- 6 Agree reporting responsibilities and mechanisms with the target audience.
- 7 Describe the classification systems, coding classifications and terminology used in a health context.
- 8 Explain how to identify audience requirements for data and information.
- 9 Describe ways in which it is or is not possible to meet requirements for data and information.
- 10 Describe ways in which data and information is grouped in a health context.

Additional guidance

Health and business context may include:

clinical impact
patient safety issues
productivity measures

Data standards may include consistency regarding
sources
validity
reliability
completeness
terminology
acronyms
purpose
templates
conventions



CH76

Analyse and present health related data and information



CH76 Analyse and present health related data and information

Level: 3

Credit value: 4

Unit aim

This unit is about analysing data and information in a health context, and presenting the outputs of the analysis to key people. The unit also involves reviewing and presenting outputs of analysis carried out.

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 analysis and presentation of health related data and information
- 2 Be able to prepare to analyse data and information and present outputs in a health context
- 3 Be able to carry out analysis of data and information
- 4 Be able to review and present outputs of the analysis

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 HI8

Assessment

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

CH76 Analyse and present health related data and information

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the analysis and presentation of health related data and information

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the analysis and presentation of health related data and information.
- 2 Describe the **health and business context** for data and information requirements.
- 3 Explain the importance of the quality of data and information in a health context.

Outcome 2 Be able to prepare to analyse data and information and present outputs in a health context

The learner can:

- 1 Describe **tools and techniques** data and information.
- 2 Assess the available tools and techniques for their relevance and applicability to the work being carried out.
- 3 Select tools and techniques paying attention to the quality of the data and information available.
- 4 Determine the resources required to apply the selected tools and techniques.
- 5 Record the rationale for the selection of tools and techniques.

Outcome 3 Be able to carry out analysis of data and information

The learner can:

- 1 Check conformity with information governance in line with local policy and protocol.
- 2 Analyse the data and information using the selected tools and techniques.
- 3 Identify and highlight any anomalies and limitations in the data analysis or information.
- 4 Summarise and draw justifiable conclusions from the analysis.

Outcome 4 Be able to review and present outputs of the analysis

The learner can:

- 1 Inform the appropriate person(s) where there are any implications that require decision making.
- 2 Clarify any assumptions made and degrees of uncertainty in the data and information.
- 3 Record changes to the source data and information in line with local policy and protocol.
- 4 Select a presentation method that is appropriate to the data and information and audience.
- 5 Present the outputs of the analysis in line with local policy and protocol.

Additional guidance

Tools and techniques are used to analyse data and information. These will vary according to the data and information that is being analysed and the learner's area of work

Health and business context may include:

clinical impact
patient safety issues
productivity measures

Data standards may include consistency regarding
sources
validity
reliability
completeness
terminology
acronyms
purpose
templates
conventions



CH77

Produce coded clinical data for external audit purposes



CH77 Produce coded clinical data for external audit purposes

Level: 3

Credit value: 5

Unit aim

This unit is about producing coded clinical data to comply with an external audit of data and information. Clinical data can include patient, subject or research information. The standard does not cover carrying out an audit, which is dealt with separately.

Learning outcomes

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

- 1 Understand current legislation, national guidelines, policies, protocols and good practice related to producing coded clinical data for an external audit
- 2 Understand procedures involved in producing clinical data
- 3 Be able to prepare to produce coded clinical data
- 4 Be able to carry out the production of coded clinical data
- 5 Be able to complete the production procedure

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 HI11

Assessment

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

CH77 Produce coded clinical data for external audit purposes

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to producing coded clinical data for an external audit

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for clinical coding at local and national levels.

Outcome 2 Understand procedures involved in producing clinical data

The learner can:

- 1 Explain the meaning of a range of clinical terminology.
- 2 Describe the importance of the sequence of codes, the primary diagnosis and procedures/interventions.
- 3 Describe a **range of uses** of clinical coded data.
- 4 Describe ways in which health records are assembled and used.
- 5 Describe where to find a range of sources of clinical data.

Outcome 3 Be able to prepare to produce coded clinical data

The learner can:

- 1 Explain how and where to access information relating to clinical terminology.
- 2 Describe how rules and conventions are applied to clinical data to achieve clinical codes.
- 3 Explain the ways in which classifications and nomenclatures are used in clinical coding.
- 4 Agree a timescale for producing coded clinical data.
- 5 Identify clinical data after searching the health records.
- 6 Extract the clinical data identified.
- 7 Identify any requirements for additional clinical data.
- 8 Access any additional clinical data.

Outcome 4 Be able to carry out the production of coded clinical data

The learner can:

- 1 Explain when and how to refer any issues concerning the clarity and accuracy of the clinical data to the appropriate person for resolution.
- 2 Evaluate any procedures, interventions and investigations carried out to establish the primary procedure and any relevant secondary procedures.
- 3 Establish the level of detail of clinical data to meet national standards.

Outcome 5 Be able to complete the production procedure

The learner can:

- 1 Establish the correct sequence and order of codes related to a single episode in accordance with national standards.
- 2 Record data in line with local policy and protocol.
- 3 Enter data into the system in line with local policy and protocol.
- 4 Complete the process of assigning the correct codes from clinical data within agreed timescales.
- 5 Select the classification cross map in accordance with national rules and standards from an identified clinical concept.

Additional guidance

A **range of uses** of clinical coded data may include:

national statistics

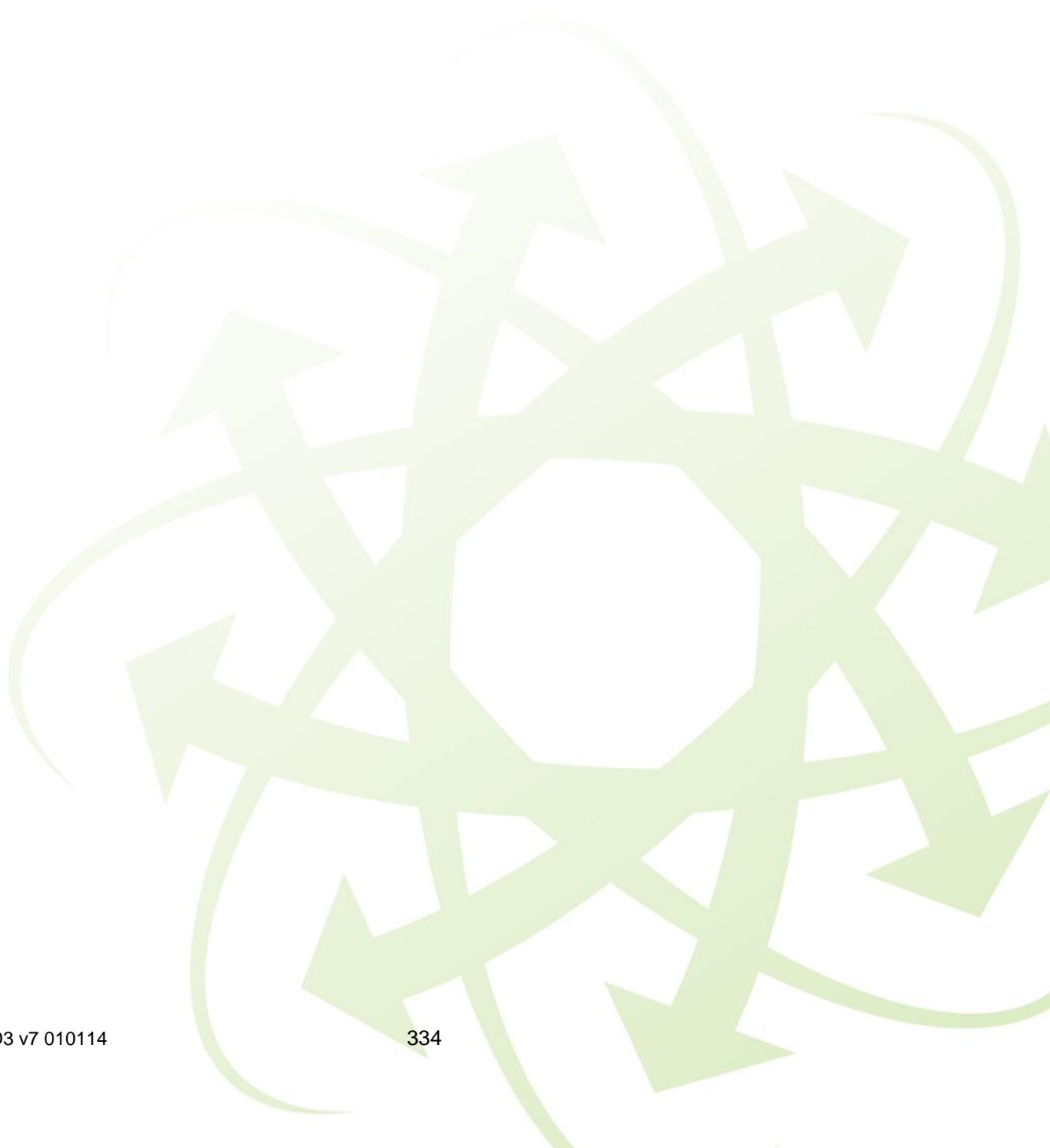
clinical audit

clinical research

epidemiology

managerial decision making

cost referencing



CH78

Prepare, conduct and report the results of a clinical coding audit



CH78 Prepare, conduct and report the results of a clinical coding audit

Level: 3

Credit value: 5

Unit aim

This unit is about conducting a clinical coding audit. You will need to be able to prepare for the audit by carrying out pre-audit interviews, analysing pre-audit questionnaires and agreeing aims and objectives with health professionals. You will then need to implement agreed audit methodologies looking at both the clinical coding and the supporting operational processes that facilitate the coding function. Analysis of the audit findings will inform the outline of conclusions and recommendations.

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 reporting on the results of a clinical coding audit
- 2 Be able to prepare to carry out a clinical coding audit
- 3 Be able to carry out a clinical coding audit
- 4 Be able to record and present the results of a clinical coding audit

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 HI12

Assessment

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

CH78 Prepare, conduct and report the results of a clinical coding audit

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to reporting on the results of a clinical coding audit

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the production of a clinical coding audit at local and national levels.
- 2 Describe the clinical coding audit process in accordance with local and national standards.
- 3 Describe the impact of the clinical audit process on data validation.

Outcome 2 Be able to prepare to carry out a clinical coding audit

The learner can:

- 1 Conduct pre-interviews with health professionals.
- 2 Analyse pre-audit questionnaires.
- 3 Agree the scope of the piece of work with health professional(s).
- 4 Agree a timescale for the piece of work.
- 5 Define the audit methodologies.
- 6 Implement the audit methodologies.
- 7 Locate and abstract the specified audit data according to national standards.
- 8 Describe how clinical data is indexed, stored and cross mapped to clinical terms within classification systems.
- 9 Describe how to use information systems and technologies to analyse and present data.
- 10 Explain the importance of sequence codes and the primary diagnosis.

Outcome 3 Be able to carry out a clinical coding audit

The learner can:

- 1 Carry out data validation according to national standards.
- 2 Examine supporting operational processes.
- 3 Analyse the audit data.
- 4 Complete auditing processes within the agreed timescale.
- 5 Describe where the best sources of clinical data may be found.

Outcome 4 Be able to record and present the results of a clinical coding audit

The learner can:

- 1 Complete records in line with local policy and protocol.
- 2 Explain how health records are assembled and used.
- 3 Present the audit data.
- 4 Produce a final report in line with local policy and protocol.

CH79

Examine the feet of individuals with diabetes



CH79 Examine the feet of individuals with diabetes

Level: 3

Credit value: 4

Unit aim

This unit is aimed at those who conduct foot examinations on individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to conduct a foot examination and to communicate with individuals regarding how diabetes can affect foot health.

Learning outcomes

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

- 1 Understand good practice in diabetic foot care
- 2 Understand the factors affecting foot health in individuals with diabetes
- 3 Be able to prepare to conduct an examination on the feet of individuals who have diabetes
- 4 Be able to conduct an examination on the feet of an individual with diabetes
- 5 Be able to report the outcome of foot examinations

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 HAS3.1

Assessment

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

CH79 Examine the feet of individuals with diabetes

Learning outcomes and assessment criteria

Outcome 1 Understand good practice in diabetic foot care

The learner can:

- 1 Summarise national and local guidelines on diabetes healthcare.
- 2 Describe local referral pathways for foot health.
- 3 Explain how to gather necessary information from the individual prior to conducting an examination.
- 4 Explain how to inform the individual/carer about the relationship between diabetes and foot health.
- 5 Explain how to work in partnership with individuals/carers.

Outcome 2 Understand the factors affecting foot health in individuals with diabetes

The learner can:

- 1 Explain the causes of diabetes.
- 2 Describe the signs and symptoms of diabetes.
- 3 Identify the risks of diabetes to foot health.
- 4 Explain the importance of footwear to foot health for individuals with diabetes.
- 5 Explain the impact of nutrition, health and physical exercise on an individual with diabetes.

Outcome 3 Be able to prepare to conduct an examination on the feet of individuals who have diabetes

The learner can:

- 1 Confirm the individual's identity and gain **valid consent** prior to beginning the examination.
- 2 Gather information about the individual's general health, including any relevant symptoms.
- 3 Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes.

Outcome 4 Be able to conduct an examination on the feet of an individual with diabetes

The learner can:

- 1 Apply health and safety measures relevant to the procedure and environment.
- 2 Apply standard precautions for infection control.
- 3 Explain the foot examination process to the individual.
- 4 Select the equipment used to examine foot health.
- 5 Use tools to assess for peripheral sensory neuropathy.
- 6 Palpate pedal pulses to assess for peripheral vascular disease.
- 7 Check feet for gross deformities, trauma, current infection and ulcerations.
- 8 Examine the individual's footwear to assess suitability and risk status.
- 9 Advise the individual/carer about how diabetes can affect foot health.
- 10 Assess factors which may limit an individual's ability to self-care.

Outcome 5 Be able to report the outcome of foot examinations

The learner can:

- 1 Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified.
- 2 Obtain and pass on relevant information on individual's care requirements to other team members in line with local policy and protocol.

CH80

Provide advice on foot care for individuals with diabetes



CH80 Provide advice on foot care for individuals with diabetes

Level: 3

Credit value: 3

Unit aim

This unit is aimed at those who care for individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to provide advice to individuals with diabetes in order to help them care for their feet.

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

- 1 Understand good practice in diabetic foot care
- 2 Understand the factors affecting foot health in individuals with diabetes
- 3 Be able to discuss foot examination results with individuals/carers
- 4 Be able to advise individuals/carers on the management of foot health
- 5 Be able to complete records

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 HAS3.2.

Assessment

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

CH80 Provide advice on foot care for individuals with diabetes

Learning outcomes and assessment criteria

Outcome 1 Understand good practice in diabetic foot care

The learner can:

- 1 Summarise national and local guidelines on diabetes healthcare.
- 2 Describe local referral pathways for foot health.

Outcome 2 Understand the factors affecting foot health in individuals with diabetes

The learner can:

Explain the causes of diabetes.

- 1 Describe the signs and symptoms of diabetes.
- 2 Identify the risks of diabetes to foot health.
- 3 Explain the importance of footwear to foot health for individuals with diabetes.
- 4 Explain the impact of nutrition, health and physical exercise on an individual with diabetes.
- 5 Explain the treatment options for specific foot disorders often experienced by individuals with diabetes.

Outcome 3 Be able to discuss foot examination results with individuals/carers

The learner can:

- 1 Discuss the results of the foot examination with the individual/carer.
- 2 Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests.

Outcome 4 Be able to advise individuals/carers on the management of foot health

The learner can:

- 1 Discuss with the individual/carer the best options for managing foot health
- 2 Provide written information on foot health to support the individual/carer

Outcome 5 Be able to complete records

The learner can:

- 1 Update records in line with local policy and protocol.
- 2 Record any actions to be taken by the individual/carer and other members of the care team.

HSC2007

Support independence in the tasks of daily living



HSC2007 Support independence in the tasks of daily living

Level: 2

Credit value: 5

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 support individuals in the tasks of daily living and promote their independence in these areas.

Learning outcomes

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

- 1 Understand principles for supporting independence in the tasks of daily living
- 2 Be able to establish what support is required for daily living tasks
- 3 Be able to provide support for planning and preparing meals
- 4 Be able to provide support for buying and using household and personal items
- 5 Be able to provide support for keeping the home clean and secure
- 6 Be able to identify and respond to changes needed in support for daily living tasks

Guided learning hours

It is recommended that **33** 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 27, HSC 29.

Assessment

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

HSC2007 Support independence in the tasks of daily living

Learning outcomes and assessment criteria

Outcome 1 Understand principles for supporting independence in the tasks of daily living

The learner can:

- 1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living.
- 2 Explain how active participation promotes independence in the tasks of daily living.
- 3 Describe how daily living tasks may be affected by an individual's culture or background.
- 4 Explain the importance of providing support that respects the individual's culture and preferences.
- 5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living.
- 6 Explain why it is important to establish roles and responsibilities for providing support.

Outcome 2 Be able to establish what support is required for daily living tasks

The learner can:

- 1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working.
- 2 Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks.
- 3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks.

Outcome 3 Be able to provide support for planning and preparing meals

The learner can:

- 1 Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences.
- 2 Support the individual to store food safely.
- 3 Support the individual to prepare food in a way that promotes active participation and safety.

Outcome 4 Be able to provide support for buying and using household and personal items

The learner can:

- 1 Identify different ways of buying household and personal items.
- 2 Work with the individual to identify household and personal items that are needed.
- 3 Support the individual to buy items in their preferred way.
- 4 Support the individual to store items safely.
- 5 Support the individual to use items safely.

Outcome 5 Be able to provide support for keeping the home clean and secure

The learner can:

- 1 Support the individual to keep their home clean, in a way that promotes active participation and safety.
- 2 Describe different risks to home security that may need to be addressed.
- 3 Support the individual to use agreed security measures.

Outcome 6 Be able to identify and respond to changes needed in support for daily living tasks

The learner can:

- 1 Enable the individual to express views about the support provided to increase independence in daily living tasks.
- 2 Record changes in the individual's circumstances that may affect the type or level of support required.
- 3 Adapt support in agreed ways to address concerns, changes or increased independence.

Additional guidance

An individual is someone requiring care or support

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.

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.

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

Others may include:

Family or friends of the individual

Advocate

Line manager

Difficulties or concerns may include:

risks to the individual's health, safety or security

concerns about the ability, skills or willingness of the individual to participate in daily living tasks

insufficient time, equipment or other resources to provide agreed support.

A healthy diet is one that:

follows current guidelines for healthy eating

meets any specific nutritional requirements for the individual

HSC2002

Provide support for mobility



HSC2002 Provide support for mobility

Level: 2

Credit value: 2

Unit aim

This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Learning outcomes

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

- 1 Understand the importance of mobility
- 2 Be able to prepare for mobility activities
- 3 Be able to support individuals to keep mobile
- 4 Be able to observe, record and report on activities to support mobility

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 215

HSC2002 Provide support for mobility

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of mobility

The learner can:

- 1 Define mobility.
- 2 Explain how different health conditions may affect and be affected by mobility.
- 3 Outline the effects that reduced mobility may have on an individual's well-being.
- 4 Describe the benefits of maintaining and improving mobility.

Outcome 2 Be able to prepare for mobility activities

The learner can:

- 1 Agree **mobility activities** with the **individual** and **others**.
- 2 Remove or minimise hazards in the environment before beginning a mobility activity.
- 3 Check the suitability of an individual's clothing and footwear for safety and mobility.
- 4 Check the safety and cleanliness of **mobility equipment and appliances**.

Outcome 3 Be able to support individuals to keep mobile

The learner can:

- 1 Promote the **active participation** of the individual during a mobility activity.
- 2 Assist an individual to use mobility appliances correctly and safely.
- 3 Give feedback and encouragement to the individual during mobility activities.

Outcome 4 Be able to observe, record and report on activities to support mobility

The learner can:

- 1 Observe an individual to monitor changes and responses during a mobility activity.
- 2 Record observations of mobility activity.
- 3 Report on progress and/or problems relating to the mobility activity including:
 - choice of activities
 - equipment
 - appliances
 - the support provided

Additional guidance

Mobility activities may include:

exercises
physiotherapy
occupational therapy
household activities
group activities

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

Others may include:

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

Mobility equipment and appliances may include:

wheel chairs

sticks

walking frames

custom-made appliances

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.



HSC3013

Support individuals to access and use services and facilities



HSC3013 Support individuals to access and use services and facilities

Level: 3

Credit value: 4

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 support individuals to select, use and review services and facilities.

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

- 1 Understand factors that influence individuals' access to services and facilities
- 2 Be able to support individuals to select services and facilities
- 3 Be able to support individuals to access and use services and facilities
- 4 Be able to support individuals' to review their access to and use of services and facilities

Guided learning hours

It is recommended that **25** 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 330

Assessment

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

HSC3013 Support individuals to access and use services and facilities

Learning outcomes and assessment criteria

Outcome 1 Understand factors that influence individuals' access to services and facilities

The learner can:

- 1 Describe how accessing a range of **services and facilities** can be beneficial to an **individual's** well being.
- 2 Identify barriers that individuals may encounter in accessing services and facilities.
- 3 Describe ways of overcoming barriers to accessing services and facilities.
- 4 Explain why it is important to support individuals to challenge **information** about services that may present a barrier to participation.

Outcome 2 Be able to support individuals to select services and facilities

The learner can:

- 1 Work with an individual to identify a range of services and facilities likely to meet their assessed needs.
- 2 Agree with an individual their preferred options for accessing services and facilities.
- 3 Work with an individual to select services or facilities that meet their assessed needs and preferences.

Outcome 3 Be able to support individuals to access and use services and facilities

The learner can:

- 1 Identify with an individual the resources, support and assistance required to access and use selected services and facilities.
- 2 Carry out agreed responsibilities to enable the individual to access and use services and facilities.
- 3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities.

Outcome 4 Be able to support individuals' to review their access to and use of services and facilities

The learner can:

- 1 Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences.
- 2 Support an individual to provide feedback on their experience of accessing and using services or facilities.
- 3 Work with an individual to evaluate the support provided for accessing and using services or facilities.
- 4 Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities.

Additional guidance

Services and facilities may include:

Services provided within an individual's home

Services to enable an individual to meet their social care needs

Community facilities

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

Information to be challenged may include information that is

Misleading

Inaccurate

Discriminatory

Inaccessible

Excluding individuals



HSC3022

Support individuals to live at home



HSC3022 Support individuals to live at home

Level: 3

Credit value: 4

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 support individuals to live at home.

Learning outcomes

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

- 1 Understand the principles of supporting individuals to live at home
- 2 Be able to contribute to planning support for living at home
- 3 Be able to work with individuals to secure additional services and facilities to enable them to live at home
- 4 Be able to work in partnership to introduce additional services for individuals living at home
- 5 Be able to contribute to reviewing support for living at home

Guided learning hours

It is recommended that **25** 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 343

Assessment

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

HSC3022 Support individuals to live at home

Learning outcomes and assessment criteria

Outcome 1 Understand the principles of supporting individuals to live at home

The learner can:

- 1 Describe how being supported to live at home can benefit an individual.
- 2 Compare the roles of people and agencies who may be needed to support an individual to live at home.
- 3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home.
- 4 Explain how risk management contributes to supporting individuals to live at home.

Outcome 2 Be able to contribute to planning support for living at home

The learner can:

- 1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home.
- 2 Identify with an individual their **needs** that may require additional support and their preferences for how the needs may be met.
- 3 Agree with the individual and **others** the risks that need to be managed in living at home and ways to address them.

Outcome 3 Be able to work with individuals to secure additional services and facilities to enable them to live at home

The learner can:

- 1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home.
- 2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks.
- 3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes **active participation**.
- 4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities.

Outcome 4 Be able to work in partnership to introduce additional services for individuals living at home

The learner can:

- 1 Agree roles and responsibilities for introducing additional support for an individual to live at home.
- 2 Introduce the individual to new resources, services, facilities or support groups.
- 3 Record and report on the outcomes of additional support measures in required ways.

Outcome 5 Be able to contribute to reviewing support for living at home

The learner can:

- 1 Work with the individual and others to agree methods and timescales for on-going review.
- 2 Identify any changes in an individual's **circumstances** that may indicate a need to adjust the type or level of support.
- 3 Work with the individual and others to agree revisions to the support provided.

Additional guidance

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

Others may include:

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

Needs may include:

- Personal
- Physical
- Financial
- Social
- Environmental
- Safety

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

Circumstances may include:

- Health
- Social situation
- Financial circumstances
- Legal status

HSC3003

Provide support to maintain and develop skills for everyday life



HSC3003 Provide support to maintain and develop skills for everyday life

Level: 3

Credit value: 4

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Learning outcomes

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

- 1 Understand the context of supporting skills for everyday life
- 2 Be able to support individuals to plan for maintaining and developing skills for everyday life
- 3 Be able to support individuals to retain, regain or develop skills for everyday life
- 4 Be able to evaluate support for developing or maintaining skills for everyday life

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 HSC344

Assessment

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

HSC3003 Provide support to maintain and develop skills for everyday life

Learning outcomes and assessment criteria

Outcome 3 Be able to support individuals to retain, regain or develop skills for everyday life

The learner can:

- 1 Compare methods for developing and maintaining skills for everyday life.
- 2 Analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life.
- 3 Explain how maintaining, regaining or developing skills can benefit individuals.

Outcome 2 Be able to contribute to planning support for living at home

The learner can:

- 1 Work with an individual and **others** to identify skills for everyday life that need to be supported.
- 2 Agree with the individual a **plan** for developing or maintaining the skills identified.
- 3 Analyse possible sources of conflict that may arise when planning and ways to resolve them.
- 4 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it.

Outcome 3 Be able to work with individuals to secure additional services and facilities to enable them to live at home

The learner can:

- 1 Provide agreed support to develop or maintain skills, in a way that promotes **active participation**.
- 2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills.
- 3 Describe actions to take if an individual becomes distressed or unable to continue.

Outcome 4 Be able to evaluate support for developing or maintaining skills for everyday life

The learner can:

- 1 Work with an individual and others to agree criteria and processes for evaluating support.
- 2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used.
- 3 Agree revisions to the plan.
- 4 Record and report in line with **agreed ways of working**.

Additional guidance

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

Others may include:

Family
Advocates
Team members
Line Manager
Specialists
Others who are important to the individual's well-being

The **plan** may include:

Goals (short, medium and long term)

The type and level of support needed to achieve goals

Roles and responsibilities

Ways to address any associated risks

Ways to monitor the plan

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

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



HSC3002

Provide support to continue recommended therapies



HSC3002 Provide support to continue recommended therapies

Level: 3

Credit value: 3

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Learning outcomes

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

- 1 Understand the importance of supporting individuals to continue recommended therapies
- 2 Be able to encourage individuals to complete activities recommended by therapists
- 3 Be able to provide support to continue recommended therapy
- 4 Be able to observe, record and report on observations during recommended therapy
- 5 Be able to contribute to evaluation and review of recommended therapies

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

This unit is linked to HSC352

Assessment

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

HSC3002 Provide support to continue recommended therapies

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of supporting individuals to continue recommended therapies

The learner can:

- 1 Analyse the potential benefits of recommended **therapies** to an **individual's** health and wellbeing.
- 2 Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation.

Outcome 2 Be able to encourage individuals to complete activities recommended by therapists

The learner can:

- 1 Establish agreement on an individual's needs and preferences about continuing a recommended therapy.
- 2 Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy.
- 3 Describe how to overcome an individual's fears or concerns about continuing the recommended therapy.

Outcome 3 Be able to provide support to continue recommended therapy

The learner can:

- 1 Clarify with the therapist the **information** needed before providing support for the therapy.
- 2 Promote **active participation** during therapy.
- 3 **Address difficulties** encountered during therapy.
- 4 Provide constructive feedback and encouragement to the individual during therapy.

Outcome 4 Be able to observe, record and report on observations during recommended therapy

The learner can:

- 1 Establish with the individual and **others** what observations need to be made during therapy sessions.
- 2 Carry out agreed observations.
- 3 Record agreed observations as required.
- 4 Report on the findings of observations to individuals and others.

Outcome 5 Be able to contribute to evaluation and review of recommended therapies

The learner can:

- 1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided.
- 2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others.
- 3 Agree changes to therapy sessions or the support provided.

Additional guidance

Therapies may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

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

Information may include:

- intended outcomes of the therapy
- activities needed to continue the therapy
- learner's role and responsibilities
- how to set up the environment and use equipment and materials
- most effective ways of supporting an individual

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.

Ways to **address difficulties** may include

- making adjustments to the level or type of support provided
- stopping therapy activities if individual is in pain or distress
- seeking additional support from therapists and others when problems and difficulties are beyond own competence

Others may include:

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

HSC3033

Support individuals during a period of change



HSC3033 Support individuals during a period of change

Level: 3

Credit value: 4

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 support individuals during a period of change.

Learning outcomes

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

- 1 Understand reasons for and responses to change
- 2 Be able to support individuals to plan how to manage or adapt to change
- 3 Be able to support individuals to manage or adapt to change
- 4 Be able to evaluate the support provided during a period of change

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 HSC 382 Support individuals to prepare for, adapt to and manage change.

Assessment

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

HSC3033 Support individuals during a period of change

Learning outcomes and assessment criteria

Outcome 1 Understand reasons for and responses to change

The learner can:

- 1 Describe **types of change** that may occur in the course of an **individual's** life.
- 2 Analyse factors that may make change a positive or a negative experience.
- 3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively.

Outcome 2 Be able to support individuals to plan how to manage or adapt to change

The learner can:

- 1 Work with individuals and **others** to identify recent or imminent changes affecting them.
- 2 Support the individual to assess the implications and likely impacts of the change identified.
- 3 Work with the individual and others to **plan** how to adapt to or manage the change.
- 4 Explain the importance of both practical support and emotional support during a time of change.
- 5 Identify and agree roles and responsibilities for supporting a change.

Outcome 3 Be able to support individuals to manage or adapt to change

The learner can:

- 1 Carry out agreed role and responsibilities for supporting change, in ways that promote **active participation**.
- 2 Provide information and advice to support the individual to manage change.
- 3 Support the individual to express preferences and anxieties when going through change.
- 4 Adapt support methods to take account of preferences or anxieties.
- 5 Describe how and when to seek additional expertise and advice when supporting an individual through change.

Outcome 4 Be able to evaluate the support provided during a period of change

The learner can:

- 1 Agree with the individual and others how the support provided will be evaluated, and who will be involved.
- 2 Work with the individual and others to identify positive and negative aspects of a change.
- 3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process.
- 4 Record and report on the effectiveness of support for the change process.

Additional guidance

Types of change include changes that are:

positive
negative
chosen
unchosen
temporary
permanent

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

Others may include:

Carers

Friends and relatives

Professionals

Others who are important to the individual's well-being

The **plan** to manage a change may incorporate:

the individual's preferences associated with the change

existing skills or knowledge the individual has that will help them manage the change

new skills or knowledge the individual may need to develop in order to manage the change

resources and expertise for managing the change that exist within the individual's personal network

additional resources, support or expertise needed

ways to address risks that may arise from a change

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

HSC3035

Support individuals who are bereaved



HSC3035 Support individuals who are bereaved

Level: 3

Credit value: 4

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 support individuals who are bereaved.

Learning outcomes

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

- 1 Understand the effects of bereavement on individuals
- 2 Understand principles for supporting individuals who are bereaved
- 3 Be able to support individuals to express their response to loss
- 4 Be able to support individuals who are bereaved
- 5 Understand the role of specialist agencies in supporting individuals who are bereaved
- 6 Be able to manage own feelings when providing support for individuals who are bereaved

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 HSC 384

Assessment

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

HSC3035 Support individuals who are bereaved

Learning outcomes and assessment criteria

Outcome 1 Understand the effects of bereavement on individuals

The learner can:

- 1 Describe how an individual may feel immediately following the death of a loved one.
- 2 Analyse how the bereavement journey may be different for different individuals.

Outcome 2 Understand principles for supporting individuals who are bereaved

The learner can:

- 1 Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved.
- 2 Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement.
- 3 Explain the importance of empathy in supporting a bereaved individual.

Outcome 3 Be able to support individuals to express their response to loss

The learner can:

- 1 Create an environment where the individual has privacy to express their emotions.
- 2 Demonstrate **active listening** skills to support the individual to express their thoughts, feelings and distress.

Outcome 4 Be able to support individuals who are bereaved

The learner can:

- 1 Assess the individual's level of distress and their capacity for resilience.
- 2 Agree a programme of support with the individual and **others**.
- 3 Carry out own role within the support programme.
- 4 Support the individual to identify any changes they may need to make as a result of their loss.
- 5 Explain the importance of working at the individual's pace during the bereavement journey.
- 6 Support the individual to manage conflicting emotions, indecision or fear of the future.

Outcome 5 Understand the role of specialist agencies in supporting individuals who are bereaved

The learner can:

- 1 Compare the roles of specialist agencies in supporting individuals who are bereaved.
- 2 Describe how to assess whether a bereaved individual requires specialist support.
- 3 Explain the importance of establishing agreement with the individual about making a referral to a specialist agency.

Outcome 6 Be able to manage own feelings when providing support for individuals who are bereaved

The learner can:

- 1 Identify ways to manage own feelings while providing support for an individual who is bereaved.
- 2 Use support systems to help manage own feelings.

Additional guidance

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

Active Listening includes:

Ability to pick up on non-verbal cues

Listening for key words as signposts to emotions

Understanding the meaning of silence

Using body language and facial expression to indicate interest and empathy

Others may include:

Carers

Friends and relatives

Line manager

Others who are important to the individual's well-being

HSC3048

Support individuals at the end of life



HSC3048 Support individuals at the end of life

Level: 3

Credit value: 7

Unit aim

Learning outcomes

There are **ten** learning outcomes to this unit.

The learner will:

- 1 Understand the requirements of legislation and agreed ways of working to protect them rights of individuals at the end of life
- 2 Understand factors affecting end of life care
- 3 Understand advance care planning in relation to end of life care
- 4 Be able to provide support to individuals and key people during end of life care
- 5 Understand how to address sensitive issues in relation to end of life care
- 6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care
- 7 Be able to access support for the individual or key people from the wider team
- 8 Be able to support individuals through the process of dying
- 9 Be able to take action following the death of individuals
- 10 Be able to manage own feelings in relation to the dying or death of individuals

Guided learning hours

It is recommended that **53** 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

This unit is linked to HSC 385.

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

HSC3048 Support individuals at the end of life

Learning outcomes and assessment criteria

Outcome 1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life

The learner can:

- 1 Outline legal requirements and **agreed ways of working** designed to protect the rights of individuals in end of life care
- 2 Explain how **legislation** designed to protect the rights of individuals in end of life care applies to own job role.

Outcome 2 Understand factors affecting end of life care

The learner can:

- 1 Outline key points of theories about the emotional and psychological processes that **individuals** and **key people** may experience with the approach of death.
- 2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care.
- 3 Explain why key people may have a distinctive role in an individual's end of life care.
- 4 Explain why support for an individual's health and well-being may not always relate to their terminal condition.

Outcome 3 Understand advance care planning in relation to end of life care

The learner can:

- 1 Describe the benefits to an individual of having as much control as possible over their end of life care.
- 2 Explain the purpose of **advance care planning** in relation to end of life care.
- 3 Describe own role in supporting and recording decisions about advance care planning.
- 4 Outline ethical and legal issues that may arise in relation to advance care planning.

Outcome 4 Be able to provide support to individuals and key people during end of life care

The learner can:

- 1 Support the individual and key people to explore their thoughts and feelings about death and dying.
- 2 Provide support for the individual and key people that respects their beliefs, religion and culture.
- 3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period.
- 4 Provide information to the individual and/or key people about the individual's illness and the support available.
- 5 Give examples of how an individual's well-being can be enhanced by:
 - environmental factors
 - non-medical interventions
 - use of equipment and aids
 - alternative therapies
- 6 Contribute to partnership working with key people to support the individual's well-being.

Outcome 5 Understand how to address sensitive issues in relation to end of life care

The learner can:

- 1 Explain the importance of recording significant conversations during end of life care.
- 2 Explain factors that influence who should give significant news to an individual or key people.
- 3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care.
- 4 Analyse ways to address such conflicts.

Outcome 6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care

The learner can:

- 1 Describe the role of **support organisations and specialist services** that may contribute to end of life care.
- 2 Analyse the role and value of an advocate in relation to end of life care.
- 3 Explain how to establish when an advocate may be beneficial.
- 4 Explain why support for spiritual needs may be especially important at the end of life.
- 5 Describe a range of sources of support to address spiritual needs.

Outcome 7 Be able to access support for the individual or key people from the wider team

The learner can:

- 1 Identify when support would best be offered by **other members of the team**.
- 2 Liaise with other members of the team to provide identified support for the individual or key people.

Outcome 8 Be able to support individuals through the process of dying

The learner can:

- 1 Carry out own role in an individual's care.
- 2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways.
- 3 Adapt support to reflect the individual's changing needs or responses.
- 4 Assess when an individual and key people need to be alone.

Outcome 9 Be able to take action following the death of individuals

The learner can:

- 1 Explain why it is important to know about an individual's wishes for their after-death care.
- 2 Carry out **actions** immediately following a death that respect the individual's wishes and follow agreed ways of working.
- 3 Describe ways to support key people immediately following an individual's death.

Outcome 10 Be able to manage own feelings in relation to the dying or death of individuals

The learner can:

- 1 Identify ways to manage own feelings in relation to an individual's dying or death.
- 2 Utilise support systems to deal with own feelings in relation to an individual's dying or death.

Additional guidance

- **Legislation and agreed ways of working** will include policies and procedures where

These apply, and may relate to:
equality, diversity and discrimination
data protection, recording, reporting, confidentiality and sharing information
the making of wills and living wills
dealing with personal property of deceased people
removal of medical equipment from deceased people
visitors
safeguarding of vulnerable adults

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

Gold Standard Framework
Preferred Priorities for Care

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

- **Key people** may include:

Family members
Friends
Others who are important to the well-being of the individual

- **Support organisations and specialist services** may include:

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

- **Other members of the team** may include:

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

- **Actions** may include:

Attending to the body of the deceased
Reporting the death through agreed channels
Informing key people

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

HSC3038

Work in partnership with families to support individuals



HSC3038 Work in partnership with families to support individuals

Level: 3

Credit value: 4

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 work in partnership with families to support individuals.

Learning outcomes

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

- 1 Understand partnership working with families
- 2 Be able to establish and maintain positive relationships with families
- 3 Be able to plan shared approaches to the care and support of individuals with families
- 4 Be able to work with families to access support in their role as carers
- 5 Be able to exchange and record information about partnership work with families
- 6 Be able to contribute to reviewing partnership work with families
- 7 Be able to provide feedback about support for families

Guided learning hours

It is recommended that **27** 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 387 and HSC 388

Assessment

Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.

HSC3038 Work in partnership with families to support individuals

Learning outcomes and assessment criteria

Outcome 1 Understand partnership working with families

The learner can:

- 1 Analyse the contribution of families to the care and/or support of **individuals**.
- 2 Identify factors that may affect the level of involvement of family members in care and/or support.
- 3 Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals.
- 4 Explain how the attitudes of a worker affect partnership working with families.

Outcome 2 Be able to establish and maintain positive relationships with families

The learner can:

- 1 Interact with family members in ways that respect their culture, experiences and expertise.
- 2 Demonstrate dependability in carrying out actions agreed with families.
- 3 Describe principles for addressing dilemmas or conflicts that may arise in relationships with families.

Outcome 3 Be able to plan shared approaches to the care and support of individuals with families

The learner can:

- 1 Agree with the individual, family members and **others** the proposed outcomes of partnership working with a family.
- 2 Clarify own role, role of family members, and roles of others in supporting the individual.
- 3 Support family members to understand person centred approaches and **agreed ways of working**.
- 4 Plan ways to manage risks associated with sharing care or support.
- 5 Agree with the individual and family members processes for monitoring the shared support plan.

Outcome 4 Be able to work with families to access support in their role as carers

The learner can:

- 1 Work with family members to identify the support they need to carry out their role.
- 2 Provide accessible information about available **resources** for support.
- 3 Work with family members to access resources.

Outcome 5 Be able to exchange and record information about partnership work with families

The learner can:

- 1 Exchange information with the individual and family members about:
 - implementation of the plan
 - changes to needs and preferences
- 2 Record information in line with agreed ways of working about:
 - progress towards outcomes
 - effectiveness of partnership working

Outcome 6 Be able to contribute to reviewing partnership work with families

The learner can:

- 1 Agree criteria and processes for reviewing partnership work with families.
- 2 Agree criteria and processes for reviewing support for family members.
- 3 Encourage the individual and family members to participate in the review.
- 4 Carry out own role in the review of partnership working.

Outcome 7 Be able to provide feedback about support for families

The learner can:

- 1 Provide feedback to others about the support accessed by family members.
- 2 Report on any gaps in the provision of support for family members.
- 3 Describe ways to challenge information or support that is discriminatory or inaccessible.

Additional guidance

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

Others may include:

organisations providing support to family members
other professionals

Resources may include:

Materials and equipment
Training
Financial support
Transport
Support groups
Therapeutic services
Other professionals

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

HSC3008

Implement therapeutic group activities



HSC3008 Implement therapeutic group activities

Level: 3

Credit value: 4

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 plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

Learning outcomes

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

- 1 Understand the principles of therapeutic group activities
- 2 Be able to plan and prepare for therapeutic group activities
- 3 Be able to support individuals during therapeutic group activities
- 4 Be able to contribute to the evaluation of therapeutic group activities

Guided learning hours

It is recommended that **25** 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 393

Assessment

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

HSC3008 Implement therapeutic group activities

Learning outcomes and assessment criteria

Outcome 1 Understand the principles of therapeutic group activities

The learner can:

- 1 Explain how participating in **therapeutic group activities** can benefit an individual's identity, self-esteem and well-being.
- 2 Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances.
- 3 Compare key points of theories about group dynamics.

Outcome 2 Be able to plan and prepare for therapeutic group activities

The learner can:

- 1 Work with **individuals** and **others** to agree:
 - the nature and purpose of a therapeutic group
 - specific activities to fit the purpose of the group
- 2 Address any **risks** that may be associated with the planned activities.
- 3 Prepare the environment for a therapeutic group activity.
- 4 Prepare equipment or resources needed for the activity.

Outcome 3 Be able to support individuals during therapeutic group activities

The learner can:

- 1 Support group members to understand the purpose and proposed activity of the group.
- 2 Support group members during the activity in ways that encourage effective communication, **active participation** and co-operation
- 3 Give direction, praise, reassurance and constructive feedback during the activity.
- 4 Support the group to bring the activity to a safe and timely end.

Outcome 4 Be able to contribute to the evaluation of therapeutic group activities

The learner can:

- 1 Encourage and support individuals to give feedback during and after group activities.
- 2 Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities.
- 3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions.
- 4 Record and report on outcomes and any revisions in line with **agreed ways of working**.

Additional guidance

Therapeutic group activities may include:

Reminiscence therapy
Relaxation and anxiety management
Remedial games
Health-related group activities
Art or music therapy

Individuals are those requiring care or support

Others may include

Carers and family members
Line manager
Therapists or other specialists who may recommend therapeutic group activities

Risks may include those associated with
The health, safety and well-being of those in the group
Unintentional exclusion of some group members
Others involved with the group's activities
The environment
Equipment and resources used

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



HSC3010

Support individuals to develop and run support groups



HSC3010 Support individuals to develop and run support groups

Level: 3

Credit value: 3

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 support individuals to develop and run support groups.

Learning outcomes

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

- 1 Understand the role of support groups
- 2 Be able to support individuals to assess the need for additional support groups
- 3 Be able to support individuals to develop their own support groups
- 4 Be able to support individuals to run support groups
- 5 Be able to support individuals to evaluate support groups

Guided learning hours

It is recommended that **24** 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 HSC394

Assessment

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

HSC3010 Support individuals to develop and run support groups

Learning outcomes and assessment criteria

Outcome 1 Understand the role of support groups

The learner can:

- 1 Explain the benefits of support groups to **individuals**.
- 2 Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals.
- 3 Compare key points of theories about group dynamics.

Outcome 2 Be able to support individuals to assess the need for additional support groups

The learner can:

- 1 Work with individuals to identify the support a group could provide for them.
- 2 Contribute to accessing sources of information about existing support groups.
- 3 Work with individuals to evaluate existing support groups and identify gaps in provision.

Outcome 3 Be able to support individuals to develop their own support groups

The learner can:

- 1 Work with individuals to identify ways to develop their own support group where there is a gap in provision.
- 2 Work with individuals to agree the nature and purpose of the support group.
- 3 Establish with individuals the level and type of support they require to **set up a group**.
- 4 Carry out own role as agreed to support the setting up of the group.

Outcome 4 Be able to support individuals to run support groups

The learner can:

- 1 Establish with group members the support they need to **run the group**.
- 2 Support the group to operate **safely**.
- 3 Support the group to resolve **conflicts**.

Outcome 5 Be able to support individuals to evaluate support groups

The learner can:

- 1 Support the group to monitor its activities and outcomes.
- 2 Support the group to:
 - agree processes and criteria for evaluating its activities and outcomes
 - evaluate its activities and outcomes
- 3 Report on the effectiveness of the support group in line with **agreed ways of working**.

Additional guidance

Support to **set up a group** may include:

Putting individuals in touch with others who have the same interests and purpose

Accessing resources

Providing advice and encouragement

Support to **run the group** may include:

Providing advice and sharing expertise

Developing guidelines on roles and responsibilities

Developing ground rules

Giving advice on respecting and valuing all members

Operating **safely** may need to take account of:

Health and safety

The environment

Equipment and materials

Use and abuse of power

Risk of harm or abuse

Conflicts may include those relating to:

Rights and responsibilities

Health and safety

Managing risk

Costs

Ethical concerns

Interpersonal relationships

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

ASM24

**Develop and sustain effective working relationships
with staff in other agencies**



ASM24 Develop and sustain effective working relationships with staff in other agencies

Level: 3

Credit value: 4

Unit aim

This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

Learning outcomes

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

- 1 Understand the context of working in partnership
- 2 Be able to develop effective working relationships with staff in other agencies
- 3 Be able to sustain effective working relationships

Guided learning hours

It is recommended that **24** 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 Skills for Justice National Occupational Standard: F403 Develop and sustain effective working relationships with staff in other agencies.

Assessment

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence

ASM24 Develop and sustain effective working relationships with staff in other agencies

Learning outcomes and assessment criteria

Outcome 1 Understand the context of working in partnership

The learner can:

- 1 Identify the nature, roles and functions, policies and procedures of principal agencies.
- 2 Identify structures, function, and methods of communication and decision making.
- 3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements.
- 4 Identify the effect agency structure and culture may have upon the policy and practice of joint working.
- 5 Identify the effect of agency culture and structure upon policy and practice of working in partnership.
- 6 Explain the principles and benefits of working in partnership.

Outcome 2 Be able to develop effective working relationships with staff in other agencies

The learner can:

- 1 Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties.
- 2 Reach agreements about roles and responsibilities and arrangements for decision making.
- 3 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies.
- 4 Confirm arrangements for joint work which are:
 - appropriate to the nature and purpose of the work
 - likely to be effective in establishing and maintaining relationships
 - respect confidentiality while balancing risks of sharing or not sharing information
 - Identify effective methods to monitor and review the progress of joint work
- 5 Obtain advice and support promptly when team discussion and supervision are appropriate.
- 6 Complete records accurately and clearly and store them according to agency requirements.
- 7 Communicate information to people who are authorised to have it.

Outcome 3 Be able to sustain effective working relationships

The learner can:

- 1 Identify the benefits and advantages of joint working and use these to develop own practice.
- 2 Identify factors which might hinder joint working.
- 3 Explain methods of identifying and resolving conflict within and between agencies and between individuals.
- 4 Demonstrate methods of assessing the effectiveness of joint working relationships.
- 5 Explain and defend the views of your agency and its policies.
- 6 Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved.
- 7 Complete records accurately and clearly and store them according to agency requirements.
- 8 Communicate information to people who are authorised to have it.

HSC3007

Support the development of community partnerships



HSC3007 Support the development of community partnerships

Level: 4

Credit value: 5

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 support the development of community partnerships.

Learning outcomes

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

- 1 Understand the role of community partnerships
- 2 Be able to identify where community partnerships could inform and support practice
- 3 Be able to bring people together to set up community partnerships
- 4 Be able to support the setting up of community partnerships
- 5 Be able to contribute to the running of community partnerships
- 6 Be able to contribute to the review of community partnerships

Guided learning hours

It is recommended that **33** 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 3101, HSC 3102 and HSC 3104.

HSC3007 Support the development of community partnerships

Learning outcomes and assessment criteria

Outcome 1 Understand the role of community partnerships

The learner can:

- 1 Explain the concept of community partnerships.
- 2 Analyse the benefits of community partnerships.
- 3 Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships.

Outcome 2 Be able to identify where community partnerships could inform and support practice

The learner can:

- 1 Work with **others** to identify needs that could be met through community partnerships.
- 2 Gather and disseminate information about existing community partnerships that may meet identified needs.
- 3 Contribute to evaluating information about existing community partnerships and identifying gaps.
- 4 Work with others to determine how a community partnership could fill a gap in provision.

Outcome 3 Be able to bring people together to set up community partnerships

The learner can:

- 1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision.
- 2 Disseminate information about the proposed partnership to those identified.
- 3 Invite participation in the proposed partnership.

Outcome 4 Be able to support the setting up of community partnerships

The learner can:

- 1 Gather information about good practice from partnerships with similar purposes
- 2 Gather information on potential costs and sources of funding for the partnership
- 3 Provide information gathered to potential members of the partnership
- 4 Work with others to agree:
 - membership of the partnership
 - aims and objectives
 - **roles and responsibilities**
 - activities and practices

Outcome 5 Be able to contribute to the running of community partnerships

The learner can:

- 1 Carry out own responsibilities to support the purpose of the partnership.
- 2 Support the community partnership to **operate effectively**.
- 3 Describe ways to support the partnership when a member disengages.

Outcome 6 Be able to contribute to the review of community partnerships

The learner can:

- 1 Support members of the partnership to monitor its activities.
- 2 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives.
- 3 Contribute to evaluating the partnership.
- 4 Contribute to agreeing changes to the partnership's practice.

Additional guidance

Others may include:

Individuals
Families and friends of individuals
Colleagues within the organisation
Colleagues outside the organisation

Roles and responsibilities may include:

Contribution of resources
Commitment of time
Allocation of tasks

Operating effectively will include:

Working inclusively
Respecting and valuing all members
Supporting members to participate
Abiding by agreements
Resolving conflicts.

CSC5

Monitor and solve customer services problems



CSC5 Monitor and solve customer services problems

Level: 3

Credit value: 6

Unit aim

The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Learning outcomes

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

- 1 Be able to solve immediate customer service problems
- 2 Be able to identify repeated customer service problems and options for solving them
- 3 Be able to take action to avoid the repetition of customer service problems
- 4 Understand how to monitor and solve customer service problems

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 Unit C5 of the Customer Service NOS 2010.

CSC5 Monitor and solve customer services problems

Learning outcomes and assessment criteria

Outcome 1 Be able to solve immediate customer service problems

The learner can:

- 1 Respond positively to customer service problems following organisational guidelines.
- 2 Solve customer service problems when they have sufficient authority.
- 3 Work with others to solve customer service problems.
- 4 Keep customers informed of the actions being taken.
- 5 Check with customers that they are comfortable with the actions being taken.
- 6 Solve problems with service systems and procedures that might affect customers before customers become aware of them.
- 7 Inform managers and colleagues of the steps taken to solve specific problems.

Outcome 2 Be able to identify repeated customer service problems and options for solving them

The learner can:

- 1 Identify repeated customer service problems.
- 2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.
- 3 Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation.

Outcome 3 Be able to take action to avoid the repetition of customer service problems

The learner can:

- 1 Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.
- 2 Action their agreed solution.
- 3 Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems.
- 4 Monitor the changes they have made and adjust them if appropriate.

Outcome 4 Understand how to monitor and solve customer service problems

The learner can:

- 1 Describe organisational procedures and systems for dealing with customer service problems.
- 2 Describe the organisational procedures and systems for identifying repeated customer service problems.
- 3 Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers.
- 4 Explain how to negotiate with and reassure customers while their problems are being solved.

CH81

Deliver training through demonstration and instruction



CH81 Deliver training through demonstration and instruction

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

- 1 Understand how to deliver training through demonstration and instruction
- 2 Be able to deliver training by demonstration and instruction
- 3 Be able to review learning and training

Guided learning hours

It is recommended that **21** 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

Currently there is no specific NOS for the delivery of training through demonstration and instruction.

This unit is indicative of LLUK NOS:

- 1 Learning Delivery standards 1 and 9
- 2 Learning and Development standards 3,4 and 5

Assessment

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

CH81 Deliver training through demonstration and instruction

Learning outcomes and assessment criteria

Outcome 1 Understand how to deliver training through demonstration and instruction

The learner can:

- 1 Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered.
- 2 Describe the **resources** required to deliver the training.
- 3 Describe what constitutes an appropriate environment for the delivery of the training.
- 4 Explain how to overcome barriers that learners may encounter whilst undertaking training.
- 5 Assess the use of demonstration and instruction as a teaching strategy.
- 6 Explain the skills required for the effective delivery of demonstration and instruction as a teaching method.

Outcome 2 Be able to deliver training by demonstration and instruction

The learner can:

- 1 Explain the learning aims and objectives of the training session to the learners.
- 2 Deliver the training programme to the learners through demonstration and instruction.
- 3 Maintain communication with learners during demonstration and instruction.
- 4 Check the learners' understanding at regular intervals.
- 5 Encourage learners to ask questions and seek clarification during training.
- 6 Provide learners with opportunities and support to demonstrate the learning achieved through the training.
- 7 Respond to the learners' needs during the training.
- 8 Provide constructive feedback to learners on their progress.

Outcome 3 Be able to review learning and training

The learner can:

- 1 Gather feedback from learners on the effectiveness of the training.
- 2 Assess whether the training programme delivers the required learning outcomes.
- 3 Review the effectiveness of the training programme.
- 4 Identify ways to improve or adapt the training.

Additional guidance

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

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

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

CH82

Influencing others at work



CH82 Influencing others at work

Level: 3

Credit value: 1

Unit aim

To develop knowledge and understanding of influencing others as required by a practising or potential first line manager.

Learning outcomes

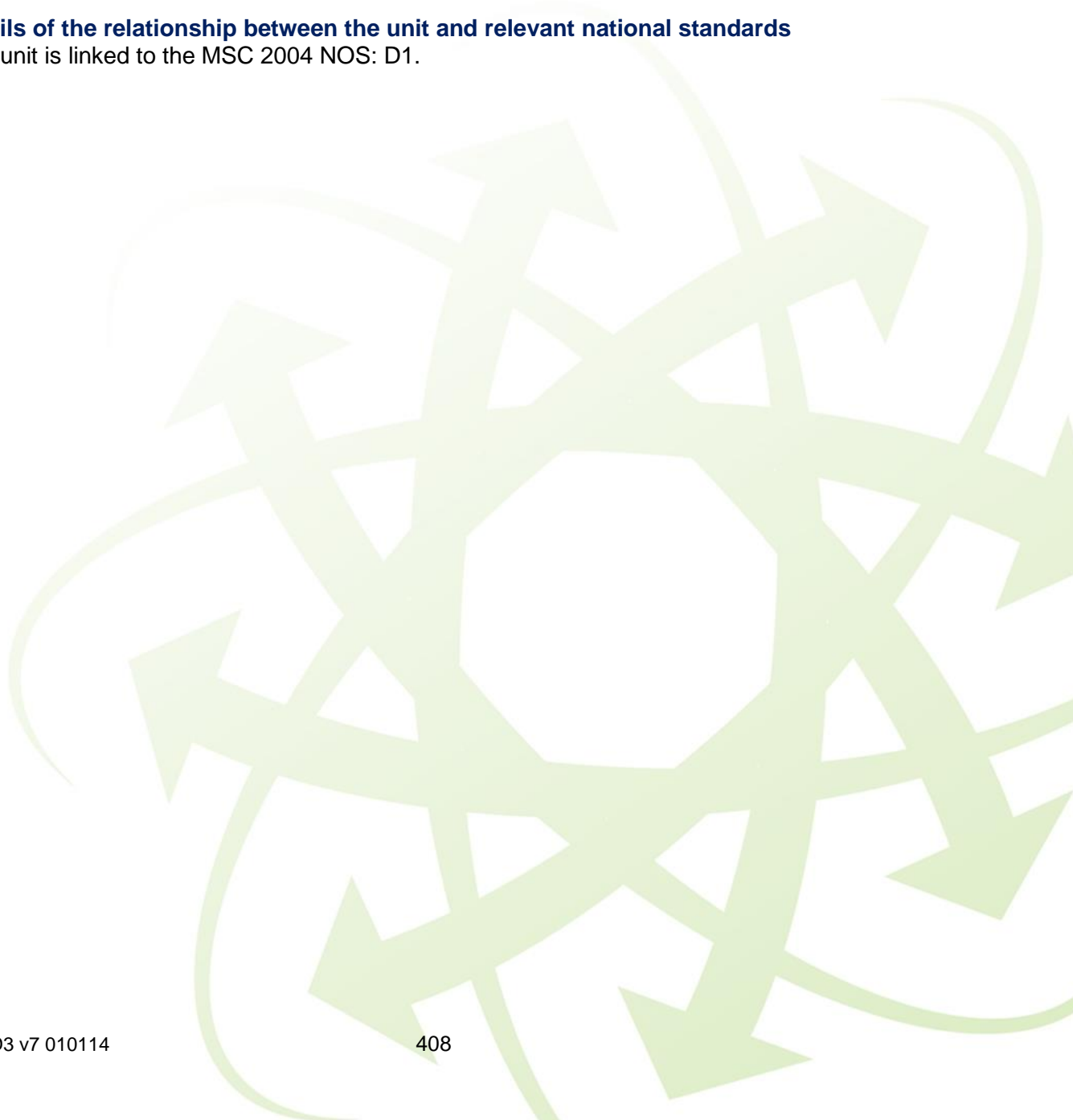
- 1 There are **two** learning outcomes to this unit. The learner will:
- 2 Understand the value of networking
- 3 Know how to influence and negotiate with others to achieve objectives

Guided learning hours

It is recommended that **6** 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 MSC 2004 NOS: D1.



CH82 Influencing others at work

Learning outcomes and assessment criteria

Outcome 1 Understand the value of networking

The learner can:

- 1 Explain the value to the first line manager of networking.
- 2 Identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network.

Outcome 2 Know how to influence and negotiate with others to achieve objectives

The learner can:

- 1 Explain the general principles of negotiation.
- 2 Explain a relevant technique for influencing others to achieve workplace objectives.
- 3 Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations.

Additional guidance

Indicative Content:

1

Nature, purpose and value of networking

Identification of relevant networks

Effective networking practices and skills

Network and contact creation

Methods to establish and maintain effective professional relationships at various levels

2

Formal and informal negotiation

Negotiation strategy, tactics and behaviour

Non-verbal communication and social skills

Techniques for influencing others

Value systems and other barriers to acceptance

Conflict and its resolution to achieve a win-win situation

Levels of power and authority, and the impact on negotiation

CH83

Planning and Monitoring work



CH83 Planning and Monitoring work

Level: 2

Credit value: 2

Unit aim

To develop an understanding of effective planning and monitoring of work as required by a practising or potential team or cell leader.

Learning outcomes

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

- 1 Understand how to work within the organisation's policies, procedures and priorities
- 2 Understand how to plan and allocate work
- 3 Understand how to monitor a team's work

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 Links to MSC 2004 NOS: D5.

CH83 Planning and Monitoring work

Learning outcomes and assessment criteria

Outcome 1 Understand how to work within the organisation's policies, procedures and priorities

The learner can:

- 1 Identify one organisational policy that is relevant to the work of the team.
- 2 Give one example of a target or objective that the team is working to achieve.
- 3 Give one example of conflict or incompatibility between different targets or objectives in the workplace.

Outcome 2 Understand how to plan and allocate work

The learner can:

- 1 Explain how work is planned or allocated to meet the target or objective selected in 1.2 above.
- 2 Describe one way of checking that team members understand what work is required of them.

Outcome 3 Understand how to monitor a team's work

The learner can:

- 1 List two ways to monitor the team's work.
- 2 Describe one action the team leader could take to rectify performance that does not meet the required standard.

Additional guidance

Indicative Content:

1

Role and purpose of objectives and targets

Setting SMART work targets to meet customer specifications and organisational requirements

Causes of conflict and incompatibility between targets/objectives in the workplace

Distinction between policies and procedures

Working according to organisation's objectives, policies, procedures, and priorities

2

The roles people play in a team

The importance of knowing individual team members' strengths in their work roles

Simple techniques for scheduling work, eg rotas/shifts

Effective methods of communication to give instructions and achieve performance standards

Supervised practice or simulation to develop the ability to communicate instructions effectively

3

Methods to monitor actual performance against production targets and time-scales, and identify variances

Ways to ensure team members understand monitoring systems

Recording outputs/variances/actions

Types of quality standards and their purpose

Quality checks/inspections vs standards

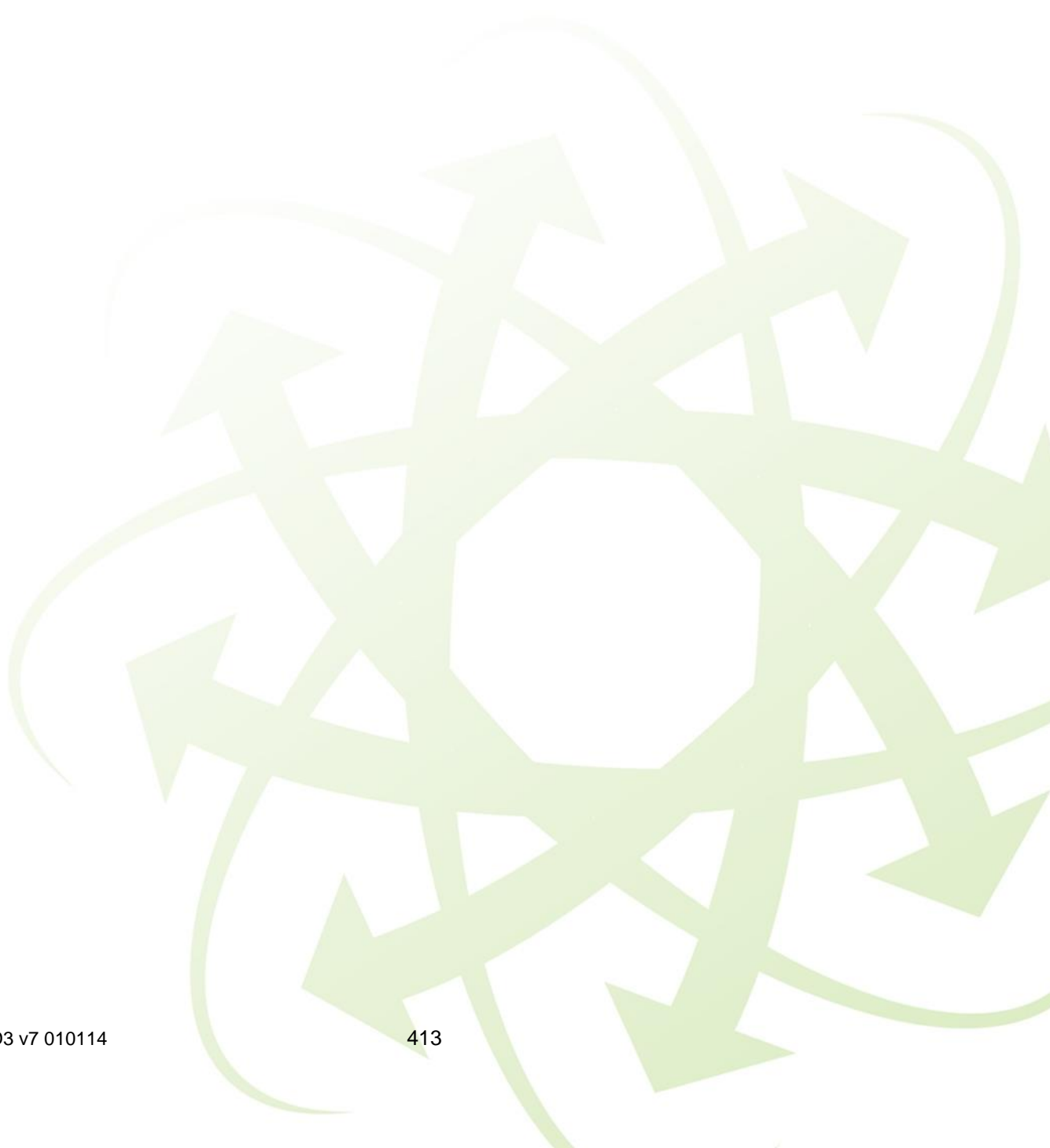
Taking remedial/corrective action

Progress chasing

Effective reporting back to manager

CH84

Contribute to the prevention of aggressive and abusive behaviour of people



CH84 Contribute to the prevention of aggressive and abusive behaviour of people

Level: 3

Credit value: 4

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others.

Learning outcomes

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

- 1 Be able to take action to discourage aggressive and abusive behaviour of people
- 2 Understand the actions to take to discourage aggressive and abusive behaviour of people

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 029NAC15.1

CH84 Contribute to the prevention of aggressive and abusive behaviour of people

Learning outcomes and assessment criteria

Outcome 1 Be able to take action to discourage aggressive and abusive behaviour of people

The learner can:

- 1 Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints.
- 2 Communicate with individual/s in a manner which:
 - is free from discrimination and oppression
 - is not likely to antagonise the situation
 - encourages an open exchange of information
 - is appropriate
 - acknowledges the rights of everyone present
- 3 Explain clearly to the individual what your role is and the required outcome of the encounter.
- 4 Ensure your behaviour towards individual/s is supportive of diverting aggression or abuse and resolving the situation peacefully.
- 5 Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation.
- 6 Take appropriate action if the situation deteriorates.


Outcome 2 Understand the actions to take to discourage aggressive and abusive behaviour of people

The learner can:

- 1 Describe the signs of potentially disruptive behaviour - verbal and non-verbal.
- 2 Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping.
- 3 Explain how to communicate effectively and how this may promote the behaviour wanted.
- 4 Explain how your own behaviour and language could be interpreted.
- 5 Describe the types of constructive behaviour and techniques which can be taken to diffuse situations.
- 6 Describe actions that could trigger aggressive or abusive behaviour.
- 7 Explain the warnings which may be necessary to give people in relation to their behaviour.
- 8 Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates.
- 9 Summarise how to report and record incidents of abusive and aggressive behaviour.

Additional guidance

There should be clear organisational guidelines and guidance regarding the managing of potentially aggressive and abusive behaviour of people which the learner should be familiar with. Learners should be aware of their limitations of responsibilities in the advice they give and the actions they take. It should be ensured that the assessment does not endanger or cause additional risk to the persons involved. Learners should work within the data protection legislation.



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