Skillsfirst Awards

Handbook

Level 2 Diploma in Clinical Healthcare Support (QCF)

CHSD2
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1.0 Introduction

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

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

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 2 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 416
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 and development (SfCD)

This is based on the units developed by Skills for Health (SfH) and Skills for Care and development (SfCD) 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
This handbook provides details from Skills for Health and Skills for Care and Development assessment strategy, which centres will need to apply in order to provide evidence for and to assess and quality assure the Level 2 Diploma in Clinical Healthcare Support (QCF) and includes:

- the occupational expertise and qualification requirements of those who assess competence and understanding and verify assessment decisions
- the occupational expertise of those who provide expert evidence and
- continuous professional development

The complete assessment strategy is available for view and to download from the Skills for Care and Development website www.skillsforcareanddevelopment.org.uk and the Skills for health website www.skillsforhealth.org.uk

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 2 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’s 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 2 Diploma in Health and Social Care (Adults) for England (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 2 Diploma in Health and Social Care (Adults) for England (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.

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

6.0 Qualification Structure

6.1 Number of credits required for this qualification

<table>
<thead>
<tr>
<th>Qual no.</th>
<th>Level</th>
<th>Qualification title</th>
<th>Number of credits</th>
</tr>
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<tbody>
<tr>
<td>600/2603/0</td>
<td>2</td>
<td>Level 2 Diploma in Clinical Healthcare Support (QCF)</td>
<td>50</td>
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6.2 Rules of Combination

Learners must achieve a minimum of 50 credits by completing the following:

Group M – 29 credits
Group O – 21 credits minimum

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:

DEM201 Dementia awareness
Plus
CMH302 Understand mental health problems

Minimum guided learning hours (GLH) are 343
Maximum guided learning hours (GLH) are 425

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 M – mandatory units**

<table>
<thead>
<tr>
<th>QCF unit no.</th>
<th>Skillsfirst unit no.</th>
<th>Credit value</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>L/601/5470</td>
<td>SHC22</td>
<td>3</td>
<td>Introduction to personal development in health, social care or children’s and young people’s setting</td>
</tr>
<tr>
<td>F/601/5465</td>
<td>SHC21</td>
<td>3</td>
<td>Introduction to communication in health, social care or children’s and young people’s setting</td>
</tr>
<tr>
<td>H/601/5474</td>
<td>SHC24</td>
<td>1</td>
<td>Introduction to duty of care in health, social care or children’s and young people’s settings</td>
</tr>
<tr>
<td>R/601/5471</td>
<td>SHC23</td>
<td>2</td>
<td>Introduction to equality and inclusion in health, social care or children’s and young people’s settings</td>
</tr>
<tr>
<td>J/601/8576</td>
<td>HSC025</td>
<td>2</td>
<td>The role of health and social care worker</td>
</tr>
<tr>
<td>QCF unit no.</td>
<td>Skillsfirst unit no.</td>
<td>Credit value</td>
<td>Unit title</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Y/502/3674</td>
<td>CH01</td>
<td>1</td>
<td>Maintaining quality standards in the health sector</td>
</tr>
<tr>
<td>K/502/3680</td>
<td>CH02</td>
<td>2</td>
<td>Service improvement in health sector</td>
</tr>
<tr>
<td>R/502/3138</td>
<td>CH03</td>
<td>2</td>
<td>Principals of health promotions</td>
</tr>
<tr>
<td>J/601/2874</td>
<td>DEM201</td>
<td>2</td>
<td>Dementia awareness</td>
</tr>
<tr>
<td>F/602/0097</td>
<td>CMH301</td>
<td>3</td>
<td>Understand mental well-being and mental health promotion</td>
</tr>
<tr>
<td>J/602/0103</td>
<td>CMH302</td>
<td>3</td>
<td>Understand mental health problems</td>
</tr>
<tr>
<td>R/602/0928</td>
<td>CH04</td>
<td>4</td>
<td>Carry out pre-donation assessment at blood/blood component donation sessions</td>
</tr>
<tr>
<td>T/601/8850</td>
<td>HSC2026</td>
<td>4</td>
<td>Obtain and test capillary blood samples</td>
</tr>
<tr>
<td>Y/602/0929</td>
<td>CH05</td>
<td>5</td>
<td>Prepare donors for blood or blood component donation and monitor the donation process</td>
</tr>
<tr>
<td>Y/602/0932</td>
<td>CH06</td>
<td>3</td>
<td>Conclude the collection of blood or blood component donations</td>
</tr>
<tr>
<td>A/602/0938</td>
<td>CH07</td>
<td>3</td>
<td>Manage the refreshment area at blood donation sessions</td>
</tr>
<tr>
<td>T/602/0940</td>
<td>CH08</td>
<td>3</td>
<td>Contribute to the promotion and effective functioning of blood and blood component sessions and services</td>
</tr>
<tr>
<td>F/602/0942</td>
<td>CH09</td>
<td>2</td>
<td>Register donors at blood donation sessions</td>
</tr>
<tr>
<td>Y/602/0946</td>
<td>CH10</td>
<td>2</td>
<td>Record and organise information related to blood donation sessions</td>
</tr>
<tr>
<td>H/602/0951</td>
<td>CH11</td>
<td>2</td>
<td>Prepare blood donations, samples and documentation for transport</td>
</tr>
<tr>
<td>A/602/0955</td>
<td>CH12</td>
<td>2</td>
<td>Welcome donors at donation sessions and provide information</td>
</tr>
<tr>
<td>Code</td>
<td>Code</td>
<td>Level</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>K/602/1034</td>
<td>CH13</td>
<td>2</td>
<td>Select and wear appropriate personal protective equipment for work in health care settings</td>
</tr>
<tr>
<td>J/602/3096</td>
<td>CH14</td>
<td>3</td>
<td>Prepare individuals for healthcare activities</td>
</tr>
<tr>
<td>L/601/8725</td>
<td>HSC2025</td>
<td>3</td>
<td>Support individuals undergoing healthcare activities</td>
</tr>
<tr>
<td>K/602/3883</td>
<td>CH15</td>
<td>3</td>
<td>Monitor and maintain the environment and resources during and after clinical/therapeutic activities</td>
</tr>
<tr>
<td>L/602/4489</td>
<td>CH85</td>
<td>5</td>
<td>Transport, transfer and position individual and equipment within the perioperative environment</td>
</tr>
<tr>
<td>D/504/6101</td>
<td>FAE1</td>
<td>1</td>
<td>First aid essentials</td>
</tr>
<tr>
<td>R/501/6738</td>
<td>IC03</td>
<td>2</td>
<td>Cleaning, decontamination and waste management</td>
</tr>
<tr>
<td>J/601/8853</td>
<td>HSC2027</td>
<td>2</td>
<td>Obtain and test specimens from individuals</td>
</tr>
<tr>
<td>D/601/8017</td>
<td>HSC2005</td>
<td>2</td>
<td>Support individuals to carry out their own health care procedures</td>
</tr>
<tr>
<td>M/601/9026</td>
<td>HSC2004</td>
<td>2</td>
<td>Contribute to monitoring the health of individuals affected by health conditions</td>
</tr>
<tr>
<td>K/601/9025</td>
<td>HSC2003</td>
<td>2</td>
<td>Provide support to manage pain and discomfort</td>
</tr>
<tr>
<td>D/601/9023</td>
<td>HSC2001</td>
<td>2</td>
<td>Provide support for therapy sessions</td>
</tr>
<tr>
<td>T/601/8721</td>
<td>HSC2024</td>
<td>4</td>
<td>Undertake agreed pressure area care</td>
</tr>
<tr>
<td>J/601/8027</td>
<td>HSC2028</td>
<td>4</td>
<td>Move and position individuals in accordance with their plan of care</td>
</tr>
<tr>
<td>A/601/9420</td>
<td>CH17</td>
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<td>Assist in the administration of medication</td>
</tr>
<tr>
<td>K/602/3091</td>
<td>CH18</td>
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<td>Receive and store medication and products</td>
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<tr>
<td>L/601/8143</td>
<td>HSC2012</td>
<td>3</td>
<td>Support individuals who are distressed</td>
</tr>
<tr>
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<td>HSC2015</td>
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<td>Support individuals to meet personal care needs</td>
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<tr>
<td>R/601/8256</td>
<td>HSC2022</td>
<td>3</td>
<td>Contribute to the care of a deceased person</td>
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<td>J/602/3924</td>
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<td>Support individuals at the end of life</td>
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<tr>
<td>M/601/8054</td>
<td>HSC2014</td>
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<td>Support individuals to eat and drink</td>
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<tr>
<td>A/601/7926</td>
<td>HSC2011</td>
<td>3</td>
<td>Support individuals to access and use of information about service and facilities</td>
</tr>
<tr>
<td>J/601/8058</td>
<td>HSC2016</td>
<td>3</td>
<td>Support individuals to manage continence</td>
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</tbody>
</table>
### 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

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

### 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

<table>
<thead>
<tr>
<th>Skillsfirst Reference</th>
<th>Unit Code</th>
<th>Level</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>J/601/9050</td>
<td>CH20</td>
<td>3</td>
<td>Protecting from the risk of violence at work</td>
</tr>
<tr>
<td>Y/601/9490</td>
<td>HSC2030</td>
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<td>Provide support for sleep</td>
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<tr>
<td>L601/3430</td>
<td>CH21</td>
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<td>Contribute to the effectiveness of teams</td>
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<tr>
<td>F/601/2467</td>
<td>BA201</td>
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<td>Managing own performance in a business environment</td>
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<tr>
<td>L/601/0933</td>
<td>CSA4</td>
<td>5</td>
<td>Give customers a positive impression of yourself and your organisation</td>
</tr>
<tr>
<td>A/602/3001</td>
<td>CH22</td>
<td>3</td>
<td>Administer appointments in a healthcare environment</td>
</tr>
<tr>
<td>R/502/3141</td>
<td>CH23</td>
<td>2</td>
<td>Promotion of general health and well-being</td>
</tr>
</tbody>
</table>
7.1 Mandatory units – group M
SHC22

Introduction to personal development in health, social care or children’s and young people’s setting
Introduction to personal development in health, social care or children’s and young people’s setting

Level: 2

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 what is required for competence in own work role
2. Be able to reflect on own work activities
3. Be able to agree a personal development plan
4. Be able to develop knowledge, skills and understanding

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

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 accordance with Skills for Care and Development’s QCF assessment principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Introduction to personal development in health, social care or children’s and young people’s settings

Learning outcomes and assessment criteria

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

The learner can:
1. Describe the duties and responsibilities of own role.
2. Identify standards that influence the way the role is carried out.
3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

**Outcome 2  Be able to reflect on own work activities**

The learner can:
1. Explain why reflecting on work activities is an important way to develop knowledge, skills and practice.
2. Assess how well own knowledge, skills and understanding meet standards.
3. Demonstrate the ability to reflect on work activities.

**Outcome 3  Be able to agree a personal development plan**

The learner can:
1. Identify sources of support for own learning and development.
2. Describe the process for agreeing a personal development plan and who should be involved.
3. Contribute to drawing up own personal development plan.

**Outcome 4  Be able to develop knowledge, skills and understanding**

The learner can:
1. Show how a learning activity has improved own knowledge, skills and understanding.
2. Show how reflecting on a situation has improved own knowledge, skills and understanding.
3. Show how feedback from others has developed own knowledge, skills and understanding.
4. Show how to record progress in relation to personal development.

**Additional Guidance**

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

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

- **Sources of support** may include:
  - Formal support
  - Informal support
  - Supervision
  - Appraisal
  - Within the organisation
  - Beyond the organisation
• **Who should be involved** may include:
The individual
Carers
Advocates
Supervisor, line manager or employer
Other professionals
SHC21

Introduction to communication in health, social care or children’s and young people’s setting
Introduction to communication in health, social care or children’s and young people’s setting

Level: 2

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.

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

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

1. Understand why 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 reduce barriers to communication.
4. Be able to apply principles and practices relating to confidentiality at work.

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

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

Details of the relationship between the unit and relevant national standards
This unit is linked to the CCLD 201 GEN 22 HSC 21
Themes recur as knowledge requirements and core values throughout HSC NOS

Assessment
This unit must be assessed in accordance with Skills for Care and Development's QCF assessment principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment
SHC21  Introduction to communication in health, social care or children’s and young people’s setting

Learning outcomes and assessment criteria

Outcome 1  Understand why communication is important in the work setting

The learner can:
1. Identify different reasons why people communicate.
2. Explain how effective communication affects all aspects of the learner’s work.
3. Explain why it is important to observe an individual’s reactions when communicating with them.

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

The learner can:
1. Find out an individual’s communication and language needs, wishes and preferences.
2. Demonstrate communication methods that meet an individual’s communication needs, wishes and preferences.
3. Show how and when to seek advice about communication.

Outcome 3  Be able to reduce barriers to communication

The learner can:
1. Identify barriers to communication
2. Demonstrate how to reduce barriers to communication in different ways
3. Demonstrate ways to check that communication has been understood
4. Identify sources of information and support or services to enable more effective communication

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

The learner can:
1. Explain the term confidentiality.
2. Demonstrate confidentiality in day-to-day communication in line with agreed ways of working
3. Describe situations where information normally considered to be confidential might need to be passed on.
4. Explain how and when to seek advice about confidentiality.
Additional Guidance

• **Communication methods** may include:
  1) non-verbal communication
     • eye contact
     • touch
     • physical gestures
     • body language
     • behaviour

  2) verbal communication
     • vocabulary
     • linguistic tone
     • pitch technological aids

• **Preferences** may be based on:
  beliefs
  values
  culture

• **Services** may include:
  translation services
  interpreting services
  speech and language services
  advocacy services

• **Agreed ways of working** include policies and procedures where these exist.
SHC24

Introduction to duty of care in health, social care or children’s and young people’s setting
Introduction to duty of care in health, social care or children’s and young people’s setting

Level: 2

Credit value: 1

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. It introduces the concept of duty of care and awareness of dilemmas 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 the implications of duty of care.
2. Understand support available for addressing dilemmas that may arise about duty of care.
3. Know how to respond to complaints.

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 standards
This unit is linked to the CCLD 203 HSC 24 GCU 2. Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

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

Assessment
This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
SHC24 Introduction to duty of care in health, social care or children’s and young people’s setting

Learning outcomes and assessment criteria

**Outcome 1 Understand the implications of duty of care**

The learner can:
1. Define the term ‘duty of care’.
2. Describe how the duty of care affects own work role.

**Outcome 2 Understand support available for addressing dilemmas that may arise about duty of care**

The learner can:
1. Describe dilemmas that may arise between the duty of care and an individual’s rights.
2. Explain where to get additional support and advice about how to resolve such dilemmas.

**Outcome 3 Know how to respond to complaints**

The learner can:
1. Describe how to respond to complaints.
2. Identify the main points of agreed procedures for handling complaints.
3. Describe own role in responding to complaints as part of own duty of care.
SHC23

Introduction to equality and inclusion in health, social care or children’s and young people’s setting
Introduction to equality and inclusion in health, social care or children’s and young people’s setting

Level: 2

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.

Equivalent Unit
This unit has equivalency with equality and diversity in the health sector (T/502/3665)

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. Know how to access information, advice and support about diversity, equality and inclusion.

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 CCLD 203, GEN12, GCU 5, HSC 24, HSC 234
Themes recur as knowledge requirements and core values throughout HSC NOS.

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

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

Assessment criteria 2.2 and 3.2 must be assessed in a real work situation.
SHC23 Introduction to equality and inclusion in health, social care or children’s and young people’s setting

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
   - discrimination
2. Describe ways in which discrimination may deliberately or inadvertently occur in the work setting.
3. Explain how promoting practices that support equality and inclusion reduces the likelihood of discrimination.

Outcome 2 Be able to work in an inclusive way

The learner can:
1. Identify which legislation, codes of practice relating to equality, diversity, discrimination apply to own role.
2. Show interaction with individuals that respects their beliefs, culture, values and preferences.
3. Describe how to challenge discrimination in a way that encourages change.

Outcome 3 Know how to access information, advice and support about diversity, equality and inclusion

The learner can:
1. Identify a range of sources of information, advice and support about diversity, equality and inclusion.
2. Demonstrate how and when to access information, advice and support about diversity, equality and inclusion.
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
HSC027
Contribute to health and safety in health and social care
HSC027  Contribute to health and safety in health and social care

Level: 2

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 carry out their work safely.

Equivalent Unit
There are no equivalences to display.

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 in the work setting.
2. Understand the use of risk assessments in relation to 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. Know how to handle hazardous substances and materials.
7. Understand how to promote fire safety in the work setting.
8. Be able to implement security measures in the work setting.

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 22, HSC 221, HSC 223.

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

Learning outcomes 4, 5, and 8 must be assessed in a real work environment.
HSC027  Contribute to 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 in the work setting

The learner can:
1  Identify legislation relating to general health and safety in a health or social care work setting.
2  Describe the main points of the health and safety policies and procedures agreed with the employer.
3  Outline the main health and safety responsibilities of: self the employer or manager other in the work setting.
4  Identify tasks relating to health and safety that should not be carried out without special training.
5  Explain how to access additional support and information relating to health and safety.

Outcome 2  Understand the use of risk assessments in relation to health and safety

The learner can:
1  Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities.
2  Explain how and when to report potential health and safety risks that have been identified.
3  Explain how risk assessment can help address dilemmas between rights and health and safety concerns.

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  Outline the 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  Demonstrate the recommended method for hand washing.
2  Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.

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

The learner can:
1  Identify legislation that relates to moving and handling.
2  Explain principles for moving and handling equipment and other objects safely.
3  Move and handle equipment or other objects safely.

Outcome 6  Know how to handle hazardous substances and materials

The learner can:
1  Identify hazardous substances and materials that may be found in the work setting
2  Describe safe practices for:
   • storing hazardous substances
   • using hazardous substances
   • disposing of hazardous substances and materials
Outcome 7  Understand how to promote fire safety in the work setting

The learner can:
1  Describe practices that prevent fires from:
   - starting
   - spreading
2  Outline emergency procedures to be followed in the event of a fire in the work setting.
3  Explain the importance of maintaining clear evacuation routes at all times.

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

The learner can:
1  Use agreed ways of working for checking the identity of anyone requesting access to:
   - premises
   - information
2  Implement 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 own stress

The learner can:
1  Identify common signs and indicators of stress.
2  Identify circumstances that tend to trigger own stress.
3  Describe ways to manage own stress.

Additional guidance

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

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

• **Policies and procedures** may include other agreed ways of working as well as formal Policies and procedures

• **Tasks** that the learner should not carry out without special training may include those
  - Relating to:
    - Use of equipment
    - First aid
    - Medication
    - 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.
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

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

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.
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.
Outcome 6  Understand the importance of good personal hygiene in the prevention and control of Infections

The learner can:
1  Describe the key principles of good personal hygiene.
2  Demonstrate good hand washing technique.
3  Describe the correct sequence for hand washing.
4  Explain when and why hand washing should be carried out.
5  Describe the types of products that should be used for hand washing.
6  Describe correct procedures that relate to skincare.
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

Assessment
This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
IC02 Causes and spread of infection
Learning outcomes and assessment criteria

**Outcome 1 Understand the causes of infection**

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

**Outcome 2 Understand the transmission of infection**

The learner can:
1. Explain the conditions needed for the growth of micro-organisms.
2. Explain the ways an infective agent might enter the body.
3. Identify common sources of infection.
4. Explain how infective agents can be transmitted to a person.
5. Identify the key factors that will make it more likely that infection will occur.
HSC026
Implement person centred approaches in health and social care
HSC026 Implement person centred approaches in health and social care

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 implement person centred approaches.

Equivalent unit
There are no equivalences to display

Learning outcomes
1. There are six learning outcomes to this unit. The learner will:
2. Understand person centred approaches for care and support
3. Be able to work in a person-centred way
4. Be able to establish consent when providing care or support
5. Be able to encourage active participation
6. Be able to support the individual’s right to make choices
7. Be able to promote individuals’ well-being

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 24, HSC 26, HSC 234.

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, 4, 5 and 6 must be assessed in a real work environment.
HSC026 Implement person centred approaches in health and social care

Outcome 1 Understand person centred approaches for care and support

The learner can:
1 Define **person-centred values**
2 Explain why it is important to work in a way that embeds person centred values.
3 Explain why risk-taking can be part of a person centred approach.
4 Explain how using an individual’s **care plan** contributes to working in a person centred way.

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

The learner can:
1 Find out the history, preferences, wishes and needs of the individual.
2 Apply person centred values in day-to-day work, taking into account the history, preferences, wishes and needs of the individual.

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

The learner can:
1 Explain the importance of establishing consent when providing care or support.
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 encourage active participation

The learner can:
1 Describe how active participation benefits an individual.
2 Identify possible barriers to active participation.
3 Demonstrate ways to reduce the barriers and encourage 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 agreed risk assessment processes to support the right to make choices.
3 Explain why a worker’s personal views should not influence an individual’s choice.
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 how individual identity and self esteem are linked with well-being.
2 Describe attitudes and approaches that are likely to promote an individual’s well-being.
3 Support an individual in a way that promotes a sense of identity and self-esteem.
4 Demonstrate ways to contribute to an environment that promotes well-being.
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

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.
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
HSC028
Handle information in health and social care settings
HSC028  Handle information in health and social care settings

Level: 2

Credit value: 1

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

Equivalent Unit
There are no equivalences to display

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand the need for secure handling of information in health and social care settings
2. Know how to access support for handling information.
3. Be able to handle information in accordance with agreed ways of working.

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 HSC 21.

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 outcome 3 must be assessed in a real work environment.
HSC028 Handle information in health and social care settings
Learning outcomes and assessment criteria

Outcome 1 Understand the need for secure handling of information in health and social care settings

The learner can:
1 Identify the legislation that relates to the recording, storage and sharing of information in health and social care.
2 Explain why it is important to have secure systems for recording and storing information in a health and social care setting.

Outcome 2 Know how to access support for handling information

The learner can:
1 Describe how to access guidance, information and advice about handling information.
2 Explain what actions to take when there are concerns over the recording, storing or sharing of information.

Outcome 3 Be able to handle information in accordance with agreed ways of working

The learner can:
1 Keep records that are up to date, complete, accurate and legible
2 Follow agreed ways of working for:
   • recording information
   • storing information
   • sharing information

Additional guidance
• Agreed ways of working will include policies and procedures where these exist.
7.2 Optional units - Group O
CH01

Maintaining quality standards in the health sector
CH01      Maintaining quality standards in the health sector

Level: 2

Credit value: 1

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

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

1. Know how legislation, policies and procedures determine quality standards of work.
2. Know the limits of own expertise and knowledge and when to refer to others.
3. Know how to use resources efficiently to support quality standards.

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 occupational standards
The unit covers the requirements of the quality dimension of the NHS Knowledge and Skills Framework at Level 1.

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
CH01  Maintaining quality standards in the health sector
Learning outcomes and assessment criteria

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

The learner can:
1  Identify how quality standards link to legislation, policy and procedures.
2  Describe how personal attitudes and behaviours in a work role impact on service quality.

Outcome 2  Know the limits of own expertise and knowledge and when to refer to others

The learner can:
1  Describe what is meant by being competent.
2  Identify examples of when to seek help from others.
3  State why it is important to seek help and report issues to others.
4  Describe the benefits of learning from others.

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

The learner can:
1  Describe the importance of using and maintaining resources properly.
2  State why it is necessary to report issues related to resources.
3  Identify how efficient use of resources contributes to the quality of service.

Additional guidance

Key Skills
This unit contributes towards the Key Skills in the following areas:
• Communication
• Information Technology
• Working with others
• Problem solving
• Improving own learning and performance
CH02

Service improvement in health sector
CH02 Service improvement in health sector

Level: 2

Credit value: 2

Unit aim
The aim of the unit is to develop the ability to contribute to service improvement in the health sector and to enable learners to make suggestions relating to improvements to service provision. The unit looks at how to carry out evaluative work, identify issues and improvements and implement changes to practice.

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Know how to carry out evaluation of services.
2. Know how to pass on constructive ideas for improving service provision.
3. Know how to make changes to own practice to improve service provision.

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
The unit covers the requirements of the improving service dimension of the NHS Knowledge and Skills Framework at level 1.

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
CH02  Service improvement in health sector
Learning outcomes and assessment criteria

**Outcome 1  Know how to carry out evaluation of services**

The learner can:
1. State the importance of evaluating service provision.
2. Describe evaluation tasks to be carried out.

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

The learner can:
1. Identify factors affecting the service.
2. Describe factors that could improve service provision.
3. State how to raise issues and make suggestions about service provision.

**Outcome 3  Know how to make changes to own practice to improve service provision**

The learner can:
1. Describe circumstances when support may be required to make changes to own practice.
2. State the importance of keeping to timelines to implement effective improvements.

**Additional guidance**

**Key Skills**

This unit contributes towards the Key Skills in the following areas:
- Communication
- Information Technology
- Working with others
- Problem solving
- Improving own learning and performance
CH03

Principles of health promotion
CH03 Principles of health promotion

Level: 2

Credit value: 2

Unit aim
The aim of this unit is to allow learners to be able to describe the factors that influence people’s health and to state the role of effective communication in promoting a healthy living.

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Be able to describe factors that influence health.
2. Be able to explore behaviour change.
3. Be able to state the role of effective communication in health promotion.

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 NOS PHP13, PHP14, PHP15, PHP16, OH2, CHD-ED2, CHD-ED3

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
CH03  Principles of health promotion
Learning outcomes and assessment criteria

**Outcome 1  Be able to describe factors that influence health**

The learner can:
1. Define concepts of health and health promotion.
2. Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health.
3. Explore national health policies and local initiatives.

**Outcome 2  Be able to explore behaviour change**

The learner can:
1. Outline theories of behaviour change.
2. Discuss factors that influence behaviour change.
3. Investigate barriers to change.

**Outcome 3  Be able to state the role of effective communication in health promotion**

The learner can:
1. Identify appropriate and inappropriate methods of communication.
2. Outline the range of health promotion communication methods.
3. Discuss the effectiveness of health promotion materials.
DEM201
Dementia awareness
DEM201 Dementia awareness

Level: 2

Credit value: 2

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand what dementia is.
2. Understand key features of the theoretical models of dementia.
3. Know the most common types of dementia and their causes.
4. Understand factors relating to an individual’s experience of dementia.

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 DEM 201.

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 accordance with Skills for Care and Development’s QCF assessment principles.
**DEM201  Dementia awareness**
Learning outcomes and assessment criteria

**Outcome 1  Understand what dementia is**

The learner can:
1. Explain what is meant by the term ‘dementia’.
2. Describe the key functions of the brain that are affected by dementia.
3. Explain why depression, delirium and age related memory impairment may be mistaken for dementia.

**Outcome 2  Understand key features of the theoretical models of dementia**

The learner can:
1. Outline the medical model of dementia.
2. Outline the social model of dementia.
3. Explain why dementia should be viewed as a disability.

**Outcome 3  Know the most common types of dementia and their causes**

The learner can:
1. List the most common causes of dementia.
2. Describe the likely signs and symptoms of the most common causes of dementia.
3. Outline the risk factors for the most common causes of dementia.
4. Identify prevalence rates for different types of dementia.

**Outcome 4  Understand factors relating to an individual's experience of dementia**

The learner can:
1. Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability.
2. Outline the impact that the attitudes and behaviours of others may have on an individual with dementia.

**Additional guidance**

- **Others** e.g.
  - Care workers
  - Colleagues
  - Managers
  - Social worker
  - Occupational therapist
  - GP
  - Speech & language therapist
  - Physiotherapist
  - Pharmacist
  - Nurse
  - Psychologist
  - Admiral nurses
  - Independent mental capacity advocate
  - Community psychiatric nurse
  - Dementia care advisors
  - Advocate
  - Support groups
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 well-being 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 illness.
2. Know the impact of mental illness 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 familial, 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.
CH04

Carry out pre-donation assessment at blood/blood component donation sessions
CH04  Carry out pre-donation assessment at blood/blood component donation sessions

Level: 2

Credit value: 4

Unit aim
This unit is aimed at those who meet and greet potential donors at blood and blood component donation sessions. It covers the pre-assessment of regular or established blood donors and applies to whole blood and/or automated blood component collection/aphaeresis and to all types of donation session. The knowledge and skills in this unit are limited to reviewing donors’ responses, asking scripted questions and noting donor responses against donor deferral and acceptance criteria.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1 Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to assessment for blood donation.
2 Know the process of pre-donation assessment.
3 Be able to promote individuals understanding of procedures for blood donation.
4 Be able to obtain information from individuals attending blood donor sessions.
5 Be able to support individuals following pre-donation assessment.

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 occupational standards
This unit is linked to the BDS1.

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
CH04 Carry out pre-donation assessment at blood/blood component donation sessions

Learning outcomes and assessment criteria

Outcome 1 Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to assessment for blood donation

The learner can:
1 Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to pre-donation assessment.
2 Outline own responsibilities and accountability in relation to carrying out pre donation assessment.

Outcome 2 Know the process of pre-donation assessment

The learner can:
1 Outline how to set up a confidential health screening assessment area.
2 Describe the importance of applying health and safety measures relevant to pre-donation assessment.
3 Outline different types of donor status and the impact this has on the information required.

Outcome 3 Be able to promote individuals understanding of procedures for blood donation

The learner can:
1 Greet donors in a polite and friendly manner taking into account their individual needs.
2 Explain to the individual the importance of the health screening and of providing correct and complete information.
3 Confirm the individual’s identity, donor status, details and eligibility using specified selection criteria, referring on any issues outside own role.
4 Explain to the individual the procedures which require valid consent.
5 Check the individual’s understanding of the procedures for blood donation and obtain valid consent.

Outcome 4 Be able to obtain information from individuals attending blood donor sessions

The learner can:
1 Gather specific information from an individual, in relation to their suitability to donate blood.
2 Check information that has been provided is complete and sufficient.
3 Describe procedures for referring the individual to the appropriate team member when an individual is not able to provide the information or consent needed.
4 Outline the procedures to follow when the individual's suitability to donate falls outside the defined selection criteria.
5 Record information in line with local policies and protocols.
6 Maintain confidentiality according to local policies and protocols.
Outcome 5  Be able to support individuals following pre-donation assessment

The learner can:
1. Describe how to respond to any concerns the individual may have, including when these need to be referred on and to whom.
2. Provide support, information and advice if the individual is assessed as not suitable for donation.
3. Inform the individual of the next stage in the procedure.
4. Implement the donor award system.
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 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.
CH05

Prepare donors for blood or blood component donation and monitor the donation process
Prepare donors for blood or blood component donation and monitor the donation process

Level: 2

Credit value: 5

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

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to preparing donors.
2. Understand the procedures involved in blood donation.
3. Be able to prepare donors for blood or blood component donation.
4. Be able to prepare the venous access site for blood donation.
5. Be able to monitor the condition of donors throughout the blood donation process.
6. Be able to complete the collection process.

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 occupational standards
This unit is linked to the BDS3.

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.
CH20 Prepare donors for blood or blood component donation and monitor the donation process

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to preparing donors

The learner can:
1. Describe the current legislation national guidelines, policies, protocols, standard operating procedures and good practice when preparing and monitoring donors, materials and equipment for blood or blood component donation.
2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice in relation to preparing and monitoring donors, materials and equipment for blood or blood component donation.
3. Explain the importance of applying standard precautions to the preparation of donors, materials and equipment for blood or blood component donation and the potential consequences of poor practice.

Outcome 2 Understand the procedures involved in blood donation

The learner can:
1. Explain the volume of blood or blood components which may be collected and the amount of time which can safely be allowed to collect them.
2. Explain how to prepare, set up and check relevant materials and equipment, including packs or harnesses or intra venous solutions.
3. Explain why good blood flow is important, how it is monitored and what action to take if blood flow is poor.
4. Explain how to recognise problems with the collection procedure and packs or harnesses or medical devices and what action to take to resolve.

Outcome 3 Be able to prepare donors for blood or blood component donation

The learner can:
1. Confirm the individual's identity and gain valid consent.
2. Confirm the donor has fully completed the required pre-donation assessment.
3. Identify the occasions when the procedure should be stopped.
4. Help the donor into a suitable position to obtain an unrestricted venous access site.
5. Maintain the donor’s dignity, self-respect and comfort.
6. Apply health and safety measures relevant to the procedure and environment.

Outcome 4 Be able to prepare the venous access site for blood donation

The learner can:
1. Apply standard precautions for infection control.
2. Prepare the venous access site for the next stage in the procedure.
3. Assist with gaining venous access and obtain the required number and volume of blood samples in line with local policy.
4. Describe the procedures for informing a team member, in line with local policy, if unable to obtain the required number and volume of samples.
Outcome 5  Be able to monitor the condition of donors throughout the blood donation process

The learner can:
1. Monitor the donor’s condition, behaviour and blood flow, identifying signs of adverse reaction to the procedure.
2. Offer reassurance and emotional support to an individual while they are donating blood or blood components.
3. Recognise changes in the donors’ condition and take appropriate action.
4. Respond to any questions or concerns from the donor.
5. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
6. Identify when to refer to an appropriate person if the questions and concerns are beyond responsibility and knowledge.

Outcome 6  Be able to complete the collection process

The learner can:
1. Monitor the donation and equipment, taking prompt action to assure the quality of the product.
2. Take appropriate action if faults are identified in the collection pack or harness, or in the procedure.
3. Label donations, samples and relevant documents in line with local policy.
4. Identify the types of instruments and equipment that may be reused and those which must be discarded.
5. Update records in line with local policy.
CH06

Conclude the collection of blood or blood component donations
Conclude the collection of blood or blood component donations

Level: 2
Credit value: 3

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to the conclusion of collecting donations.
2. Understand the procedures involved in concluding donation.
3. Be able to conclude the blood collection process.
4. Be able to provide relevant advice and information to donors.

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 occupational standards
This unit is linked to the BDS4.

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 and 4 must be assessed in a real work environment. Simulation is not acceptable.
Conclude the collection of blood or blood component donations

Learning outcomes and assessment criteria

Outcome 1  Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to the conclusion of collecting donations

The learner can:
1  Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice in relation to concluding the collection of blood or blood component donations.
2  Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols when concluding the collection of blood or blood component donations.

Outcome 2  Understand the procedures involved in concluding donation

The learner can:
1  Explain the reasons for and importance of cleaning instruments, equipment, machines and blood spills and splashes effectively.
2  Explain what is hazardous and non-hazardous waste and how to dispose of each.
3  Explain the importance of avoiding damaging donation packs and samples.
4  Explain the importance of checking that the identification labels and numbers on packs, donor records and sample tubes match and what to do if discrepancies are found.
5  Explain the importance of checking and recording batch numbers and expiry dates.

Outcome 3  Be able to conclude the blood collection process

The learner can:
1  Apply standard precautions for infection control.
2  Maintain compliance with health and safety guidance at all times.
3  Treat the needle site in line with organisational procedure.
4  Give the donor instructions on how to care for the needle site.
5  Remove, clean or dispose of equipment and materials from the donor in line with local policy.
6  Explain how long the donor should rest for and what food and drink they should have immediately after donation.
7  Monitor the length of the donor’s rest period.
8  Recognise signs of adverse reactions in the donor, taking remedial actions in line with local policy as necessary.
9  Verify that the donation samples and records correspond prior to transport or storage, reporting any discrepancies to the appropriate person.

Outcome 4  Be able to provide relevant advice and information to donors

The learner can:
1  Respond to questions or concerns from the donor, referring any that are beyond own level of responsibility to an appropriate person.
2  Give the donor clear and accurate instructions on their own aftercare.
3  Ensure transport or escort arrangements are made for the donor, in line with organisational policy.
4  Update records in line with local policy.
CH07

Manage the refreshment area at blood donation sessions
CH07 Manage the refreshment area at blood donation sessions

Level: 2

Credit value: 3

Unit aim
This unit covers the provision of refreshments and distribution of donor information. This includes the preparation of the refreshment area together with preparing and serving refreshments to donors and their accompanying friends or relatives. It also covers monitoring donors in the refreshment area, and dealing with adverse reactions/events.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to managing the refreshment area.
2. Be able to prepare the refreshment area at blood donation sessions.
3. Be able to manage the refreshment area at blood donation sessions.
4. Be able to offer assistance and information at the donation refreshment area.

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 occupational standards
This unit is linked to the BDS5.

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.
CH07 Manage the refreshment area at blood donation sessions

Learning outcomes and assessment criteria

**Outcome 1  Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to managing the refreshment area**

The learner can:
1. Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which affect work practice in relation to managing the refreshment area at a blood donation session.
2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to managing the refreshment area at a blood donation session.

**Outcome 2  Be able to prepare the refreshment area at blood donation sessions**

The learner can:
1. Apply standard precautions for infection control.
2. Apply health and safety measures relevant to the procedure and environment.
3. Identify a suitable location for the refreshment area.
4. Prepare materials and equipment ready for use.
5. Display current donor information in the designated sites.
6. Set up the area to be used in accordance with health and safety legislation and organisational policy.

**Outcome 3  Be able to manage the refreshment area at blood donation sessions**

The learner can:
1. Maintain compliance with health and safety guidance at all times.
2. Use electrical equipment in accordance with manufacturer’s instructions.
3. Identify and report any problems with materials and equipment taking appropriate action.
4. Maintain supplies of self-service items and ensure that they are easily accessible.

**Outcome 4  Be able to offer assistance and information at the donation refreshment area**

The learner can:
1. Explain the importance of valuing and thanking donors for attending the session.
2. Provide information about the availability of refreshments.
3. Prepare and serve refreshments.
4. Respond to any questions as appropriate, referring questions beyond own roles and responsibilities to an appropriate member of staff.
5. Monitor donors for any sign of adverse reactions, taking appropriate action in line with local policy and protocol as necessary.
6. Maintain records in line with local policy and protocol.
CH08

Contribute to the promotion and effective functioning of blood and blood component sessions and services
CH08 Contribute to the promotion and effective functioning of blood and blood component sessions and services

Level: 2

Credit value: 3

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to sessions and services.
2. Be able to contribute to effective teamwork for the delivery of services.
3. Be able to suggest areas for improving systems at blood donation sessions.
4. Be able to offer assistance and information at donation sessions.

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 occupational standards
This unit is linked to the BDS6.

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.
Contribute to the promotion and effective functioning of blood and blood component sessions and services

Learning outcomes and assessment criteria

Outcome 1  Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to sessions and services

The learner can:
1  Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions and services.
2  Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to promoting the effective functioning of blood and blood component donation sessions and services.

Outcome 2  Be able to contribute to effective teamwork for the delivery of services

The learner can:
1  Support the team to help the flow of donors through the blood donation session.
2  Respond to requests from colleagues in a manner which is likely to promote goodwill.
3  Consider other colleagues’ work demands when seeking support and advice.
4  Explain the roles and responsibilities of others within the team.

Outcome 3  Be able to suggest areas for improving systems at blood donation sessions

The learner can:
1  Explain issues which can affect the flow of donors through the session.
2  Suggest areas for improvement to session systems and resources.
3  Explain how sessions and services operate.
4  Explain how donations will be used.

Outcome 4  Be able to offer assistance and information at donation sessions

The learner can:
1  Greet visitors to the session in line with local policy and protocol.
2  Explain to the donor about blood and blood component collection services.
3  Encourage the donor to ask questions and seek clarification on any aspects they are unsure of.
4  Monitor the donor’s progress throughout the session, reporting any issues promptly.
5  Check that the donor is aware of how to give feedback on their experiences Explain how donations will be used.
6  Communicate any feedback to the appropriate person as necessary.
7  Provide information and advice to the donor in order to encourage them to promote blood and blood component collection services to their family, friends and colleagues.
CH09

Register donors at blood donation sessions
CH09 Register donors at blood donation sessions

Level: 2

Credit value: 2

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

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions.
2. Be able to obtain information from donors.
3. Be able to offer assistance and information at blood donation sessions.

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 BDS7.

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.
CH09 Register donors at blood donation sessions

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions

The learner can:
1  Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions.
2  Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to registering donors at blood donation sessions.
3  Explain the importance of working within own role and of seeking advice when faced with situations outside this role.

Outcome 2 Be able to obtain information from donors

The learner can:
1  Obtain required information in a way which encourages the donor to provide sufficient answers.
2  Confirm an individual’s identity and gain valid consent for the donation of blood.
3  Check the information given against existing records, identifying any discrepancies.
4  Seek further details and clarification if the information obtained does not match existing records.
5  Update donor’s records in line with local policy and protocol, maintaining confidentiality at all times.

Outcome 3 Be able to offer assistance and information at blood donation sessions

The learner can:
1  Respond to questions from the donor.
2  Refer to an appropriate person if questions asked are beyond own responsibility and knowledge.
3  Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
4  Provide the donor with information on the donation procedure appropriate to the individual’s needs and concerns including the next stage in the process.
5  Check the donor’s understanding of information given.
CH10
Record and organise information related to blood donation sessions
CH10 Record and organise information related to blood donation sessions

Level: 2

Credit value: 3

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

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions.
2. Be able to gather and record blood donation information.
3. Understand the types of donor information which needs to be recorded.

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 BDS8.

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.
CH10 Record and organise information related to blood donation sessions

Learning outcomes and assessment criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions

The learner can:
1. Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions.
2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols related to gathering and recording blood donor information.
3. Explain the importance of working within own role and of seeking advice when faced with situations outside own sphere of competence.
4. Explain how to deal with breakdowns in information systems.

Outcome 2 Be able to gather and record blood donation information

The learner can:
1. Organise information ready for input to the record system.
2. Input the donation outcome onto the record system in line with local policy and protocol.
3. Communicate with colleagues when further action is required.
4. Update records when provided with new documentation.
5. Maintain confidentiality of information in line with local policy and protocol.

Outcome 3 Understand the types of donor information which needs to be recorded

The learner can:
1. Explain the importance of registration and management of donor information.
2. Explain how the information required differs for a range of donors.
CH11

Prepare blood donations, samples and documentation for transport
CH11    Prepare blood donations, samples and documentation for transport

Level: 2

Credit value: 2

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

Learning outcomes  
There are three learning outcomes to this unit. The learner will:
1. Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to the preparation of donations, samples and documentation.
2. Be able to receive and handle blood donations and samples.
3. Be able to prepare documents, blood donations and samples for transportation.

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 BDS9.

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.
CH11 Prepare blood donations, samples and documentation for transport

Learning outcomes and assessment criteria

**Outcome 1** Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to the preparation of donations, samples and documentation

The learner can:
1. Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions relation to blood donation sessions when preparing documentation, donations and samples.
2. Explain responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols.
3. Describe the record systems used in own work area.

**Outcome 2** Be able to receive and handle blood donations and samples

The learner can:
1. Apply standard precautions for infection prevention and control.
2. Maintain compliance with health and safety guidance at all times.
3. Receive and handle blood donations, samples and documentation in line with local policy and protocol.
4. Inspect blood donation packs to confirm that they are correctly sealed and free from damage, taking appropriate action as necessary.
5. Maintain confidentiality of information in line with local policy and protocol.
6. Dispose of waste safely in line with local policy and protocol.
7. Explain the differences between new, returning.

**Outcome 3** Be able to prepare documents, blood donations and samples for transportation

The learner can:
1. Place samples in numerical order in storage racks.
2. Pack donations, samples and documentation for transportation or storage in line with local policy and protocol.
3. Document information in line with local policy and protocol.
4. Establish identification of person collecting documentation, blood/blood components and samples for transfer.
5. Explain the importance of applying standard precautions when preparing donations and samples for transport and the potential consequences of poor practice.
6. Explain the importance of preparing documentation in line with local policy and protocol.
Welcome donors at donation sessions and provide information
Welcome donors at donation sessions and provide information

Level: 2

Credit value: 2

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

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to own role.
2. Be able to welcome donors at blood donation sessions.
3. Be able to check blood donor details and information.

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 BDS10.

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.
Welcome donors at donation sessions and provide information

Learning outcomes and assessment criteria

Outcome 1  Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to own role

The learner can:
1. Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to welcoming donors and the provision of information.
2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols.

Outcome 2  Be able to welcome donors at blood donation sessions

The learner can:
1. Greet the individual in line with local policy and protocol.
2. Identify the reason for individual’s attendance at the service and if required direct them to other areas within the session.
3. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
4. Co-ordinate appointments to meet donor needs.
5. Co-ordinate queuing systems in order to promote an efficient service.
6. Inform the donor of delays and where necessary make alternative arrangements in line with local policy and protocol.

Outcome 3  Be able to check blood donor details and information

The learner can:
1. Obtain and communicate information about individual donor status.
2. Explain the differences between donor categories and how this affects the information required from them.
3. Offer support if a donor requires assistance to complete their documentation.
4. Check the personal details of a donor if they are deferred or suspended, amending as necessary.
5. Maintain confidentiality of information and documentation.
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
Monitor and maintain the environment and resources during and after clinical/therapeutic activities
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
• Resources are all equipment, items or materials used to undertake activities.
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.
CH85

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

Level: 3

Credit value: 5

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment.
2. Understand the requirements for pressure area care in the perioperative environment.
3. Be able to prepare to transport individuals within the perioperative care environment.
4. Be able to assist in the transfer and positioning of individuals within the perioperative environment.

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

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the NOS PCS1 and PCS23

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 in line with Skills for Health QCF assessment principles.
CH85  Transport, transfer and position individuals and equipment within the perioperative environment

Learning outcomes and assessment criteria

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

The learner can:
1. Explain the standard health and safety precautions used when moving, handling and transporting individuals and equipment and the potential consequences if these are not applied.
2. Explain the safe techniques and procedures used for moving and positioning individuals and equipment in the perioperative environment, according to local and organisational policies and procedures.
3. Explain the importance of using personal protective equipment.
4. Identify situations when additional protective equipment may be required.

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

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

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

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

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

Additional guidance
• Appropriate person may include registered practitioners or other colleagues.
• Standard precautions are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.
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. recognised 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
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.
HSC2027

Obtain test specimens from individuals
HSC2027 Obtain test specimens from individuals

Level: 2

Credit value: 2

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

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Understand the processes involved in obtaining and testing specimens from individuals.
2. Be able to prepare to obtain specimens from individuals.
3. Be able to obtain specimens from individuals.
4. Be able to test specimens.
5. Be able to report on the outcomes on the test of specimens.
6. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens.

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 occupational standards
This unit is linked to CHS7.

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, 4 and 5 must be assessed in a real work environment.
HSC2027 Obtaining test specimens from individuals

Learning outcomes and assessment criteria

Outcome 1 Understand the processes involved in obtaining and testing specimens from individuals

The learner can:
1. Identify the different types of specimens that may be obtained.
2. Describe the tests and investigations that may be carried out upon the specimens.
3. Identify the correct equipment and materials used in the collection and transport of specimens.

Outcome 2 Be able to prepare to obtain specimens from individuals

The learner can:
1. Confirm the individual's identity and obtain valid consent.
2. Ensure the individual's privacy and dignity is maintained at all times.
3. Identify any aspects of the individual's ethnic and religious background which might affect the procedure.
4. Communicate with the individual in a medium appropriate to their needs and preferences.
5. Demonstrate that the required preparations have been completed including materials and equipment.

Outcome 3 Be able to obtain specimens from individuals

The learner can:
1. Provide the correct container for the individual to be able to provide the specimen for themselves.
2. Collect the specimen where the individual cannot provide the specimen for themselves.
3. Describe possible problems in collecting specimens and how and when these should be reported.
4. Demonstrate the correct collection, labelling and storage of specimens.
5. Complete and attach relevant documentation.

Outcome 4 Be able to test specimens

The learner can:
1. Demonstrate the appropriate tests for a range of specimens obtained.
2. Demonstrate appropriate health and safety measures relevant to the procedure and environment to include:
   a) standard precautions for infection prevention and control
   b) use of personal protective equipment.

Outcome 5 Be able to report on the outcomes on the test of specimens

The learner can:
1. Show the correct process for reporting and recording test results.
2. Describe the actions to be taken when the results are outside the normal range.
3. Communicate test results in accordance with agreed ways of working.
4. Describe why it is important to understand the implications the test results may have on the individual.
Outcome 6  Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens

The learner can:
1  Explain current legislation, national guidelines, organisational policies and protocols which affect working practice.
2  Identify the potential hazards and other consequences related to incorrect labelling of specimens.

Additional guidance
• Different types of specimens – excludes blood
• Valid consent must be in line with agreed UK country definition
• Agreed ways of working will include policies and procedures where these exist
HSC2005
Support individuals to carry out their own health care procedures
HSC2005 Support individuals to carry out their own health care procedures

Level: 2

Credit value: 2

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 carry out their own health care procedures safely.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand health care procedures likely to be undertaken by individuals.
2. Be able to support individuals to prepare to carry out their own health care procedures.
3. Be able to support individuals to carry out health care procedures.
4. Be able to monitor health care procedures undertaken by individuals.

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 HSC 225.

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.
HSC2005  Support individuals to carry out their own health care procedures
Learning outcomes and assessment criteria

Outcome 1  Understand health care procedures likely to be undertaken by individuals

The learner can:
1  Identify treatments and physical measurements likely to be undertaken by individuals.
2  Explain reasons why physical measurements and specimens might need to be taken.
3  Describe possible adverse reactions individuals may experience when undertaking their own health care procedures.

Outcome 2  Be able to support individuals to prepare to carry out their own health care procedures

The learner can:
1  Establish with others own role in supporting individuals to carry out their own health care procedures.
2  Promote safe storage of supplies.
3  Support the individual to prepare equipment and the environment to carry out procedures.
4  Support the individual's understanding about correct techniques for procedures.
5  Check the individual's understanding about when to seek advice or take immediate action when carrying out health care procedures.

Outcome 3  Be able to support individuals to carry out health care procedures

The learner can:
1  Assist the individual to carry out health care procedures in a way that promotes active participation.
2  Promote safe disposal of supplies used for procedures.
3  Support the individual to record measurements and store records safely.

Outcome 4  Be able to monitor health care procedures undertaken by individuals

The learner can:
1  Monitor the accuracy, timing and outcomes of health care procedures carried out by the Individual.
2  Record and report any adverse reactions or other concerns, in line with agreed ways of working.
3  Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed.
**Additional guidance**

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

- **Others** may include:
  - family
  - friends
  - advocates
  - health care professionals
  - others who are important to the individual’s well-being

- **Correct techniques** may include:
  - timings
  - hygiene
  - use of equipment
  - safe disposal
  - recording

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

- **Agreed ways of working** will include policies and procedures where these exist.
HSC2004

Contribute to monitoring the health of individuals affected by health conditions
HSC2004 Contribute to monitoring the health of individuals affected by health conditions

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 observe, monitor, record and report on the health of individuals affected by health conditions.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand monitoring of the health of individuals affected by health conditions.
2. Be able to carry out observations of the health of individuals affected by health conditions.
3. Be able to record and report on observations.
4. Be able to respond to changes in an individual’s condition.

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

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to HSC 224.

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.
HSC2004  Contribute to monitoring the health of individuals affected by health conditions

Learning outcomes and assessment criteria

Outcome 1  Understand monitoring of the health of individuals affected by health conditions

The learner can:
1  Explain the importance of monitoring the health of individuals affected by a health condition.
2  Describe ways in which the health of individuals can be monitored.

Outcome 2  Be able to carry out observations of the health of individuals affected by health conditions

The learner can:
1  Identify what observations have been agreed to monitor the health condition of an individual.
2  Carry out required observations in ways that:
   a) respect the individual's dignity and privacy
   b) reassure the individual and minimise any fears or concerns
   c) follow agreed ways of working

Outcome 3  Be able to record and report on observations

The learner can:
1  Record required indicators of an individual’s condition.
2  Report changes in the individual’s condition, in line with agreed ways of working.
3  Explain when changes may be needed to usual recording and reporting requirements about an individual’s health condition.

Outcome 4  Be able to respond to changes in an individual’s condition

The learner can:
1  Take immediate action in line with agreed ways of working when changes in an individual’s health cause concern.
2  Work with others to review information about changes in an individual’s health.
3  Clarify own understanding about changes to requirements for monitoring.
4  Implement required changes to monitoring processes.
Additional guidance

- **Health** may include aspects that affect:
  - Physical health
  - Psychological well-being

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

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

- **Observations** may include:
  - Informal observations
  - Physical measurements
  - Other agreed ways of monitoring

- **Others** may include:
  - The individual
  - Family members
  - Line manager
  - Other professionals
  - Others who are important to the individual’s well-being
HSC2003

Provide support to manage pain and discomfort
HSC2003 Provide support to manage pain and discomfort

Level: 2

Credit value: 2

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

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Understand approaches to managing pain and discomfort.
2. Be able to assist in minimising individuals’ pain or discomfort.
3. Be able to monitor, record and report on the management of individuals’ pain or discomfort.

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 HSC 216 and CHS 6.

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.
HSC2003 Provide support to manage pain and discomfort
Learning outcomes and assessment criteria

Outcome 1 Understand approaches to managing pain and discomfort

The learner can:
1 Explain the importance of a holistic approach to managing pain and discomfort.
2 Describe different approaches to alleviate pain and minimise discomfort.
3 Outline agreed ways of working that relate to managing pain and discomfort.

Outcome 2 Be able to assist in minimising individuals’ pain or discomfort

The learner can:
1 Describe how pain and discomfort may affect an individual’s wellbeing and communication.
2 Encourage an individual to express feelings of discomfort or pain.
3 Encourage an individual to use self-help methods of pain control.
4 Assist an individual to be positioned safely and comfortably.
5 Carry out agreed measures to alleviate pain and discomfort.

Outcome 3 Be able to monitor, record and report on the management of individuals’ pain or discomfort

The learner can:
1 Carry out required monitoring activities relating to management of an individual’s pain or discomfort.
2 Complete records in required ways.
3 Report findings and concerns as required.

Additional guidance

• An individual is someone requiring care or support

• Agreed ways of working will include policies and procedures where these exist
HSC2001

Provide support for therapy sessions
HSC2001  Provide support for therapy sessions

Level: 2

Credit value: 2

Unit aim

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

1. Understand the benefits of therapy sessions
2. Be able to prepare for therapy sessions
3. Be able to provide support in therapy sessions
4. Be able to observe and record therapy sessions
5. Be able to contribute to the review of therapy sessions

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 216 and CHS 6.

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.
HSC2001 Provide support for therapy sessions
Learning outcomes and assessment criteria

Outcome 1 Understand the benefits of therapy sessions

The learner can:
1. identify different types of therapy sessions in which an individual may participate
2. describe how therapy sessions can benefit an individual

Outcome 2 Be able to prepare for therapy sessions

The learner can:
1. establish own responsibilities in preparing for a therapy session
2. identify with the individual their preferences and requirements for the therapy session
3. follow instructions to prepare the environment, materials, equipment and self for the session

Outcome 3 Be able to provide support in therapy sessions

The learner can:
1. provide support during a therapy session that takes account of:
   • the therapist’s directions
   • the individual’s preferences and requirements
2. promote the active participation of the individual during the session
3. describe ways to overcome fears or concerns an individual may have about a therapy session

Outcome 4 Be able to observe and record therapy sessions

The learner can:
1. agree what observations need to be carried out during therapy sessions
2. agree how observations will be recorded
3. carry out agreed observations
4. record agreed observations as required

Outcome 5 Be able to contribute to the review of therapy sessions

The learner can:
1. contribute to a review of therapy sessions to identify issues and progress
2. contribute to agreeing changes to therapy sessions with the individual and others

Additional guidance

Therapy sessions may include:
• occupational therapy
• physiotherapy
• hydrotherapy
• aromatherapy

An individual is someone requiring care or support

Others may include:
• therapist
• line manager
• family
• friends
• advocates
• others who are important to the individual’s well-being

Active participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
HSC2024

Undertake agreed pressure area care
HSC2024  Undertake agreed pressure area care

Level: 2

Credit value: 4

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

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1  Understand the anatomy and physiology of the skin in relation to pressure area care.
2  Understand good practice in relation to own role when undertaking pressure area care.
3  Be able to follow the agreed care plan.
4  Understand the use of materials, equipment and resources available when undertaking
pressure area care.
5  Be able to prepare to undertake pressure area care.
6  Undertake pressure area 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 occupational standards
This unit is linked to CHS5.

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, 5 and 6 must be assessed in a real work environment.
HSC2024 Undertake agreed pressure area care
Learning outcomes and assessment criteria

Outcome 1 Understand the anatomy and physiology of the skin in relation to pressure area care

The learner can:
1. Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores.
2. Identify pressure sites of the body.
3. Identify factors which might put an individual at risk of skin breakdown and pressure sores.
4. Describe how incorrect handling and moving techniques can damage the skin.
5. Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores.
6. Describe changes to an individual’s skin condition that should be reported.

Outcome 2 Understand good practice in relation to own role when undertaking pressure area care

The learner can:
1. Identify legislation and national guidelines affecting pressure area care.
2. Describe agreed ways of working relating to pressure area care.
3. Describe why team working is important in relation to providing pressure area care.

Outcome 3 Be able to follow the agreed care plan

The learner can:
1. Describe why it is important to follow the agreed care plan.
2. Ensure the agreed care plan has been checked prior to undertaking the pressure area care.
3. Identify any concerns with the agreed care plan prior to undertaking the pressure area care.
4. Describe actions to take where any concerns with the agreed care plan are noted.
5. Identify the pressure area risk assessment tools which are used in own work area.
6. Explain why it is important to use risk assessment tools.

Outcome 4 Understand the use of materials, equipment and resources available when undertaking pressure area care

The learner can:
1. Identify a range of aids or equipment used to relieve pressure.
2. Describe safe use of aids and equipment.
3. Identify where up-to-date information and support can be obtained about:
   - materials
   - equipment
   - resources

Outcome 5 Be able to prepare to undertake pressure area care

The learner can:
1. Prepare equipment and environment in accordance with health and safety guidelines.
2. Obtain valid consent for the pressure area care.
Outcome 6  Undertake pressure area care

The learner can:
1  Carry out pressure area care procedure in a way that:
   a) respects the individual’s dignity and privacy
   b) maintains safety
   c) ensures the individual’s comfort
   d) promotes active participation
   e) promotes partnership working

2  Apply standard precautions for infection prevention and control.
3  Carry out the pressure area care procedure without obstruction from bedding and clothing.
4  Move an individual using approved techniques and in accordance with the agreed care plan.
5  Use pressure relieving aids in accordance with the care plan and any safety instructions.
6  Communicate effectively with the individual throughout the intervention.
7  Complete all records and documentation accurately and legibly.

Additional guidance

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

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

- **Active participation** is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
HSC2028

Move and position individuals in accordance with their plan of care
HSC2028    Move and position individuals in accordance with their plan of care

Level: 2

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 move and position individuals as part of their plan of care according to their specific needs.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Understand anatomy and physiology in relation to moving and positioning individuals.
2. Understand legislation and agreed ways of working when moving and positioning individuals.
3. Be able to minimise risk before moving and positioning individuals.
4. Be able to prepare individuals before moving and positioning.
5. Be able to move and position an individual.
6. Know when to seek advice from and/or involve others when moving and positioning an individual.

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 occupational standards
This unit is linked to CHS6.

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 and 5 must be assessed in a real work environment.
HSC2028 Move and position individuals in accordance with their plan of care

Learning outcomes and assessment criteria

Outcome 1 Understand anatomy and physiology in relation to moving and positioning individuals

The learner can:
1. Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals.
2. Describe the impact of specific conditions on the correct movement and positioning of an individual.

Outcome 2 Understand legislation and agreed ways of working when moving and positioning individuals

The learner can:
1. Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals.
2. Describe what health and safety factors need to be taken into account when moving an positioning individuals and any equipment used to do this.

Outcome 3 Be able to minimise risk before moving and positioning individuals

The learner can:
1. Access up-to-date copies of risk assessment documentation.
2. Carry out preparatory checks using:
   a) the individual’s care plan
   b) the moving and handling risk assessment
3. Identify any immediate risks to the individual.
4. Describe actions to take in relation to identified risks.
5. Describe what action should be taken if the individual’s wishes conflict with their plan of care in relation to health and safety and their risk assessment.
6. Prepare the immediate environment ensuring:
   a) adequate space for the move in agreement with all concerned
   b) that potential hazards are removed
7. Apply standard precautions for infection prevention and control.

Outcome 4 Be able to prepare individuals before moving and positioning

The learner can:
1. Demonstrate effective communication with the individual to ensure that they:
   a) understand the details and reasons for the action/activity being undertaken
   b) agree the level of support required
2. Obtain valid consent for the planned activity.
Outcome 5  Be able to move and position an individual

The learner can:
1  Follow the care plan to ensure that the individual is positioned.
   a) using the agreed technique
   b) in a way that will avoid causing undue pain or discomfort
2  Demonstrate effective communication with any others involved in the manoeuvre.
3  Describe the aids and equipment that may be used for moving and positioning.
4  Use equipment to maintain the individual in the appropriate position.
5  Encourage the individual’s active participation in the manoeuvre.
6  Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction.
7  Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due.

Outcome 6  Know when to seek advice from and/or involve others when moving and positioning an individual

The learner can:
1  Describe when advice and/or assistance should be sought to move or handle an individual safely.
2  Describe what sources of information are available about moving and positioning individuals.

Additional guidance
• Agreed ways of working will include policies and procedures and guidelines where these exist.
• Valid consent must be in line with agreed UK country definition.
• Active participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
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
CH18

Receive and store medication and products
CH18 Receive and store medication and products

Level: 2

Credit value: 2

Unit aim
This unit is aimed at individuals receiving and storing medications and products in a variety of settings, such as hospitals and nursing and residential homes. The medication and products may be from a number of different sources. It does not include the storage of controlled drugs.

Learning outcomes
There are two learning outcomes to this unit. The learner will:
1. Understand relevant legislation, policy and good practice related to receiving and storing medication and products.
2. Be able to receive and store medication and products.

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

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the CHS1.

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 accordance with the Skills for Health QCF assessment principles.
CH18  Receive and store medication and products
Learning outcomes and assessment criteria

Outcome 1  Understand relevant legislation, policy and good practice related to receiving and storing medication and products

The learner can:
1  Summarise current legislation, national guidelines, and good practice guidelines appropriate for receiving and storing medication and products.
2  Describe local policy and protocols impacting on own role and that of others in relation to receiving and storing medication and products.

Outcome 2  Be able to receive and store medication and products

The learner can:
1  Apply standard precautions for infection prevention and control.
2  Apply health and safety measures relevant to receiving and storing medication and products.
3  Check that the individual has handed over any medication and products for storage and inform them what will happen to these.
4  Inform staff about medication and products:
   a) On receipt prior to storage
   b) When problems are identified during receipt and storage
   c) When stocks are low and require replenishing
5  Store all medication and products in line with environmental, legal and local policy requirements.
6  Maintain all records on completion of:
   a) Receipt of medication and products
   b) Stock checking
   c) Stock rotation and date checking
7  Dispose of out of date or unwanted medication or products in line with national and local policy and protocol.
HSC2012

Support individuals who are distressed
HSC2012 Support individuals who are distressed

Level: 2

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 provide support to individuals through periods of distress.

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

1. Understand causes and effects of distress.
2. Be able to prepare to support individuals who are experiencing distress.
3. Be able to support individuals through periods of distress.
4. Be able to support individuals to reduce distress.
5. Be able to record and report on an individual’s distress.

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 occupational standards
This unit is linked to HSC 226.

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, 4 and 5 must be assessed in a real work environment.
HSC2012 Support individuals who are distressed
Learning outcomes and assessment criteria

Outcome 1 Understand causes and effects of distress

The learner can:
1. Identify common causes of distress.
2. Describe signs that may indicate an individual is distressed.
3. Explain how distress may affect the way an individual communicates.
4. Explain how working with an individual who is distressed may impact on own well being.

Outcome 2 Be able to prepare to support individuals who are experiencing distress

The learner can:
1. Access information and advice about supporting an individual through a time of distress.
2. Establish signs of distress that would indicate the need for specialist intervention.
3. Describe how to access specialist intervention.
4. Identify sources of support to manage own feelings when working with an individual who is distressed.

Outcome 3 Be able to support individuals through periods of distress

The learner can:
1. Communicate empathy and reassurance in ways that respect the individual’s dignity, culture and beliefs.
2. Demonstrate ways to alleviate immediate distress.
3. Adapt support in response to the individual’s reactions.
4. Demonstrate how to involve others in supporting an individual who is distressed.

Outcome 4 Be able to support individuals to reduce distress

The learner can:
1. Encourage the individual to express thoughts and feelings about troubling aspects of their life.
2. Work with the individual and others to identify triggers for distress.
3. Work with an individual and others to reduce triggers or alleviate causes of distress.
4. Encourage the individual to review their usual ways of coping with distress.

Outcome 5 Be able to record and report on an individual’s distress

The learner can:
1. Maintain records relating to the individual’s distress and the support provided.
2. Report on periods of distress in line with agreed ways of working.
**Additional guidance**

- **Causes of distress** may be:
  - Internal to the individual
  - Related to support needs
  - Related to support provision
  - Related to loss
  - Related to change.

- **Individual**: An individual is someone requiring care or support.

- **Others** may include:
  - Family
  - Friends
  - Advocates
  - Line manager
  - Other professionals
  - Others who are important to the individual’s well-being
HSC2015
Support individuals to meet personal care needs
Support individuals to meet personal care needs

Level: 2

Credit value: 2

Unit aim
This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs. It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Be able to work with individuals to identify their needs and preferences in relation to personal care.
2. Be able to provide support for personal care safely.
3. Be able to support individuals to use the toilet.
4. Be able to support individuals to maintain personal hygiene.
5. Be able to support individuals to manage their personal appearance.
6. Be able to monitor and report on support for personal care.

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 occupational standards
This unit is linked to HSC 218.

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
All learning outcomes must be assessed in a real work environment.
HSC2015 Support individuals to meet personal care needs
Learning outcomes and assessment criteria

Outcome 1 Be able to work with individuals to identify their needs and preferences in relation to personal care

The learner can:
1. Encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care.
2. Establish the level and type of support and individual needs for personal care.
3. Agree with the individual how privacy will be maintained during personal care.

Outcome 2 Be able to provide support for personal care safely

The learner can:
1. Support the individual to understand the reasons for hygiene and safety precautions.
2. Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection.
3. Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care.
4. Describe ways to ensure the individual can summon help when alone during personal care.
5. Ensure safe disposal of waste materials.

Outcome 3 Be able to support individuals to use the toilet

The learner can:
1. Provide support for the individual to use toilet facilities in ways that respect dignity.
2. Support individual to make themselves clean and tidy after using toilet facilities.

Outcome 4 Be able to support individuals to maintain personal hygiene

The learner can:
1. Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care.
2. Ensure toiletries, materials and equipment are within reach of the individual.
3. Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation.

Outcome 5 Be able to support individuals to manage their personal appearance

The learner can:
1. Provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation.
2. Encourage the individual to keep their clothing and personal care items clean, safe and secure.

Outcome 6 Be able to monitor and report on support for personal care

The learner can:
1. Seek feedback from the individual and others on how well support for personal care meets the individual’s needs and preferences.
2. Monitor personal care functions and activities in agreed ways.
3. Record and report on an individual’s personal care in agreed ways.
Additional guidance

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

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

- **Toilet facilities** may include:
  - Toilet
  - Commode
  - Bedpan
  - Urinal.

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

- Activities an individual may use to **manage their personal appearance** may include:
  - Hair care
  - Nail care
  - Shaving
  - Skin care
  - Use of cosmetics
  - Use of prostheses & orthoses

- **Others** may include:
  - family
  - friends
  - advocates
  - specialists
  - health care professionals
  - others who are important to the individual’s well being
HSC2022
Contribute to the care of a deceased person
HSC2022   Contribute to the care of a deceased person

Level: 2

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 contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Know the factors that affect how individuals are cared for after death.
2. Be able to contribute to supporting those who are close to deceased individuals.
3. Be able to contribute to preparing deceased individuals prior to transfer.
4. Be able to contribute to transferring deceased individuals.
5. Be able to manage own feelings in relation to the death of individuals.

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 occupational standards
This unit is linked to HSC 239.

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, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of those involved.
HSC2022  Contribute to the care of a deceased person
Learning outcomes and assessment criteria

Outcome 1  Know the factors that affect how individuals are cared for after death

The learner can:
1  Outline legal requirements and agreed ways of working that underpin the care of deceased individuals.
2  Describe how beliefs and religious and cultural factors affect how deceased individuals are cared for.
3  Identify the physical changes that take place after death and how this may affect laying out and moving individuals.
4  Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals.
5  Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions.

Outcome 2  Be able to contribute to supporting those who are close to deceased individuals

The learner can:
1  Describe the likely immediate impact of an individual’s death on others who are close to the deceased individual.
2  Support others immediately following the death of the individual in ways that:
   • reduce their distress
   • respect the deceased individual

Outcome 3  Be able to contribute to preparing deceased individuals prior to transfer

The learner can:
1  Follow agreed ways of working to ensure that the deceased person is correctly identified.
2  Carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture.
3  Use protective clothing to minimise the risk of infection during preparation of the deceased individual.
4  Contribute to recording any property and valuables that are to remain with the deceased individual.

Outcome 4  Be able to contribute to transferring deceased individuals

The learner can:
1  Carry out agreed role in contacting appropriate organisations.
2  Carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual.
3  Record details of the care and transfer of the deceased person in line with agreed ways of working.

Outcome 5  Be able to manage own feelings in relation to the death of individuals

The learner can:
1  Identify ways to manage own feelings in relation to an individual’s death.
2  Utilise support systems to deal with own feelings in relation to an individual’s death.
Additional guidance

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

• **Others** may include:
  - Family
  - Friends
  - Own colleagues
  - Others who were involved in the life of the individual

• **Appropriate organisations** may include:
  - Mortuary
  - Funeral directors
  - Places of worship
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
Valid consent must be in line with agreed UK country definition. This unit must be assessed in line with Skills for Health QCF Assessment Principles.
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.
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 the 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.
HSC2014

Support individuals to eat and drink
HSC2014 Support individuals to eat and drink

Level: 2

Credit value: 2

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

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Be able to support individuals to make choices about food and drink.
2. Be able to prepare to provide support for eating and drinking.
3. Be able to provide support for eating and drinking.
4. Be able to clear away after food and drink.
5. Be able to monitor eating and drinking and the support provided.

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 HSC 213, HSC 214.

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
All learning outcomes must be assessed in a real work environment.
HSC2014  Support individuals to eat and drink
Learning outcomes and assessment criteria

Outcome 1  Be able to support individuals to make choices about food and drink

The learner can:
1  Establish with an individual the food and drink they wish to consume.
2  Encourage the individual to select suitable options for food and drink.
3  Describe ways to resolve any difficulties or dilemmas about the choice of food and drink.
4  Describe how and when to seek additional guidance about an individual’s choice of food and drink.

Outcome 2  Be able to prepare to provide support for eating and drinking

The learner can:
1  Identify the level and type of support an individual requires when eating and drinking.
2  Demonstrate effective hand-washing and use of protective clothing when handling food and drink.
3  Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences.
4  Provide suitable utensils to assist the individual to eat and drink.

Outcome 3  Be able to provide support for eating and drinking

The learner can:
1  Describe factors that help promote an individual’s dignity, comfort and enjoyment while eating and drinking.
2  Support the individual to consume manageable amounts of food and drink at their own pace.
3  Provide encouragement to the individual to eat and drink.
4  Support the individual to clean themselves if food or drink is spilt.
5  Adapt support in response to an individual’s feedback or observed reactions while eating and drinking.

Outcome 4  Be able to clear away after food and drink

The learner can:
1  Explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away.
2  Confirm that the individual has finished eating and drinking.
3  Clear away used crockery and utensils in a way that promotes active participation.
4  Support the individual to make themselves’s clean and tidy after eating or drinking.

Outcome 5  Be able to monitor eating and drinking and the support provided

The learner can:
1  Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter.
2  Carry out and record agreed monitoring processes.
3  Report on the support provided for eating and drinking in accordance with agreed ways of working.
Additional guidance

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

- **Suitable options** will take account of:
  - Expressed wishes and preferences
  - General nutrition principles
  - Specific dietary requirements
  - Religious, cultural and personal beliefs
  - Resources available

- Ways to **prepare** to eat and drink may include
  - Choosing where to eat
  - Choosing with whom to eat
  - Protecting clothes from potential spills
  - Taking up a comfortable position

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

- **Agreed ways of working** will include policies and procedures where these exist.
HSC2011
Support Individuals to access and use information about services and facilities
HSC2011  Support Individuals to access and use information about services and facilities

Level: 2

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 select, use and give feedback on information about services and facilities.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Know ways to support individuals to access information on services and facilities.
2. Be able to work with individuals to select and obtain information about services and facilities.
3. Be able to work with individuals to access and use information about services and facilities.
4. Be able to support individuals to evaluate the information accessed on services and facilities.

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 HSC 26.

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.
HSC2011  Support Individuals to access and use information about services and facilities

Learning outcomes and assessment criteria

Outcome 1  Know ways to support individuals to access information on services and facilities

The learner can:
1  Identify the types of services and facilities about which individuals may require information.
2  Identify possible barriers to accessing and understanding information.
3  Describe ways to overcome barriers to accessing information.
4  Identify a range of formats, translations and technology that could make information more accessible for individuals.
5  Describe types of support individuals may need to enable them to identify and understand information.

Outcome 2  Be able to work with individuals to select and obtain information about services and facilities

The learner can:
1  Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities.
2  Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes.
3  Support an individual to obtain selected information in their preferred format and language.

Outcome 3  Be able to work with individuals to access and use information about services and facilities

The learner can:
1  Support an individual to access the content of information about services and facilities.
2  Demonstrate ways to check an individual’s understanding of the information.
3  Work with an individual to access a service or facility using the information, in ways that promote active participation.
4  Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information.

Outcome 4  Be able to support individuals to evaluate the information accessed on services and facilities

The learner can:
1  Support an individual to give feedback on whether information on services and facilities has met their needs and preferences.
2  Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information.
3  Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals.
Additional guidance

• An **individual** is someone requiring care or support. Services and facilities may include:
  services provided within an individual’s home
  services to enable individuals to meet their social care needs
  community facilities.

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

• **Issues or concerns** may include those relating to:
  Ineligibility
  Lack of availability
  Conditions for access
HSC2016
Support Individuals to manage continence
HSC2016  Support Individuals to manage continence

Level: 2

Credit value: 3

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

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

1  Understand factors that affect the management of continence.
2  Be able to support individuals to manage their own continence.
3  Be able to support the use of equipment to manage continence.
4  Be able to support continence safely.
5  Be able to monitor and report on support for managing continence.

Guided learning hours
It is recommended that 19 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 219.

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, 4 and 5 must be assessed in a real work environment.
HSC2016 Support Individuals to manage continence
Learning outcomes and assessment criteria

Outcome 1 Understand factors that affect the management of continence

The learner can:
1. Explain how difficulties with continence can affect an individual's self-esteem, health and their day to day activities.
2. List common causes of difficulties with continence.
3. Explain how an individual's personal beliefs and values may affect the management of continence.
4. Describe ways to protect an individual's privacy whilst managing continence.

Outcome 2 Be able to support individuals to manage their own continence

The learner can:
1. Encourage an individual to express preferences and concerns about continence needs.
2. Support the individual to understand the effects of lifestyle on continence.
3. Explain how and when to access additional guidance about support for continence.

Outcome 3 Be able to support the use of equipment to manage continence

The learner can:
1. Access information about continence equipment recommended for the individual.
2. Agree with the individual their preferred times and places for using continence equipment.
3. Agree the level and type of support required for use of equipment.
4. Support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation.

Outcome 4 Be able to support continence safely

The learner can:
1. Identify risks that may arise while supporting continence.
2. Encourage the individual to maintain personal hygiene whilst managing continence.
3. Dispose of used equipment and soiled materials safely.
4. Ensure the environment is clean, tidy and accessible before and after use.
5. Use protective equipment, protective clothing and hygiene techniques to minimise risks.

Outcome 5 Be able to monitor and report on support for managing continence

The learner can:
1. Use agreed processes to monitor continence and support for managing continence.
2. Record and report on support for managing continence in agreed ways.
Additional guidance

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

• **Lifestyle** factors affecting continence may include:
  - Diet
  - Patterns of eating and drinking
  - Exercise and mobility
  - Use of medication
  - Daily routines

• **Equipment** may include:
  - Pads
  - Commode
  - Bedpan
  - Urinal

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

• **Risks** may include risks to:
  - The individual
  - The learner
  - Others
CH20

Protecting from risk of violence at work
Protecting from risk of violence at work

Level: 2
Credit value: 3

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

Learning outcomes
There are six learning outcomes to this unit. The learner will:
1. Understand the job role, responsibilities and limitations.
2. Be able to use verbal and non-verbal communication to help calm a potentially violent situation.
3. Be able to dynamically risk assess a potentially violent situation.
4. Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety.
5. Be able to review an incident and support processes.
6. Be able to accurately report an incident.

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 the Skills for Security NOS: SFS 1 Protect yourself from the risk of violence at work.

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
Assessment criteria should be assessed through naturally occurring evidence from the workplace. Simulation is not permitted in this unit.
CH20 Protecting from risk of violence at work

Learning outcomes and assessment criteria

Outcome 1 Understand the job role, responsibilities and limitations

The learner can:
1. Describe the legal duties for an individual to ensure well-being and health and safety in the workplace as explained by relevant legislation.
2. Describe the job role, including the responsibilities and limitations.
3. Describe personal capabilities and limitations in terms of protection in potentially violent situations.

Outcome 2 Be able to use verbal and non-verbal communication to help calm a potentially violent situation

The learner can:
1. Describe the importance of showing respect for people, their property and rights.
2. Describe when it is appropriate and possible to maintain a safe distance and avoid physical contact.
3. Maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour.
4. Maintain a safe distance and avoid physical contact.
5. Avoid behaviour or language that may be discriminatory or oppressive when communicating with other people.
6. Interpret simple body language and the importance of acknowledging other people’s personal space.
7. Explain clearly to the people involved:
   • what you will do
   • what they should do and
   • the likely consequences if the present situation continues
8. Communicate with those presenting unacceptable behaviour in a way that:
   • shows respect for them, their property and their rights
   • is free from discrimination and oppressive behaviour

Outcome 3 Be able to dynamically risk assess a potentially violent situation

The learner can:
1. Describe the main signs that a situation could escalate to violent behaviour.
2. Describe the importance of remaining alert to triggers of violent behaviour.
3. Describe the importance of planning how to leave a situation if there is a physical risk including identifying where the nearest exit routes are located.
4. Demonstrate how to keep the situation under review.
5. Act to reduce the risks to the safety of all those affected by the incident.
Outcome 4  Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety

The learner can:
1  Describe the types of action and behaviour that can be taken to calm situations.
2  Describe when to leave the scene of the incident, when to seek help and safe techniques or leaving the situation.
3  Act to calm the situation which will not make the situation worse.
4  Follow the organisation’s policy and procedures and legal responsibilities.
5  Minimise the risk of injury to all those involved.
6  Get assistance promptly when the situation is not being resolved.
7  Demonstrate how to end contact with those presenting unacceptable behaviour and leave the situation if the threat to safety cannot be effectively managed.

Outcome 5  Be able to review an incident and support processes

The learner can:
1  Review the sequence of events leading up to the incident.
2  Discuss with relevant people whether organisational procedures helped or hindered the incident.
3  Assess organisation and personal risk assessments relevant to the activities and their adequacy for dealing with similar incidents.
4  Identify areas of personal development.
5  Describe the importance of making use of available support and advice to help prevent any incident-related health problems.
6  Describe the importance of having the opportunity to talk to someone about the incident afterwards.

Outcome 6  Be able to accurately report an incident

The learner can:
1  Describe the organisation’s procedures for dealing with violent behaviour.
2  Identify the reports that have to be made and the records that have to be kept about a potential or actual incident of violence.
3  Complete records in accordance with organisational requirements in respect of:
   a) personal actions at the time of the incident
   b) the circumstances and severity of the incident
   c) the measures taken to ensure personal safety and that of other people
   d) the action taken to try to calm the situation down
4  Produce recommendations for the relevant people in order to reduce the risk of further similar incidents.
5  Contribute to good practice by sharing relevant non-confidential information with others in similar roles.
HSC2030
Provide for sleep
HSC2030  
Provide for sleep

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 establish conditions suitable for sleep and support the individual to sleep.

Learning outcomes
There are five learning outcomes to this unit. The learner will:
1. Understand the importance of sleep.
2. Be able to establish conditions suitable for sleep.
3. Be able to assist an individual to sleep.
4. Be able to monitor sleep.
5. Know how to access information and advice about difficulties with sleep.

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 HSC 216.

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.
**HSC2030**  Provide for sleep
Learning outcomes and assessment criteria

**Outcome 1  Understand the importance of sleep**

The learner can:
1. Explain how sleep contributes to an individual's well-being.
2. Identify reasons why an individual may find it hard to sleep.
3. Describe the possible short-term and long-term effects on an individual who is unable to sleep well.

**Outcome 2  Be able to establish conditions suitable for sleep**

The learner can:
1. Describe conditions likely to be suitable for sleep.
2. Minimise aspects of the environment likely to make sleep difficult for an individual.
3. Adjust own behaviour to contribute to a restful environment.
4. Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep.

**Outcome 3  Be able to assist an individual to sleep**

The learner can:
1. Explain the importance of a holistic approach to assisting sleep.
2. Encourage the individual to communicate the support they need to sleep.
3. Assist the individual to find a position for sleep consistent with their plan of care.
4. Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working.

**Outcome 4  Be able to monitor sleep**

The learner can:
1. Establish with the individual and others how sleep will be monitored.
2. Record agreed observations relating to the individual’s sleep and the assistance given.

**Outcome 5  Know how to access information and advice about difficulties with sleep**

The learner can:
1. Describe situations in which additional information or assistance about sleep would be needed.
2. Explain how to access additional information and assistance.

**Additional guidance**

- An **individual** is someone requiring care or support
- **Agreed ways of working** will include policies and procedures where these exist
- **Others** may include:
  - family
  - friends
  - advocates
  - line manager
  - health professionals
  - others who are important to the individual’s well-being
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 candidates 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. Fulfil 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
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.
CSA4

Give customers a positive impression of yourself and your organisation
CSA4 Give customers a positive impression of yourself and your organisation

Level: 2

Credit value: 5

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Establish rapport with customers.
2. Respond appropriately to customers.
3. Communicate information to customers.
4. Understand how to give customers a positive impression of themselves and the organisation they must know and understand.

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 occupational standards
This unit directly relates to Unit A4 of the Customer Service NOS 2010.

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.
CSA4  Give customers a positive impression of yourself and your organisation

Learning outcomes and assessment criteria

Outcome 1 Establish rapport with customers

The learner can:
1. Meet their organisation’s standards of appearance and behaviour.
2. Greet their customer respectfully and in a friendly manner.
3. Communicate with their customer in a way that makes them feel valued and respected.
4. Identify and confirm their customer’s expectations.
5. Treat their customer courteously and helpfully at all times.
6. Keep their customer informed and reassured.
7. Adapt their behaviour to respond to different customer behaviour.

Outcome 2 Respond appropriately to customers

The learner can:
1. Respond promptly to a customer seeking help.
2. Choose the most appropriate way to communicate with their customer.
3. Check with their customer that they have fully understood their expectations.
4. Respond promptly and positively to their customer’s questions and comments.
5. Allow their customer time to consider their response and give further explanation when appropriate.

Outcome 3 Communicate information to customers

The learner can:
1. Quickly find information that will help their customer.
2. Give their customer information they need about the services or products offered by their organisation.
3. Recognise information that their customer might find complicated and check whether they fully understand.
4. Explain clearly to their customers any reasons why their expectations cannot be met.

Outcome 4 Understand how to give customers a positive impression of themselves and the organisation they must know and understand

The learner can:
1. Describe their organisation’s standards for appearance and behaviour.
2. Explain their organisation’s guidelines for how to recognise what their customer wants and respond appropriately.
3. Identify their organisation’s rules and procedures regarding the methods of communication they use.
4. Explain how to recognise when a customer is angry or confused.
5. Identify their organisation’s standards for timeliness in responding to customer questions and requests for information.
CH22

Administer appointments in a healthcare environment
CH22 Administer appointments in a healthcare environment

Level: 2

Credit value: 3

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

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. Understand how to administer and receive individuals for appointments.
2. Be able to make appointments for individuals in line with local policy and protocol.
3. Be able to receive individuals for appointments.
4. Be able to process completed appointments.

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

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to the GEN25.

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.
CH22 Administer appointments in a healthcare environment

Learning outcomes and assessment criteria

Outcome 1 Understand how to administer and receive individuals for appointments

The learner can:
1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for administering appointments and receiving individuals.
2. Give examples of situations that may arise when administering appointments and receiving individuals and how these can be resolved.

Outcome 2 Be able to make appointments for individuals in line with local policy and protocol

The learner can:
1. Obtain the information for appointments.
2. Record information to make the appointment.
3. Communicate details of the appointment to the individual and others.
4. Ensure the individual's records are up-to-date and available for the appointment.

Outcome 3 Be able to receive individuals for appointments

The learner can:
1. Receive an individual at reception.
2. Record the individual's arrival.
3. Confirm the individual's identity and amend any details on their records.
4. Communicate with the individual in a way that is sensitive to their needs and preferences.
5. Pass the individual's records on as and when required.

Outcome 4 Be able to process completed appointments

The learner can:
1. Record the administrative outcome of appointments.
2. Record appointments attended against those scheduled.
3. Update records in accordance with the appointment outcome.
CH23
Promotion of general health and well-being
CH23 Promotion of general health and well-being

Level: 2

Credit value: 2

Unit aim
The aim of this unit is to allow learners to gain the understanding of health promotion planning.

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. Be able to describe methods of health promotion planning.
2. Be able to identify opportunities for the practical application of health promotion.
3. Be able to outline the scientific basis of health promotion.

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 occupational standards
This unit is linked to NOS PHP13, PHP14, PHP 15, PHP16 CHD-ED2 & CHD-ED 3, CHD-EB2

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.
Outcome 1  Be able to describe methods of health promotion planning

The learner can:
1  Outline the stages of a health promotion project.
2  Distinguish between aims and objectives.
3  Explain the importance of needs assessments.

Outcome 2  Be able to identify opportunities for the practical application of health promotion

The learner can:
1  Recognise appropriate applications of own health promotion knowledge.
2  Identify opportunities for health promotion within own workplace.
3  Outline strategies for health promotion opportunities.

Outcome 3  Be able to outline the scientific basis of health promotion

The learner can:
1  Describe the evidence available for the cause(s) of one body system-related disease.
2  Identify the effect of this disease on general health and well-being.
3  Review current methods of disease prevention.
4  State appropriate health promotion messages.