Pearson
Edexcel Level 3 Diploma
in Maternity and Paediatric
Support (QCF)

Specification

Edexcel Competence-based qualification

First registration January 2011

Issue 3

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma in Maternity and Paediatric Support (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Diploma in Maternity and Paediatric Support (QCF)	501/1766/X	01/01/11

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Reference Application (LARA), where relevant.

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

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

This title replaces the following qualification from 1st January 2011:

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Edexcel Level 3 NVQ in Health	100/4986/1	01/04/05	31/12/10

Key features of the Pearson Edexcel Level 3 Diploma in Maternity and Paediatric Support (QCF)

This qualification:

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

The Pearson Edexcel Level 3 Diploma in Maternity and Paediatric Support (QCF) has been approved as a component of the Advanced Apprenticeship framework.

What is the purpose of this qualification?

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

Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

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

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

- Healthcare assistant.

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

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

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 3 Diploma in Maternity and Paediatric Support (QCF)?

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

General Information

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

Learners must achieve a minimum of 65 credits to gain the Level 3 Diploma in Maternity and Paediatric Support (QCF). To do this they must achieve:

- 35 credits from the mandatory units
- a minimum of 30 credits from the optional units
- a minimum of 39 credits at, or above, level 3.

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

Mandatory units

Unit reference number	Unit number	Title	Level	Credit	GLH
A/601/1429	1	Engage in personal development in health, social care or children's and young people's settings	3	3	10
J/601/1434	2	Promote communication in health, social care or children's and young people's settings	3	3	10
Y/601/1437	3	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8
F/601/8138	4	Promote and implement health and safety in health and social care	3	6	43
Y/601/1695	5	Understand how to safeguard the wellbeing of children and young people	3	3	25
Y/601/8145	6	Promote person-centred approaches in health and social care settings	3	6	41
J/601/8576	7	The role of the health and social care worker	2	2	14
J/601/9470	8	Promote good practice in handling information in health and social care settings	3	2	16
L/501/6737	9	The principles of infection prevention and control	2	3	30
H/501/7103	10	Causes and spread of infection	2	2	20
R/501/6738	11	Cleaning, decontamination and waste management	2	2	20
R/601/1436	12	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5
Total credit for mandatory units = 35					

Optional units

Unit reference number	Unit number	Title	Level	Credit	GLH
F/502/3412	13	Maintaining quality standards in the health sector (Barred combination with J/502/3413)	3	2	13
J/502/3413	14	Service improvement in the health sector (Barred combination with F/502/3412)	3	3	20
L/502/1212	15	Introduction to the role and responsibilities of a Health Trainer	3	4	20
R/502/1213	16	Establishing and developing relationships with communities while working as a Health Trainer	3	3	10
F/502/1224	17	Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer	3	3	15
L/502/1226	18	Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer	3	5	25
A/602/3516	19	Develop positive relationships with children and young people	3	4	30
T/602/3515	20	Enable children and young people to understand their health and wellbeing	3	5	38
L/601/1693	21	Understand child and young person development	3	4	30
R/601/1694	22	Promote child and young person development	3	3	25
T/601/0134	23	Support disabled children and young people and those with specific requirements	4	6	45
H/602/4708	24	Support children and young people experiencing transitions	3	3	28
T/602/4017	25	Support parents/carers and those in a parental role to care for babies during their first year	3	5	36
H/601/8147	26	Work in partnership with families to support individuals	3	4	27
Y/602/3510	27	Develop and agree individualised care plans for babies and families	4	5	38
A/602/4018	28	Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies	3	3	22
A/601/0121	29	Work with babies and young children to promote their development and learning	3	6	45
D/601/0130	30	Care for the physical and nutritional needs of babies and young children	3	6	45
K/602/4015	31	Care for a newly born baby when the mother is unable to do so	3	4	32
M/602/4016	32	Support parents/carers to interact with and care for their newborn baby	3	4	30
T/601/3440	33	Anatomy and physiology for maternity support workers	3	2	20
D/504/6101	34	First aid essentials	2	1	10
F/600/2036	35	Paediatric emergency first aid	2	1	10
J/601/8979	36	Undertake urethral catheterisation processes	3	4	28
M/602/2671	37	Care for individuals with urethral catheters	3	4	30
D/601/2542	38	Plan and organise meetings	3	5	25

Unit reference number	Unit number	Title	Level	Credit	GLH
F/601/2467	39	Manage own performance in a business environment	2	2	9
A/602/3094	40	Carry out personal hygiene for individuals unable to care for themselves	2	3	23
J/602/3101	41	Undertake treatments and dressings of lesions and wounds	3	4	25
R/601/8662	42	Undertake physiological measurements	3	3	23
T/601/8850	43	Obtain and test capillary blood samples	3	4	30
D/601/8860	44	Obtain venous blood samples	3	3	24
T/602/4325	45	Obtain a client history	3	3	22
K/602/1034	46	Select and wear appropriate personal protective equipment for work in healthcare settings	2	2	15
J/602/3096	47	Prepare individuals for healthcare activities	2	3	17
L/601/8725	48	Support individuals undergoing healthcare activities	2	3	22
K/602/3883	49	Monitor and maintain the environment and resources during and after clinical / therapeutic activities	2	3	20
J/602/3924	50	Assist the practitioner to carry out healthcare activities	2	2	13
J/602/4071	51	Inform an individual of discharge arrangements	2	2	13
D/602/4092	52	Contribute to the discharge of individuals to carers	2	2	14
R/602/4011	53	Support carers to meet the care needs of individuals	3	5	30
Y/601/8825	54	Interact with and support individuals using telecommunications	3	5	36
H/602/0965	55	Monitor own work practices in health, social care or children's and young people's settings	3	3	20
T/602/0968	56	Contribute to effective multidisciplinary team working (Barred combination with L/601/3430)	3	3	20
L/601/3430	57	Contribute to the effectiveness of teams (Barred combination with T/602/0968)	2	3	5
D/602/1029	58	Liaise between primary, secondary and community teams	3	2	20
M/602/4825	59	Support individuals during emergency situations	3	3	27
D/602/1032	60	Collate and communicate health information to individuals	3	3	20
T/602/4521	61	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33
D/602/4013	62	Make recommendations for the use of physical resources in a health setting	3	5	33
H/602/4014	63	Control the use of physical resources in a health setting	3	3	25
T/602/2686	64	Analyse and present health-related data and information	3	4	30
H/601/9024	65	Provide support for mobility	2	2	14
L/601/8143	66	Support individuals who are distressed	2	3	21

Unit reference number	Unit number	Title	Level	Credit	GLH
M/601/7907	67	Support individuals during a period of change	3	4	29
A/601/7909	68	Support individuals who are bereaved	3	4	30
H/601/9492	69	Support individuals to develop and run support groups	3	3	24
R/601/3526	70	Develop and sustain effective working relationships with staff in other agencies	3	4	24
M/602/4520	71	Deliver training through demonstration and instruction	3	3	21
D/501/3826	72	Influencing others at work	3	1	6
R/501/3774	73	Planning and monitoring work	2	2	8
J/502/1631	74	Contribute to the prevention of aggressive and abusive behaviour of people	3	4	26
A/601/9420	75	Assist in the administration of medication (Barred combination with Y/501/0598)	2	4	25
Y/501/0598	76	Administer medication to individuals, and monitor the effects (Barred combination with A/601/9420)	3	5	30
Minimum credit for optional units = 30					

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

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

Assessment principles

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

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

Quality assurance

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

What resources are required?

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

Unit content

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

Unit format

Each unit in this specification contains the following sections.

Unit title:

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

Unit reference number:

This code is a unique reference number for the unit.

QCF level:

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

Credit value:

All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.

Unit summary:

This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

The assessment principles are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:

The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

The learner should give the date when the evidence has been provided.

Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

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

Unit reference number:	A/601/1429
QCF level:	3
Credit value:	3
Guided learning hours:	10

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand what is required for competence in own work role

Duties and responsibilities of own work role: contractual responsibilities eg hours, lines of reporting; specific roles and responsibilities eg behaviour support, supporting children and young people with special educational needs, supporting bilingual children and young people; compliance with policies and procedures of setting eg behaviour, children and young people protection, health and safety; keeping up-to-date with changes to procedures; keeping up-to-date with changes to practice

Expectations about own work role as expressed in relevant standards: standards relevant to own role eg National Occupational Standards for Children's Care, Learning and Development (NOS CCLD), National Occupational Standards for Learning, Development and Support Services (NOS LDSS) in relation to own duties and responsibilities eg role to support child or young person with special educational needs, expectations to meet standards eg CCLD 202: Help to keep children safe, CCLD 303: Promote children's development, LDSS 320: Support the needs of children and young people with additional requirements, GCU 6: Reflect on, develop and maintain your practice

2 Be able to reflect on practice

The importance of reflective practice in continuously improving the quality of service provided: aim to continually review progress to improve or change approaches, strategies, actions; benefits to children, young people, setting and individual of improved performance eg enables learning to take place and practice to improve, enables all relevant factors to be taken into account, provides clarity; identification of learning needs of individual undertaking reflection; Experiential Learning Cycle (Kolb)

How to reflect on practice: regular reflection; focused; use a structured approach; appropriate way of recording eg a reflective journal/ diary, learning log, diary, critical incident journal; reflective questions eg description (what happened, what was the context); analysis (what went well, why, what did not go well, why, how do I feel about it, why did I do what I did); theory (what needs to be done differently, why);action (what needs to be done next, how); seek alternatives; keep an open mind; view from different perspectives; think about consequences; test ideas through comparing and contrasting; ask 'what if?'; synthesise ideas; seek, identify and resolve questions

How own values, belief systems and experiences may affect working practice: self-awareness of values, beliefs, experiences affecting approach to working practices eg motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning; ways own values affect practice positively and negatively eg conflict between own values, beliefs and standards

3   Be able to evaluate own performance

Evaluate own knowledge, performance and understanding against relevant standards: self-evaluation; consider extent to which own practice meets required National Occupational Standards for role in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards

Use of feedback to evaluate own performance and inform development: use feedback to raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; actively seek feedback; sources of feedback eg mentors, teachers, supervisor, colleagues; effective feedback develops confidence, competence, motivation

4   Be able to agree a personal development plan

Sources of support for planning and reviewing own development: sources of support eg mentor, supervisor, teacher, manager, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Teachers Development Agency (TDA), Children's Workforce Development Council (CWDC)

Work with others to review and prioritise own learning needs, professional interests and development opportunities: others eg mentor, teacher, manager; performance review; appraisal; reflective journal; learning needs in relation to job role, progression, children and young people's workforce needs; development opportunities eg training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less experienced colleagues

Work with others to agree own personal development plan: others eg mentor, teacher, manager, multi-agency professionals; personal development plan to manage development using reflection and structured planning on how to meet own goals; personal development plan templates

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

How learning activities affect practice: examples of learning activities eg formal lessons, training programmes/sessions, research activities, observing practice, practical activities; practice affected eg by applying newly learnt theories, using different approaches

How reflective practice leads to improved ways of working: examples of ways continually challenging current behaviour has developed and enhanced own practice and skills; how monitoring own practice has enabled change to take place

Record progress in relation to personal development: regular review of personal development plan; use reflective journal to consider progress made; evidence of achievements eg certificates; review goals and actions in light of progress

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role			
		1.2	Explain expectations about own work role as expressed in relevant standards			
2	Be able to reflect on practice	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided			
		2.2	Demonstrate the ability to reflect on practice			
		2.3	Describe how own values, belief systems and experiences may affect working practice			
3	Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards			
		3.2	Demonstrate use of feedback to evaluate own performance and inform development			
4	Be able to agree a personal development plan	4.1	Identify sources of support for planning and reviewing own development			
		4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities			
		4.3	Demonstrate how to work with others to agree own personal development plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice			
		5.2	Demonstrate how reflective practice has led to improved ways of working			
		5.3	Show how to record progress in relation to personal development			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 2:

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

Unit reference number: J/601/1434

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

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

Equivalency

This unit has equivalency with *Communication skills for working in the health sector* (L/502/3381).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand why effective communication is important in the work setting

Reasons for communication: express needs; share ideas and information; to reassure; express feelings and/or concerns; build relationships; socialise; ask questions, share experiences

How communication affects relationships at work: communication in the work environment eg with colleagues, people using services, children and their families; helps to build trust; aids understanding of individuals' needs; ways communication is used to negotiate; communication used to prevent or resolve conflict and prevent misunderstanding; relevant theories eg Tuckman's stages of group interaction (forming, storming, norming, performing)

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

Needs, wishes and preferences of individuals: importance of recognising individual needs; age and stage of development of child or young person; home language; preferred method; additional learning needs; physical disabilities; alternative methods communication eg language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication

Factors to consider: Argyle's stages of the communication cycle (ideas occur, message coded, message sent, message received, message decoded, message understood); type of communication eg complex, sensitive, formal, non-formal; context of communication eg one-to-one; group, with people using services, children or young people, with professionals/colleagues; purpose of communication; cultural factors, need to adapt communication; environment; time and resources available

Communication methods and styles: eg non-verbal communication (eye contact, touch, gestures, body language, behaviour) verbal communication (vocabulary, linguistic tone, pitch, pace), signing, symbols, touch, music and drama, objects of reference; technological aids to communication

Responding to reactions: verbal responses eg tone, pitch, silence; nonverbal responses eg body language, facial expressions, eye contact, gestures, touch; emotional state; signs that information has been understood; when and how to adjust communication method

3 Be able to overcome barriers to communication

Differences in use and interpretation of communication methods: ways that an individual's background can influence communication eg age, gender, culture, socio-economic status; differences in verbal communication eg language, vocabulary, dialect, intonations; non-verbal eg facial expressions, use of body language, eye contact, gestures

Barriers to effective communication: language eg dialect, use of jargon, sector-specific vocabulary; environmental eg noise, poor lighting; emotional and behavioural eg attitudes, anxiety, lack of confidence, aggression; sensory impairment; health problems or medical conditions; learning disabilities; effects of alcohol or drugs

Overcoming barriers: use of technological aids eg hearing aids, induction loop, telephone relay services; human aids eg interpreters, signers, translators, advocates; use of age-appropriate vocabulary; staff training; improving environment; reducing distractions

Clarifying misunderstandings: checking understanding; avoiding misinterpretation of body language; use of active listening; repeating; rephrasing; use of visual cues

Accessing support: interpreting service; translation service; speech and language services; advocacy services; third sector organisations eg Stroke Association, Royal National Institute for Deaf People (RNID)

4 Be able to apply principles and practices relating to confidentiality

Confidentiality: where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation eg the Data Protection Act 1998

Maintaining confidentiality in day to day communication: confidentiality in different inter-personal situations eg adult receives personal or sensitive information about child or young person, adult receives personal or sensitive information about another adult or colleague, child or young person receives personal or sensitive information about other child or young person, child or young person receives personal or sensitive information about an adult; following policies and procedures in own workplace setting eg policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information eg paper based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information

Tensions caused by confidentiality: the need for consent to share information; understanding when information may be shared without consent; concept of 'need to know'; need for transparent policy and protocols for information sharing

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand why effective communication is important in the work setting	1.1	Identify the different reasons people communicate			
		1.2	Explain how communication affects relationships in the work setting			
2	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individuals			
		2.2	Describe the factors to consider when promoting effective communication			
		2.3	Demonstrate a range of communication methods and styles to meet individual needs			
		2.4	Demonstrate how to respond to an individual's reactions when communicating			
3	Be able to overcome barriers to communication	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways			
		3.2	Identify barriers to effective communication			
		3.3	Demonstrate ways to overcome barriers to communication			
		3.4	Demonstrate strategies that can be used to clarify misunderstandings			
		3.5	Explain how to access extra support or services to enable individuals to communicate effectively			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality			
		4.2	Demonstrate ways to maintain confidentiality in day to day communication			
		4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 3: Promote equality and inclusion in health, social care or children's and young people's settings

Unit reference number: Y/601/1437

QCF level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

Equivalency

This unit has equivalency with Equality and diversity in the health sector (L/502/3400).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1   Understand the importance of diversity, equality and inclusion

Diversity: differences between individuals and groups eg culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class

Equality: promotion of individual rights; giving choice and opportunity; respect and fairness; services in response to individual need

Inclusion: individuals at the centre of planning and support; valuing diversity

Effects of discrimination: direct discrimination; indirect discrimination; institutional discrimination; individuals being treated less favourably than others; lack of opportunity; prejudice and injustice; harassment; stereotyping; labelling; delay in development; loss of self-esteem

Promoting equality: policies and procedures in work place setting; inclusive practices and procedures; challenging discrimination; promoting rights; empowering; removing barriers eg to physical access, to effective communication; improving participation; promoting dignity and respect; individuals at the centre of planning and delivery of services

Supporting diversity: valuing differences between individuals; using positive images of individuals from diverse groups; celebrate differences

2   Be able to work in an inclusive way

Legislation and codes of practice: Codes of practice of sector; policies of work place setting; Human Rights Act 1998; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; The Equality Act 2010 (due to become law in October 2010); European Convention on Human Rights

Interactions: eg colleagues, adults using services, children and young people in child care settings; active listening; knowledge of individuals eg beliefs, cultures, values, preferences; maintaining confidentiality as appropriate; using preferred method of communication

3   Be able to promote diversity, equality and inclusion

Inclusive practice: observe the social model of disability; engage in reflective practice; encourage choice; empower individuals; encourage independence; remove barriers to access; promote equality and rights; provide opportunity and access to services according to needs; use appropriate language

Support others to promote equality and rights: understand and share information about the needs of individuals; demonstrate ways to value differences and recognise similarities between individuals; highlight the benefits of diversity eg cultural enrichment, the arts, food, social cohesion; model the use of appropriate language; take part in staff training activities; follow procedures of the setting; demonstrate fair practice in interactions; acknowledge rights of others; provide information on disciplinary and complaints procedures

Challenging discrimination: identifying and challenging discriminatory behaviour; recognising stereotypes in attitudes or written materials; understanding and adapting own beliefs and attitudes; know how to report concerns; review and develop policy and procedures

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of diversity, equality and inclusion	1.1	Explain what is meant by – diversity – equality – inclusion			
		1.2	Describe the potential effects of discrimination			
		1.3	Explain how inclusive practice promotes equality and supports diversity			
2	Be able to work in an inclusive way	2.1	Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role			
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences			
3	Be able to promote diversity, equality and inclusion	3.1	Demonstrate actions that model inclusive practice			
		3.2	Demonstrate how to support others to promote equality and rights			
		3.3	Describe how to challenge discrimination in a way that promotes change			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Promote and implement health and safety in health and social care

Unit reference number: F/601/8138

QCF level: 3

Credit value: 6

Guided learning hours: 43

Unit summary

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

Assessment methodology

Learning outcomes 2, 4, 5, 6, 7 and 8 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

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

Legislation relating to general health and safety: relevant, up-to-date legislation from the Health and Safety Commission and Executive (HSC/E), including local, national and European requirements for health and safety in a health and social care work setting eg Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), Control of Substances Hazardous to Health Regulations 2002 (COSHH)

Health and safety policies and procedures: details of agreed ways of working and approved codes of practice in health and social care settings relating to health and safety; how to deal with accidents, injuries and emergency situations eg specific action to take, reporting procedures and completing relevant documentation; how to deal with first aid situations eg understanding specific hygiene procedures, dealing with blood and other body fluids, administering basic first aid if trained to do so, reporting procedures and completing relevant documentation; policies relating to specific working conditions and the working environment eg understanding moving and handling procedures; policies relating to the use of equipment eg understanding how to use mechanical or electrical equipment, such as mechanical hoists; understanding healthcare procedures eg key aspects of administering personal care, procedures for individuals with specialised needs; policies relating to food handling and preparation eg understanding food hygiene regulations; policies relating to infection control and dealing with hazardous substances eg situations requiring strict infection control, the use of protective clothing like gowns, masks and gloves, understanding procedures for disposing of clinical waste; policies relating to security and personal safety eg procedures for personal security and policies relating to the safeguarding of vulnerable individuals

Own responsibilities for health and safety: analyse the responsibility to take care of own health and safety; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; the importance of cooperating with others on health and safety; importance of the correct use of anything provided for individual health, safety or welfare eg protective clothing, specialized equipment; understand the advantages and disadvantages of undertaking own responsibility in health and safety issues

Responsibilities of employers and others for health and safety: analyse the responsibility of employers to provide information eg about risks to health and safety from working practices, changes that may harm or affect health and safety, how to do the job safely, what is done to protect health and safety, how to get first-aid treatment, what to do in an emergency; the responsibility of employers to provide training to do the job safely; protection eg special clothing, gloves or masks; health checks eg vision testing; the responsibility of others including team

members, other colleagues, families and carers to be mindful of health and safety issues in relation to observation, practice, reporting and recording procedures; understand the advantages and disadvantages of others taking responsibility for health and safety issues

Specific tasks: understanding that certain tasks should not be carried out without special training eg use of equipment, first aid, administering medication, healthcare procedures, food handling and preparation

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

Use health and safety policies and procedures: understanding how specific policies and procedures or agreed ways of working apply to own practice; understanding own responsibilities in relation to eg how to deal with accidents, injuries and emergency situations, specific working conditions and the working environment, the use of equipment, procedures relating to personal care, procedures relating to security and personal safety; understanding own responsibilities in relation to observation, risk assessment, reporting and recording procedures; support others to understand and follow safe practices; importance of good communication, sharing information, attending training, keeping up-to-date, maintaining records of staff training and development

Monitor and report potential health and safety risks: importance of continuous assessment of risks and regular checking (eg equipment, machinery); importance of regular review and updating (eg policies, procedures and agreed ways of working); reporting identified risks immediately; importance of reporting any changes (eg to working conditions or environment); lines of communication and verbal reporting procedures; importance of written records being clear and accurate, detailing dates, times, simple description of risks identified and action taken; electronic reporting systems

Risk assessment: understanding and using health and safety risk assessment for the work environment or particular activities; the importance of risk assessment for protecting self and individuals from danger or harm; the need to comply with the law; identifying what could cause harm; taking precautions to prevent harm; the importance of minimizing accidents, injuries and ill health; reducing the risk of individuals being injured at work; following the HSC/E five-step recommendations for risk assessment and minimizing risks and hazards:

1 Identify the hazards (differentiate between a hazard ie anything that may cause harm, such as chemicals or working at a height, and a risk ie the chance that somebody could be harmed by the identified hazard)
2 Decide who might be harmed and how (eg staff may be injured by using improper lifting procedures, family members or visitors may be harmed by faulty equipment)
3 Evaluate the risks and decide on precautions in order to minimize the risk (eg deciding what is reasonably practical, eliminating the hazard, minimizing or controlling the risk by using a less risky option, using protective clothing or equipment, organizing work to reduce exposure to the hazard, providing facilities like first aid or hand washing facilities)

4   Record your findings and implement them (eg using agreed procedures and documentation)

5   Review your assessment and update if necessary on a regular basis

Additional support or information: understanding how to access information from organizations like the HSC/E (eg information '*Health and safety law: What you should know')*, with contact details of people who can help or provide further information

3   Understand procedures for responding to accidents and sudden illness

Types of accidents and sudden illness: accidents eg slips and trips, falls, needle stick injuries, burns and scalds, injuries from operating machinery or specialized equipment, electrocution, accidental poisoning; sudden illness eg heart attack, diabetic coma, epileptic convulsion

Procedures to be followed: understanding the importance of procedures to be followed if an accident or sudden illness should occur; knowing how to ensure and maintain safety for individuals concerned and others eg clearing the area, safely moving equipment if possible; remaining calm; knowing how to send for help; knowing how to assess individuals for injuries; understanding when to administer basic first aid if necessary and if trained to do so; understanding the importance of staying with the injured/sick individual until help arrives; knowing how to observe and note any changes in an individual's condition; understanding how to provide a full verbal report to relevant medical staff or others; understanding how to complete a full written report and relevant documentation eg accident report, incident report; understanding the policies, procedures and agreed ways of working for the work setting

4   Be able to reduce the spread of infection

Support others to follow practices that reduce the spread of infection: understand how infection can be spread eg airborne, direct contact, indirect contact; understand measures which can minimize the spread of infection eg hand washing, food hygiene procedures, disposal of waste; the importance of communicating these procedures to others; use of communication aids like posters and notices; importance of regular staff training and updating; encouraging and ensuring that others are familiar with policies, procedures and agreed ways of working in order to reduce the spread of infection

Recommended method for hand washing: follow the Department of Health eight – step recommended procedure of:

1   Wet hands and apply soap. Rub palms together until soap is bubbly
2   Rub each palm over the back of the other hand
3   Rub between your fingers on each hand
4   Rub backs of fingers (interlocked)
5   Rub around each of your thumbs
6   Rub both palms with finger tips
7   Rinse hands under clean running water
8   Dry hands with a clean towel

using liquid soap dispensers; using detergents intended for hands and not unsuitable detergents, eg those intended to was dishes which may dissolve the natural oils in the skin; using air dryers ensuring hands are completely dry; washing hands after covering mouth when sneezing or coughing before carrying out procedures or food preparation

Own health and hygiene: importance of basic personal hygiene measures in reducing the spread of infection eg hand washing after using the toilet or before preparing food, covering the mouth when sneezing or coughing, using disposable tissues; covering any cuts or abrasions with appropriately coloured elastoplasts or suitable dressings eg blue in a food preparation environment; importance of staying away from work when affected by illness or infection; getting prompt treatment for illness or infections

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

Explain legislation relating to moving and handling: understand the main points of key legislation eg The Health and Safety at Work Act 1974; The Manual Handling Operations Regulations 1992 (as amended in 2002); regulations from the HSC/E covering manual handling risk factors and how injuries can occur

Safe moving and handling: the key principles of avoid eg the need for hazardous manual handling assess eg the risk of injury from any hazardous manual handling, reduce eg the risk of injury from hazardous manual handling; the importance of assessment, eg the task, load, working environment and individual capability; reducing the risk of injury eg musculoskeletal disorders: avoiding hazardous manual handling; the importance of correct posture and technique; working in teams: the importance of a coordinated approach and good communication; using mechanical aids where necessary eg a hoist; changing the task or approach where necessary; the importance of following appropriate systems and agreed ways of working; making proper use of equipment provided for safe practice; taking care to ensure that activities do not put others at risk; reporting any potentially hazardous handling activities

6 Be able to handle hazardous substances and materials

Describe hazardous substances and materials: COSHH regulations (2002) include substances that are corrosive eg acid, irritant eg cleaning fluids, toxic eg medicines, highly flammable eg solvents, dangerous to the environment eg chemicals, clinical waste, germs that cause diseases eg legionnaires' disease; materials that are harmful eg used needles, potentially infectious eg used dressings, body fluids eg blood, faeces, vomit

Safe practices with hazardous substances and materials: understand the importance of training; understanding of COSHH regulations; understand and be able to follow instructions for agreed ways of working; safe storage of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures eg safe storage of drugs and medicines; stored out of reach; store materials in containers recommended by the manufacturer; importance of clear

labelling; containers securely sealed; storing incompatible substances separately; safe usage of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances eg inhaling, contact with the skin or eyes, swallowing or skin puncture, understand and be able to use control measures eg universal precautions for dealing with blood and other body fluids; know how and when to use protective clothing where necessary eg latex gloves, masks, aprons; understand the importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures eg use of clinical waste bags; understand the importance of protecting others eg using a sharps box for used needles, understand the importance of protecting the environment eg disposal of dangerous chemicals; be able to minimise the spread of infection eg disposal of used dressings

7   Be able to promote fire safety in the work setting

Practices that prevent fires from starting and spreading: identifying potential fire hazards in the health and social care workplace; understanding how fires start and spread, (the fire triangle of ignition, fuel and oxygen); preventing fires from starting eg the danger from lit cigarettes, naked flames, hot surfaces, faulty electrical equipment; the importance of regular checks on electrical equipment eg PAT testing; the importance of staff training and vigilance in the workplace; risk assessment procedures; preventing fires from spreading through safe practices for eg storage of flammable materials (waste materials, paper, wood, furnishings, flammable liquids), keeping fire doors shut; the importance of checking smoke detectors regularly

Measures that prevent fires from starting: importance of taking care with electrical appliances and equipment eg not overloading power sockets, checking for worn or faulty wiring, unplug appliances when not in use, keep electrical equipment away from water, never put anything metal in microwaves; importance of taking care with heating devices eg using approved covers on heaters and radiators, ensuring heaters are switched off or fully guarded at night; importance of taking care with naked flames eg not using candles, storing matches safely, enforcing strict procedures for designated smoking areas and ensuring that cigarettes are always fully extinguished

Emergency procedures to be followed: understanding how to raise the alarm if a fire is discovered, eg operating a fire alarm system; agreed procedures for alerting all personnel in the work setting; knowledge of basic fire fighting procedures eg use of different fire extinguishers, fire blankets or other fire safety equipment; understanding procedures for evacuation eg using designated routes, not using lifts, closing all doors; special evacuation procedures for very young children and individuals with mobility or other difficulties eg use of an evac-chair; knowledge of evacuation routes and assembly points; agreed procedures for checking on the presence of all personnel in the work setting; the importance of staff training and regular evacuation drills; the importance of ensuring that clear evacuation routes are maintained at all times eg keeping fire

exits and doorways clear, not storing furniture or other equipment in the way of evacuation routes, keeping stairwells or designated special evacuation areas clear at all times

8   Be able to implement security measures in the work setting

Procedures for checking identity: understanding and implementing agreed ways of working for checking the identity of anyone requesting access to work setting premises eg checking official ID, signing in procedures, allocating visitor badges, the use of biometric security systems like finger print scanners; understanding and implementing agreed ways of working for checking the identity of anyone requesting access to information in the work setting eg checking official ID, secure password systems for electronic information; understanding the importance of confidentiality relating to information; procedures for dealing with electronic requests for information

Protecting security: understanding and implementing agreed ways of working for protecting own security and the security of others in the work setting eg knowledge of security systems, alarms, CCTV, gaining access to buildings; understanding special procedures for shift or night time working; importance of procedures for lone working and ensuring that others are aware of own whereabouts eg signing in and out, agreed procedures for communicating whereabouts, use of special codes or mobile phones; importance of staff training on security and vigilance in the workplace

9   Know how to manage stress

Common signs and symptoms of stress: physical signs and symptoms eg aches and pains, nausea, dizziness chest pain, rapid heartbeat; emotional signs and symptoms eg moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness; cognitive signs and symptoms eg memory problems, inability to concentrate, poor judgment, constant worrying; behavioural signs and symptoms eg eating more or less, sleeping too much or too little, neglecting responsibilities, using alcohol, cigarettes, or drugs to relax, nervous habits like nail biting

Signs that indicate own stress: work factors eg changes in routine, dealing with difficult situations, pressure to meet targets, interpersonal relationships with individuals and others, expectations from managers, demands of working unsocial hours, taking on special projects; personal factors eg financial problems, relationship or family problems, major life changes, bereavement, injury or illness; understanding how these factors can trigger own stress, singly or in combination; analyse factors in own lifestyle and identify key stressors

Strategies for managing stress: understanding theories on coping strategies eg internally or externally focused, emotional or solution focused; relaxation techniques eg massage, yoga, aromatherapy, listening to music; physical activity and exercise eg going for a run, joining a gym; social strategies eg meeting up with friends and family,

volunteering or helping with community work; logical strategies eg making lists, prioritizing; creative strategies eg music, painting or other artistic pursuits; faith strategies eg religion or other beliefs; the importance of emotional wellbeing and resilience; understanding and recognizing individual stressors and taking time out; compare and contrast different strategies and their effectiveness

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1	Identify legislation relating to health and safety in a health or social care work setting			
	1.2	Explain the main points of health and safety policies and procedures agreed with the employer			
	1.3	Analyse the main health and safety responsibilities of: – self – the employer or manager – others in the work setting			
	1.4	Identify specific tasks in the work setting that should not be carried out without special training			
2 Be able to carry out own responsibilities for health and safety	2.1	Use policies and procedures or other agreed ways of working that relate to health and safety			
	2.2	Support others to understand and follow safe practices			
	2.3	Monitor and report potential health and safety risks			
	2.4	Use risk assessment in relation to health and safety			
	2.5	Demonstrate ways to minimise potential risks and hazards			
	2.6	Access additional support or information relating to health and safety			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in own work setting			
		3.2	Explain procedures to be followed if an accident or sudden illness should occur			
4	Be able to reduce the spread of infection	4.1	Explain own role in supporting others to follow practices that reduce the spread of infection			
		4.2	Demonstrate the recommended method for hand washing			
		4.3	Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work			
5	Be able to move and handle equipment and other objects safely	5.1	Explain the main points of legislation that relates to moving and handling			
		5.2	Explain principles for safe moving and handling			
		5.3	Move and handle equipment and other objects safely			
6	Be able to handle hazardous substances and materials	6.1	Describe types of hazardous substances that may be found in the work setting			
		6.2	Demonstrate safe practices for: – storing hazardous substances – using hazardous substances – disposing of hazardous substances and materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: – starting – spreading			
		7.2	Demonstrate measures that prevent fires from starting			
		7.3	Explain emergency procedures to be followed in the event of a fire in the work setting			
		7.4	Ensure that clear evacuation routes are maintained at all times			
8	Be able to implement security measures in the work setting	8.1	Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: – premises – information			
		8.2	Demonstrate use of measures to protect own security and the security of others in the work setting			
		8.3	Explain the importance of ensuring that others are aware of own whereabouts			
9	Know how to manage stress	9.1	Describe common signs and indicators of stress			
		9.2	Describe signs that indicate own stress			
		9.3	Analyse factors that tend to trigger own stress			
		9.4	Compare strategies for managing stress			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Understand how to safeguard the wellbeing of children and young people

Unit reference number: Y/601/1695

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

Additional information

Day to day work eg:
- childcare practice
- child protection
- risk assessment
- ensuring the voice of the child or young person is heard (eg providing advocacy services)
- supporting children and young people and others who may be expressing concerns.

Different organisations eg:
- social services
- NSPCC
- health visiting
- GP
- probation
- police
- school
- psychology service.

Policies and practice for safe working eg:
- working in an open and transparent way
- listening to children and young people
- duty of care
- whistleblowing
- power and positions of trust
- propriety and behaviour
- physical contact

- intimate personal care
- off-site visits
- photography and video
- sharing concerns and recording/ reporting incidents.

Bullying eg:
- physical (pushing, kicking, hitting, pinching and other forms of violence or threats)
- verbal (name-calling, insults, sarcasm, spreading rumors, persistent teasing)
- emotional (excluding, tormenting, ridicule, humiliation)
- cyberbullying (the use of Information and Communications Technology particularly mobile phones and the internet, deliberately to upset someone else).

Specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the main legislation, guidelines, **policies and procedures** for safeguarding children and young people	1.1	Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people			
		1.2	Explain child protection within the wider concept of safeguarding children and young people			
		1.3	Analyse how national and local guidelines, **policies and procedures** for safeguarding affect **day to day** work with children and young people			
		1.4	Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice			
		1.5	Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1	Explain the importance of safeguarding children and young people			
	2.2	Explain the importance of a child or young person centred approach			
	2.3	Explain what is meant by partnership working in the context of safeguarding			
	2.4	Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed			
3 Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting			
	3.2	Explain **policies and procedures** that are in place to protect children and young people and adults who work with them			
	3.2	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected			
	3.3	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding			
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting			
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged			
5	Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1	Explain different types of **bullying** and the potential effects on children and young people			
		5.2	Outline the **policies and procedures** that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place			
		5.3	Explain how to support a child or young person and/or their family when **bullying** is suspected or alleged			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand how to work with children and young people to support their safety and wellbeing	6.1	Explain how to support children and young people's self-confidence and self-esteem			
	6.2	Analyse the importance of supporting resilience in children and young people			
	6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety			
	6.4	Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety			
7 Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone			
	7.2	Describe ways of reducing risk to children and young people from: – social networking – internet use – buying online – using a mobile phone			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6:

Promote person-centred approaches in health and social care

Unit reference number: Y/601/8145

QCF level: 3

Credit value: 6

Guided learning hours: 41

Unit summary

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

Assessment methodology

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

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

Person centred values: individuality; rights; choice; privacy; independence; dignity; respect; partnership

Application of person centred approaches: applying person-centred planning (PCP) in all aspects of health and social care work, particularly in relation to vulnerable individuals eg individuals with learning difficulties, physical disabilities, mental health issues, including person centred thinking skills, total communication, essential lifestyle planning and person centred reviews; Carl Rogers' theoretical background to person-centred counselling; the four key principles of rights, independence, choice and inclusion; reflecting the unique circumstances of individuals; understanding the influence of person centred values; the importance of individuality; appreciation of individual rights; enabling individuals to make decisions and choices; the importance of privacy; empowering individuals to maintain independence and dignity; treating individuals with respect; respect individuals diversity, culture and values; awareness of individual vulnerability eg illness, disability, diminished capability; importance of person centred values for all aspects of health and social care work

Care plans: individual plans documenting preferences and requirements for care and support eg care plan, support plan, individual plan; importance of applying a person centred approach when using care plans; negotiation and consultation in empowering individuals to make decisions and choices in relation to care and support; importance of using plans to document an individual's needs; evaluating plans to assess effectiveness of meeting individual needs; holistic approach to meeting the needs and preferences of individuals; attention to the detail of treatment and individual provision; Working with others eg team members and colleagues, other professionals, the individual requiring care and support, families, friends, other people who are important to the individual

2 Be able to work in a person-centred way

Work in a person-centred way: working towards person-centred outcomes, eg satisfaction with care, involvement with care, feeling of wellbeing, creating a therapeutic culture; providing the level of support required rather than what services can manage to achieve; working with the individual's beliefs and values; providing for physical needs; having sympathetic presence; sharing decision making implementing person centred planning; the application of person-centred values; communicate with individuals to find out their history, preferences and wishes; communicate with others eg team members, advocates, relatives; work in ways that recognise individual beliefs and preferences; importance of working in a non-judgemental way, not discriminating against any individual; ensure equality and inclusive practice; promote the independence and autonomy of individuals; empower individuals to use their strengths and potential; adapt actions and approaches in response to an individual's changing needs or

preferences eg changes in physical condition, changes in treatment needs or in response to individual choices

Complex or sensitive situations: situations which are distressing or traumatic eg bereavement; threatening or frightening eg potentially violent; likely to have serious implications or consequences of a personal nature eg involving confidential information; involving complex communication or cognitive needs eg individuals with communication or learning difficulties

3 Be able to establish consent when providing care or support

Capacity to express consent: awareness of the factors which can influence an individual's capacity to express their consent eg mental impairment, physical illness, learning difficulties or language barriers; understanding how to work sensitively with individuals who may have an impaired capacity to express consent eg adapting working approaches, using physical or communication aids, seeking help where necessary

Establish consent: the process of establishing informed agreement to an action or decision with individuals; ensure individuals have access to the appropriate information; communication skills – verbal, non-verbal and written; active listening; importance of consultation and inclusive communication; respect individual's choices; listen and respond to individuals' questions and concerns; respond appropriately to any questions and concerns; work to resolve conflicts if consent cannot be established; seek extra support and advice where necessary;

4 Be able to implement and promote active participation

Implement and promote: different ways of applying active participation to meet individual needs; working with individuals and others eg team members, other professionals; how active participation can address the holistic needs of an individual eg physical, emotional, spiritual; theories of motivation and changing behaviour; using incentives eg highlighting advantages and benefits of active participation

Active participation: empowering individuals to participate in the activities and relationships of everyday life as independently as possible; the importance of the individual as an active partner in their own care or support, rather than a passive recipient; empowering individuals to participate in their own care; the benefits for individuals of active participation eg physical benefits, increased independence, autonomy and wellbeing; possible barriers to active participation eg learning difficulties, physical disability or language barriers; ways to reduce barriers to active participation eg use of physical, communication or visual aids

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

Right to make choices: importance of individual empowerment; universal declaration of human rights; independence and autonomy of individuals; importance of impartiality, being aware of own attitudes, values and beliefs, not allowing personal views to influence an individual's decision making; awareness of relevant legislation and

agreed ways of working that influence individual rights eg equality and human rights, disability discrimination

Support the individual: developing respectful relationships; the importance of non-judgemental communication and inclusive information; respect individual's choices; the use of agreed risk assessment processes to support individuals in making choices, eg health and lifestyle choices, decisions about treatment or care; awareness of actual or likely danger or harm arising from choices made eg increased vulnerability, impact on treatment or recovery; empowering and supporting individuals to question or challenge decisions concerning them that are made by others; using own role and authority to support the individual's right to make choices eg being confident and assertive, knowledge of relevant legislation and agreed ways of working, being an advocate in supporting an individual's right to choose; importance of inclusive practice and awareness of discrimination issues

6   Be able to promote individuals' wellbeing

Wellbeing: spiritual; emotional; cultural; religious; social; political factors

Promoting wellbeing: the importance of individual identity and self esteem; the links between identity, self image and self esteem; understanding emotional literacy; awareness of individual's feelings; the importance of privacy, maintaining dignity; providing support and encouragement for individuals; respecting the spiritual, religious and cultural beliefs of individuals

Supporting individuals: working in partnership to set realistic and achievable goals; empowering individuals to develop confidence and feel good about themselves; creating and maintaining a positive environment to promote the wellbeing of individuals eg attitudes, activities, surroundings; fostering positive relationships; encouraging open communication; supporting agreed ways of working that contribute to the wellbeing of individuals

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

Risk assessment: person-centred approach in communicating risk information; empowering individuals to make informed decisions in relation to perceived risks and consequences; individuals as active participants in decision making; evaluating and appraising advantages and disadvantages eg relating to healthy lifestyle decisions like smoking, drinking and obesity; assessing and considering the benefits and drawbacks eg relating to specific investigations or treatment decisions; calculating risks involved eg in relation to surgical procedures, invasive tests or life threatening situations; judging decisions eg relating to care and support, end of life decisions; reviewing and monitoring progress eg effectiveness of individual care plans; the impact of rights and responsibilities in risk-taking; the importance of accountability; the changing nature of risk assessment, the importance of regular review in conjunction with changing individual needs

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the application of person-centred approaches in health and social care	1.1	explain how and why person-centred values must influence all aspects of health and social care work			
		1.2	evaluate the use of care plans in applying person-centred values			
2	Be able to work in a person-centred way	2.1	work with an individual and others to find out the individual's history, preferences, wishes and needs			
		2.2	demonstrate ways to put person-centred values into practice in a complex or sensitive situation			
		2.3	adapt actions and approaches in response to an individual's changing needs or preferences			
3	Be able to establish consent when providing care or support	3.1	analyse factors that influence the capacity of an individual to express consent			
		3.2	establish consent for an activity or action			
		3.3	explain what steps to take if consent cannot be readily established			
4	Be able to implement and promote active participation	4.1	describe different ways of applying active participation to meet individual needs			
		4.2	work with an individual and others to agree how active participation will be implemented			
		4.3	demonstrate how active participation can address the holistic needs of an individual			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	demonstrate ways to promote understanding and use of active participation			
5	Be able to support the individual's right to make choices	5.1	support an individual to make informed choices			
		5.2	use own role and authority to support the individual's right to make choices			
		5.3	manage risk in a way that maintains the individual's right to make choices			
		5.4	describe how to support an individual to question or challenge decisions concerning them that are made by others			
6	Be able to promote individuals' wellbeing	6.1	explain the links between identity, self image and self esteem			
		6.2	analyse factors that contribute to the wellbeing of individuals			
		6.3	support an individual in a way that promotes their sense of identity, self image and self esteem			
		6.4	demonstrate ways to contribute to an environment that promotes wellbeing			
7	Understand the role of risk assessment in enabling a person-centred approach	7.1	compare different uses of risk assessment in health and social care			
		7.2	explain how risk-taking and risk assessment relate to rights and responsibilities			
		7.3	explain why risk assessments need to be regularly revised			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 7: The role of the health and social care worker

Unit reference number:	J/601/8576
QCF level:	2
Credit value:	2
Guided learning hours:	14

Unit summary

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

Assessment methodology

Learning outcomes 2 and 3 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand working relationships in health and social care

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

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

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

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

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

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

3 Be able to work in partnership with others

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

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

ability to seek compromise, seeking resolution, being specific with communication, trying not to exaggerate or over-generalise, avoiding accusations, importance of active listening,

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand working relationships in health and social care	1.1	Explain how a working relationship is different from a personal relationship			
		1.2	Describe different working relationships in health and social care settings			
2	Be able to work in ways that are agreed with the employer	2.1	Describe why it is important to adhere to the agreed scope of the job role			
		2.2	Access full and up-to-date details of agreed ways of working			
		2.3	Implement agreed ways of working			
3	Be able to work in partnership with others	3.1	Explain why it is important to work in partnership with others			
		3.2	Demonstrate ways of working that can help improve partnership working			
		3.3	Identify skills and approaches needed for resolving conflicts			
		3.4	Demonstrate how and when to access support and advice about: – partnership working – resolving conflicts			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 8: Promote good practice in handling information in health and social care settings

Unit reference number: J/601/9470

QCF level: 3

Credit value: 2

Guided learning hours: 16

Unit summary

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

Assessment methodology

Learning outcomes 2 and 3 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

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

Requirements for handling information: relevant legislation relating to the handling of information in health and social care eg Data Protection Act, Freedom of Information Act, Disability Discrimination Act, and other relevant legislation relating to the duty of confidentiality, human rights and safeguarding children and vulnerable adults; relevant codes of practice relating to the handling of information eg relating to the accuracy, retention, availability and disposal of information; the importance of having secure information systems, ensuring necessary safeguards and appropriate uses of personal information

Legal requirements and codes of practice: issues relating to the legal requirements for secure recording of information eg the common law duty of confidence, the legal requirements for accuracy of information and for information to kept up-to-date, obtaining personal data only for specific, lawful purposes and for personal data to be relevant and not excessive for its purpose; issues relating to the legal requirements for the secure storage of information eg the legal requirements that personal data should not be kept for longer than is necessary for its purpose, security measures to protect against the accidental loss, destruction or damage to personal data, legal requirements for the storage of electronic and manual data and access to secure information; issues relating to the legal requirements for sharing information eg freedom of information, principles of confidentiality, agreed ways of inter-agency and multi-agency/integrated working

2 Be able to implement good practice in handling information

Good practice in handling information: understanding the features of both manual and electronic information storage systems to ensure security eg encryption, secure passwords, electronic audit trails, secured IT networks, identity checks, security passes; understand how to ensure security when storing and accessing information, eg following Information Governance procedures, ensuring confidential information is not disclosed without consent, preventing accidental disclosure of information, practicing strict security measures, like shredding paper-based information, logging out of electronic data systems and operating effective incident reporting processes; ensure the security of access to records and reports according to legal and organisational procedures, ethical codes or professional standards; the importance of keeping legible, accurate, complete and up-to-date records eg signed and dated, specifying individual needs and preferences, indicating any changes in condition or care needs

3   Be able to support others to handle information

Support others to handle information: ensure that others understand the need for secure handling of information; ensure that others access relevant, compulsory training eg in Information Governance; support others to put in to practice the guidance and procedures from Information Governance; ensure that others understand the importance of secure record keeping; support and enable others to contribute to manual and electronic records eg reporting accurate and sufficient information to the appropriate people, sharing relevant information relating to any changes in an individual's personal details, condition or care needs; ensure that others are familiar with procedures for reporting incidents relating to any breach of information security such as missing, lost, damaged or stolen information or records; the importance of thorough and reliable communication systems

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand requirements for handling information in health and social care settings	1.1	Identify legislation and codes of practice that relate to handling information in health and social care			
		1.2	Summarise the main points of legal requirements and codes of practice for handling information in health and social care			
2	Be able to implement good practice in handling information	2.1	Describe features of manual and electronic information storage systems that help ensure security			
		2.2	Demonstrate practices that ensure security when storing and accessing information			
		2.3	Maintain records that are up-to-date, complete, accurate and legible			
3	Be able to support others to handle information	3.1	Support others to understand the need for secure handling of information			
		3.2	Support others to understand and contribute to records			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9:   The principles of infection prevention and control

Unit reference number: L/501/6737

QCF level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

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 PPE correctly and the importance of good personal hygiene.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Causes and spread of infection

Unit reference number:	H/501/7103
QCF level:	2
Credit value:	2
Guided learning hours:	20

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 11: Cleaning, decontamination and waste management

Unit reference number: R/501/6738

QCF level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

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.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 12: Principles for implementing duty of care in health, social care or children's and young people's settings

Unit reference number:	R/601/1436
QCF level:	3
Credit value:	1
Guided learning hours:	5

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand how duty of care contributes to safe practice

Duty of care in own work role: accountability for eg exercising authority, managing risk, working safely, safeguarding children and young people, monitoring own behaviour and conduct, maintaining confidentiality, storing personal information appropriately, reporting concerns and allegations, making professional judgements, maintaining professional boundaries, avoiding favouritism, maintaining high standards of conduct outside the professional role

Contribution of duty of care to safeguarding and protection of individuals: safeguarding children and young people eg protection from sexual, physical or emotional harm, preserving respect and dignity, engendering trust; protecting children and young people eg safety in the environment, safe use of resources and equipment, prevention from intimidation or humiliation; protecting self eg ensuring against risk of allegation of misconduct or abuse, avoiding risk of accusations of malpractice

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

Potential conflicts or dilemmas and individual's rights:
conflicts/dilemmas eg attitudes, unsafe behaviour such as drug/alcohol abuse, truanting, staying out without permission, aggression and violence, bullying and intimidation, vandalism; individual's rights eg respect for views and actions, safety and security, love and belonging, education, equality

Managing risks: eg implement policies and codes of practice, act in individual's best interests, foster culture of openness and support, be consistent, maintain professional boundaries, follow systems for raising concerns

Support and advice about conflicts and dilemmas: eg line management, training and professional development, health professionals, school/college services, counselling services, mediation and advocacy services

3 Know how to respond to complaints

Responding to complaints: eg listen to complainant, refer complainant to policy, suggest that complaint is made in writing, report complaint to line manager

Main points of agreed procedures for handling complaints: eg acknowledgement of complaint, stages within procedure, report and recommendations, review and appeals

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how duty of care contributes to safe practice	1.1	Explain what it means to have a duty of care in own work role			
		1.2	Explain how duty of care contributes to the safeguarding or protection of individuals			
2	Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1	Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights			
		2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care			
		2.3	Explain where to get additional support and advice about conflicts and dilemmas			
3	Know how to respond to complaints	3.1	Describe how to respond to complaints			
		3.2	Explain the main points of agreed procedures for handling complaints			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 13: Maintaining quality standards in the health sector

Unit reference number: F/502/3412

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

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

Forbidden combination

This unit must not be taken with Unit 14: *Service improvement in the health sector* (J/502/3413)*.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to provide a quality service within legislation, policies and procedures	1.1	Explain the importance of meeting quality standards as determined by legislation, policies and procedures			
		1.2	Explain how others could be encouraged to meet quality standards			
		1.3	Explain the benefits of maintaining quality standards			
2	Understand the importance of working with others to provide a quality service	2.1	Explain personal responsibilities for working with others			
		2.2	Explain accountability when working with others			
		2.3	Explain the importance of working effectively with others to provide a quality service			
3	Know how to monitor quality standards	3.1	Describe methods of monitoring quality standards			
		3.2	State how to inform other staff of quality issues			
		3.3	Describe how resources can be monitored and maintained			
		3.4	Outline the benefits of monitoring quality to maintain and improve standards			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand the importance of prioritising own workload to reduce risks to quality	4.1	Review factors that can affect own workload			
	4.2	Evaluate how prioritising work will ensure the maintenance and improvement of a quality service			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Date: _____

Unit 14: Service improvement in the health sector

Unit reference number: J/502/3413

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Forbidden combination

This unit must not be taken with Unit 13: *Maintaining quality standards in the health sector* (F/502/3412)*.*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to evaluate own work and that of others to identify potential improvements	1.1	Illustrate how to benchmark own work and that of others			
		1.2	Explain how feedback can be obtained and used to identify potential service improvements			
		1.3	Review the policies and strategies for service improvements			
2	Understand how to make constructive suggestions about how services can be improved	2.1	Explain key issues related to potential improvements			
		2.2	Explain why service improvements are required			
		2.3	Discuss how service improvements could be implemented			
3	Understand how to discuss and agree improvements with others	3.1	Explain the importance of agreeing changes with others			
		3.2	Illustrate how working with others can support service improvements			
4	Understand how to make agreed improvements to own work and how to support others to make changes	4.1	Evaluate strategies for making changes effective within own work role			
		4.2	Explain how to support others in implementing changes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Introduction to the role and responsibilities of a Health Trainer

Unit reference number: L/502/1212

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit introduces learners to the role and responsibilities of a Health Trainer. Learners will be introduced to legislation and policies relating to the role, as well as elements of time management.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of a Health Trainer	1.1	Describe the role of a Health Trainer			
		1.2	Outline the role of the Health Trainer in the context of local and national health and wellbeing policies			
		1.3	Describe the limits of the Health Trainer role			
		1.4	Analyse the consequences of acting beyond competence as a Health Trainer			
		1.5	Identify appropriate routes for referring matters beyond competence			
		1.6	Identify individuals who can advise on the Health Trainer role			
2	Understand legislation and policies related to the role of the Health Trainer	2.1	Identify the legislation that relates to the role of a Health Trainer			
		2.2	Identify organisational policies and procedures			
		2.3	Outline potential consequences of non compliance to organisational policies, procedures and protocol			
		2.4	Explain the importance of confidentiality			
		2.5	Explain key issues relating to equality and diversity and anti-discriminatory practice			
		2.6	Explain the importance of assessing and managing risks			
		2.7	Identify risks to self and others			
		2.8	Use organisational data collection, storage and retrieval systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Collect accurate information on clients	3.1	Explain issues around handling confidential and sensitive information			
		3.2	Explain the importance of systematic and accurate record keeping			
		3.3	Record information in a systematic and accurate way to inform evaluation and future work			
4	Manage and organise own time effectively	4.1	Agree working arrangements with a line manager			
		4.2	Explain the importance of making realistic commitments			
		4.3	Plan work to ensure that commitments are met			
		4.4	Explain the importance of knowing who to seek guidance and advice from			
		4.5	Complete records of work activities when needed			
5	Improve own competence, knowledge and skills	5.1	Explain the benefits of improving own competence, knowledge and skills			
		5.2	Identify areas for improvement of own competence			
		5.3	Plan for improvement of own competence, knowledge and skills			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16:

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

Unit reference number: R/502/1213

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is concerned with helping to establish and develop joint working relationships between people, organisations and groups in the community. The unit will also introduce candidates to the roles and responsibilities of Health Trainers in relation to communities and will outline the skills needed when making contact with individuals and developing and understanding of the context of their lives and work.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Make contact with communities, organisations and groups	1.1	Identify people within a community to make contact with			
		1.2	Explain the benefits and importance of making contact with different people, organisations and groups			
		1.3	Use appropriate methods and styles of making contact with different people, organisations and groups			
		1.4	Identify the most appropriate person to contact within an organisation			
		1.5	Explain the role of a Health Trainer to different people, organisations and groups			
2	Collect accurate information on communities, organisations and groups	2.1	Identify services and sources of information			
		2.2	Check that information is up-to-date and accurate			
		2.3	Record information in a way that can be used in future work			
		2.4	Explain the importance of regularly updating information and methods for achieving this			
		2.5	Outline the consequences of using out of date or inaccurate information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Develop working relationships with communities	3.1	Develop working relationships within communities			
		3.2	Explain the importance of demonstrating respect for others			
		3.3	Explain the importance of clearly agreeing ways of keeping in contact and reporting back			
		3.4	Explain the importance of fulfilling commitments			
		3.5	Identify potential barriers to developing working relationships within communities			
		3.6	Identify ways of referring matters or issues beyond the Health Trainer role to a more appropriate person			

Learner name: _____

Learner signature: _____ Date: _____

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Internal verifier signature: _____ Date: _____

(if sampled)

Unit 17: Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer

Unit reference number: F/502/1224

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

The unit introduces candidates to the concepts of health and wellbeing and the ways of communicating key messages to individuals, in order to support them with choices they could make to improve their health and wellbeing.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Analyse concepts of health and wellbeing	1.1	Explain the terms 'health' and 'wellbeing'			
		1.2	Define the term 'lifestyle'			
		1.3	Explain the links between lifestyle and health and wellbeing			
2	Understand factors influencing health and wellbeing	2.1	Identify the factors influencing individuals' health and wellbeing			
		2.2	Identify wider determinants of health and wellbeing			
		2.3	Understand and communicate key health promotion messages and the benefits of making lifestyle changes			
		2.4	Identify other people and agencies who might be able to help individuals to improve their health and wellbeing			
3	Encourage individuals to address issues relating to their health and wellbeing	3.1	Raise individual's awareness of the key issues relating to their health and wellbeing			
		3.2	Describe a range of approaches that apply to promoting health and wellbeing			
		3.3	Use a range of methods for providing information on health and wellbeing			
		3.4	Help individuals identify factors affecting their health and wellbeing			
		3.5	Explore individuals' knowledge and beliefs about health and wellbeing			
		3.6	Encourage individuals to take responsibility for changing their behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.7	Help individuals to get hold of reliable and up-to-date information and advice			
		3.8	Help individuals access appropriate support			
4	Communicate appropriately with individuals	4.1	Select and use ways to communicate appropriately with individuals			
		4.2	Encourage an open and frank exchange of views			
		4.3	Identify barriers to communication			
		4.4	Use appropriate methods to reduce barriers to communications			
		4.5	Acknowledge individuals' right to make their own decisions			
		4.6	Support individuals to make their own decisions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 18: Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer

Unit reference number: L/502/1226

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit introduces learners to the process of engaging individuals to enable behaviour change and encourage health improvements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Encourage individuals to assess their behaviour	1.1	Help individuals to assess how their behaviour is affecting their health and wellbeing			
		1.2	Help individuals to identify the changes needed to improve their health and wellbeing			
		1.3	Use behaviour changes techniques to encourage individuals to identify their motivation for change and opportunities for change			
		1.4	Help individuals to identify potential barriers to change and ways of managing them			
2	Establish 1-1 relationships with clients	2.1	Explain the importance of establishing the ground rules for the relationship			
		2.2	Establish ground rules for the relationship			
		2.3	Build rapport with clients			
		2.4	Identify the key factors to be considered when choosing a suitable environment for 1-1 contact			
3	Develop Personal Health Plans for individuals	3.1	Support individuals to prioritise their goals			
		3.2	Support individuals to identify SMART goals for changing their behaviour			
		3.3	Support individuals to develop a personal health plan			
		3.4	Identify key individuals who will be involved in the personal health plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Use a range of techniques to ensure that individuals receive the appropriate support			
		3.6	Review and record individuals' progress in achieving their plan			
4	Support individuals to achieve their plan	4.1	Take actions to help individuals achieve their goals			
		4.2	Support individuals to develop confidence in achieving change			
		4.3	Use methods to support individuals to strengthen their own motivation for change			
		4.4	Explain how measures of behaviour are used in monitoring behaviour change			
		4.5	Support individuals review their progress and adapt their personal health plan			
		4.6	Provide feedback, support and encouragements to individuals			
		4.7	Recognise and value individuals' achievements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Support individuals to establish and maintain change	5.1	Support individuals to prepare for setbacks			
		5.2	Support individuals to manage setbacks			
		5.3	Support individuals evaluate the effects of the changes implemented			
		5.4	Support individuals to become their own Health Trainer			
		5.5	Help individuals identify broader learning and development needs			
6	Keep records of work in line with organisational procedures	6.1	Keep accurate and complete records of work with individuals			
		6.2	Report problems and concerns to the line manager			
		6.3	Work within own role and competences			
		6.4	Explain the importance of working within own role and competences			
		6.5	Explain the potential consequences of working outside own role and competences.			

Learner name: _____

Learner signature: _____ Date: _____

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

Unit 19: Develop positive relationships with children and young people

Unit reference number: A/602/3516

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about establishing and developing positive relationships with children and young people in order to ensure they have the support and advice they need in a range of environments.

Additional information

Children and young people are from birth to their nineteenth birthday.
Significant others may include:
- family
- colleagues
- other individuals involved with the care or wellbeing of the child or young person.

Needs may include:
- physical
- emotional
- mental health
- spiritual
- environmental
- social
- sexual
- developmental
- cultural.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year			
	1.2 Describe local policies for child safety and protection			
	1.3 Explain how to work in partnership with parents/carers and **significant others** in order to support them to care for babies during their first year			
	1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this			
	1.5 Explain how to obtain advice and information to support own practice			
	1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol			
	1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol			
	1.8 Explain the importance of confidentiality when accessing records and information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the need for developing positive relationships with **children and young people**	2.1	Explain why developing positive relationships with **children and young people** is important			
		2.2	Explain how to develop positive relationships with **children and young people**			
		2.3	Explain how to maintain positive relationships with **children and young people**			
3	Be able to establish positive relationships with **children and young people**	3.1	Explain how to respect privacy and confidentiality wishes			
		3.2	Check that the child or young person understands that their **needs** are important and are being addressed			
		3.3	Establish, through play and other methods, a rapport with the child or young person that encourages a good relationship to develop			
		3.4	Obtain support in line with local policy or protocol where there are communication or relationship issues			
4	Be able to provide information and advice to **children and young people**	4.1	Respond to any concerns that the child or young person might have			
		4.2	Agree with the child or young person the information which may be shared with others			
		4.3	Provide information for the child or young person using different words, phrases, and expressions to assist understanding			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.4	Direct the child or young person to any further sources of information, advice or support			
	4.5	Maintain records in line with local policy and protocol			
	4.6	Communicate in a way that is sensitive to the age, understanding and preferences of the child or young person			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 20: Enable children and young people to understand their health and wellbeing

Unit reference number: T/602/3515

QCF level: 4

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is about helping children and young people to understand their situation in relation to their health and wellbeing.

Additional information

Children and young people are from birth to their nineteenth birthday.

Transitions may include

- puberty
- changing or leaving school
- family illness
- bereavement.

Significant others may include:

- family
- colleagues
- other individuals involved with the care or wellbeing of the child or young person

Support in relation to:

a) advice, guidance, and counselling

b) equipment

c) mobility aids

d) communication aids

e) toys and games

f) health, development or disability assessment

g) treatment and management of health conditions

h) self-care

i) lifestyle changes

j) housing/environment

k) access to education, training or employment.

Partnership based

Work with others towards a common goal, sharing power and responsibility.

Evidence based

The best current research information available based on a systematic analysis of the effectiveness of a treatment, service or other intervention and its use, in order to produce the best outcome, result or effect for the individual. In the absence of independent, large scale research, the evidence base may be derived from locally-agreed good practice.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year			
	1.2 Describe local policies for child safety and protection			
	1.3 Explain how to work in partnership with parents/carers and **significant others** in order to **support** them to care for babies during their first year			
	1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this			
	1.5 Explain how to obtain advice and information to **support** own practice			
	1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol			
	1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol			
	1.8 Explain the importance of confidentiality when accessing records and information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand factors which impact upon enabling **children and young people** to understand their health and wellbeing	2.1	Explain how self-directed play and recreation help **children and young people** to – understand themselves – understand the world around them – promote their health and wellbeing – realise their potential			
		2.2	Explain the impact of **transitions** on child development			
		2.3	Explain how to recognise signs of possible developmental delay, disability, or undiagnosed health conditions			
		2.4	Explain the referral process for possible developmental delay, disability or undiagnosed health conditions			
		2.5	Describe the contributing factors that increase the risk of harm to **children and young people**			
		2.6	Describe the triggers for reporting incidents or unexpected behaviour from **children and young people**			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to establish positive relationships with children, young people and relevant others to enable **children and young people** to understand their health and wellbeing	3.1	Communicate information about health and wellbeing in a way that is sensitive to the age, understanding and preferences of the child or young person			
		3.2	Observe the child or young person's behaviour and note any unexpected changes or concerns			
		3.3	**Support** the child, young person and relevant others to communicate with each other through a **partnership based** approach			
		3.4	Describe how **children and young people** see and experience the world and the implications for the way in which **support** is provided to help them understand their health and wellbeing			
4	Be able to provide information and advice to **children and young people** in relation to their health and wellbeing	4.1	Develop a care plan in partnership with the child or young person to help them to achieve an understanding of the nature of their needs and preferences			
		4.2	Explain the options available to the child or young person and how to access **support**			
		4.3	Provide any **evidence based** information about the effectiveness, benefits and risks of the different options			
		4.4	**Support** the child or young person to take an active part in any decisions that affect them			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.5	Provide any information about the people, organisations and written resources that can assist the child or young person in understanding and promoting their health and wellbeing			
	4.6	Make records in line with local policy and protocol			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 21: Understand child and young person development

Unit reference number: L/601/1693

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Additional information

Developmental aspects including:
- physical
- communication
- intellectual / cognitive
- social, emotional and behavioural
- moral.

Personal factors including:
- health status
- disability
- sensory impairment
- learning difficulties.

External factors including:
- poverty and deprivation
- family environment and background
- personal choices
- looked after/care status
- education.

Theories of development including:
- cognitive (eg Piaget)
- psychoanalytic (eg Freud)
- humanist (eg Maslow)
- social learning (eg Bandura)
- operant conditioning (eg Skinner)
- behaviourist (eg Watson).

Frameworks to support development including:

- social pedagogy.

Methods of assessing development needs eg:

- assessment framework/s
- observation
- standard measurements
- information from carers and colleagues.

Reasons why **development** is not following expected pattern eg:

- disability
- emotional
- physical
- environmental
- cultural
- social
- learning needs
- communication.

Different **types of interventions** eg:

- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice
- physiotherapist
- nurse specialist
- additional learning support
- assistive technology
- health visitor.

Models of and attitudes to **disability** eg:

- social model
- medical model
- cultural differences
- stereotyping
- low expectations
- benefits of positive attitudes to disability.

Types of transitions including:

- emotional, affected by personal experience eg bereavement, entering/ leaving care
- physical, eg moving to a new educational establishment, a new home/locality, from one activity to another
- physiological, eg puberty, long term medical conditions
- intellectual, eg moving from pre school to primary to post primary.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the expected pattern of development for children and young people from birth - 19 years	1.1	Explain the sequence and rate of each aspect of **development** from birth – 19 years			
		1.2	Explain the difference between sequence of development and rate of development and why the difference is important			
2	Understand the factors that influence children and young people's development and how these affect practice	2.1	Explain how children and young people's development is influenced by a range of **personal factors**			
		2.2	Explain how children and young people's development is influenced by a range of **external factors**			
		2.3	Explain how **theories of development** and **frameworks to support development** influence current practice			
3	Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1	Explain how to monitor children and young people's development using different methods			
		3.2	Explain the **reasons** why children and young people's development may not follow the expected pattern			
		3.3	Explain how **disability** may affect development			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern			
4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1	Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition			
	4.2	Explain how multi agency teams work together to support speech, language and communication			
	4.3	Explain how play and activities are used to support the development of speech, language and communication			
5 Understand the potential effects of transitions on children and young people's development	5.1	Explain how **different types of transitions** can affect children and young people's development			
	5.2	Evaluate the effect on children and young people of having positive relationships during periods of transition			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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(*if sampled*)

Unit 22: Promote child and young person development

Unit reference number: R/601/1694

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.

Additional information

Factors that need to be taken into account when assessing development eg:
- confidentiality and when, for the safety of the child or young person confidentiality must be breached.
- children's wishes and feelings
- ethnic, linguistic and cultural background
- disability or specific requirements (additional needs)
- reliability of information
- avoiding bias.

Plan

Encouraging child or young person to take responsibility for own development should feature in plan.

Methods of assessing development needs eg:
- assessment framework/s
- observations
- standard measurements
- information from parent, carers, children and young people, other professionals and colleagues.

Development plan

A development plan can be drawn from a lead practitioner (eg a teacher's) overarching plan.

Features of an environment or service eg
- stimulating and attractive
- well planned and organised
- personalised and inclusive
- encouraging and practising participation

- high quality policies in place and followed
- regulatory requirements met
- varied
- meting individual and group needs
- providing appropriate risk and challenge
- involving parents and carers where appropriate to setting or service.

How own work environment or service is organised eg
- taking into account personal and external factors
- providing specific activities such as play, learning, home visiting
- providing services
- measuring outcomes
- communicating effectively and showing appropriate empathy and understanding
- supporting participation
- involving parents and carers where appropriate to setting or service
- supporting children and young people's rights.

Positive behaviour support eg
- least restrictive principle
- reinforcing positive behaviour
- modelling/ positive culture
- looking for reasons for inappropriate behaviour and adapting responses
- individual behaviour planning
- phased stages
- planning interventions to reduce inappropriate behaviour
- deescalate and diversion
- containment
- following management plans
- boundary setting and negotiation
- supporting children and young people's reflection on and management of own behaviour
- anti-bullying strategies
- time out (following up-to-date guidance)
- use of physical intervention (following up-to-date guidance).

Different types of transitions eg:
- emotional, affected by personal experience eg bereavement, entering/leaving care
- physical eg moving to a new educational establishment, a new home/locality, from one activity to another
- physiological eg puberty, long term medical conditions
- intellectual eg moving from pre school to primary to post primary
- smaller daily transitions.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to assess the development needs of children or young people and prepare a development plan	1.1	Explain the **factors that need to be taken into account when assessing development**			
		1.2	Assess a child or young person's development in the following areas – physical – communication – intellectual/ cognitive – social, emotional and behavioural – moral			
		1.3	Explain the selection of the assessment **methods** used			
		1.4	Develop a **plan** to meet the development needs a child or young person in the work setting			
2	Be able to promote the development of children or young people	2.1	Implement the **development plan** for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected			
		2.2	Evaluate and revise the development plan in the light of implementation			
		2.3	Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Listen to children or young people and communicate in a way that encourages them to feel valued			
		2.5	Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities			
3	Be able to support the provision of environments and services that promote the development of children or young people	3.1	Explain the features of an environment or service that promotes the development of children and young people			
		3.2	Demonstrate how own work environment or service is organised to promote the development of children or young people			
4	Understand how working practices can impact on the development of children and young people	4.1	Explain how own working practice can affect children and young people's development			
		4.2	Explain how institutions, agencies and services can affect children and young people's development			
5	Be able to support children and young people's positive behaviour	5.1	Demonstrate how they work with children and young people to encourage positive behaviour			
		5.2	Evaluate different approaches to supporting positive behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to support children and young people experiencing transitions	6.1	Explain how to support children and young people experiencing **different types of transitions**			
		6.2	Demonstrate provision of structured opportunities for children or young people to explore the effects of transition on their lives			

Learner name: _____

Learner signature: _____ Date: _____

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Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 23: Support disabled children and young people and those with specific requirements

Unit reference number:	T/601/0134
QCF level:	4
Credit value:	6
Guided learning hours:	45

Unit summary

The unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.

Additional information

Types of support and information eg:
- learning to use sign language, Makaton speech board
- social and emotional such as coming to terms with impact of disability on own family
- financial
- information about services and availability
- information about children's and families' rights.

Assess a child or young person's learning, play or leisure needs:
- observations
- information from others
- preferences of the child or young person
- findings solutions to obstacles
- looking at how to overcome barriers.

Assessment guidance

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of working inclusively with disabled children and young people and those with specific requirements	1.1	Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre			
		1.2	Compare service led and child and young person led models of provision for disabled children and young people			
		1.3	Critically analyse the difference between the social model and medical model of disability and how each model affects provision			
		1.4	Explain the importance of: – advocacy – facilitated advocacy for children and young people who require it – the personal assistant role			
		1.5	Explain the importance of encouraging the participation of disabled children and young people			
2	Be able to work in partnership with families with disabled children or young people and those with specific requirements	2.1	Explain the concepts and principles of partnership with carers of disabled children and young people and those with specific requirements			
		2.2	Explain the **types of support and information** carers may require			
		2.3	Demonstrate in own practice partnership working with families			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements	3.1	Demonstrate in own practice engagement with disabled children or young people			
		3.2	Encourage children or young people to express their preferences and aspirations in their chosen way of communication			
		3.3	Demonstrate in own practice how to work with children or young people and their families to **assess a child or young person's learning, play or leisure needs** identifying solutions to any barriers according to the principles of inclusion			
		3.4	Develop a plan with an individual child or young person to support learning, play or leisure needs			
		3.5	Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future			
4	Able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements	4.1	Demonstrate in own practice how barriers which restrict children and young people's access are overcome			
		4.2	Explain the importance of evaluating and challenging existing practice and becoming an agent of change			
		4.3	Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.4	Describe the impact of disability within different cultures and the importance of culturally sensitive practice			
	4.5	Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people			
5 Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements	5.1	Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements			
	5.2	Analyse examples of multi agency and partnership working from own practice			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 24: Support children and young people experiencing transitions

Unit reference number: H/602/4708

QCF level: 3

Credit value: 3

Guided learning hours: 28

Unit summary

This unit is aimed at those who support work with children, young people and their families during transitions.

Additional information

The term **'transitions'** is used to refer to:
- changes between services, such as: moving from primary to secondary school, or at the age of 16 moving to school, college, an apprenticeship or part-time training alongside full-time employment or volunteering
- life changes which may be common such as experiencing puberty, or particular and personal, and not necessarily shared or understood by all of their peers. These can include:
- family illness
- the death of a close relative
- divorce and the split of the family
- issues related to sexuality
- adoption
- the process of asylum
- leaving care
- teenage pregnancy
- disability
- parental mental health
- substance misuse
- the consequences of crime.

Significant others may include:
- family
- colleagues
- other individuals involved with the care or wellbeing of the child or young person.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of **transitions** on children and young people	1.1	Define the term '**transitions**' in relation to children and young people			
		1.2	Describe the types of **transitions** that children and young people can experience			
		1.3	Explain how different types of **transitions** impact children and young people			
2	Understand how to support children and young people experiencing **transitions**	2.1	Outline how to recognise that a child or young person is experiencing **transition**			
		2.2	Explain how to support children and young people experiencing **transitions** to reach positive outcomes			
		2.3	Explain the importance of children and young people making choices appropriate to their age and stage of development			
3	Understand influences on children and young people experiencing **transitions**	3.1	Describe factors which influence children and young people's resilience during **transitions**			
		3.2	Explain the importance of adults and **significant others** for children and young people experiencing **transitions**			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 25: Support parents/carers and those in a parental role to care for babies during their first year

Unit reference number: T/602/4017

QCF level: 3

Credit value: 5

Guided learning hours: 36

Unit summary

This unit is aimed at those who provide support to parents and carers to care for and protect babies in the first year of their lives. Learners will have the opportunity to develop knowledge, understanding and skills related to offering advice regarding the health and safety needs of children and how to support their development.

Additional information

Significant others may include:
- family
- colleagues
- other individuals involved with the care or wellbeing of the baby, child or young person.

An appropriate person could include other members of the care team.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies			
		1.2	Describe local policies for child safety and protection			
		1.3	Explain how to work in partnership with parents/carers and **significant others**			
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this			
		1.5	Explain how to obtain advice and information to support own practice			
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol			
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol			
		1.8	Explain the importance of confidentiality when accessing records and information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to support the physical, social, emotional and cognitive development of babies during their first year	2.1	Outline the expected indicators of: – physical development – pre-speech development and verbal/non-verbal behaviour and cues – language and communication development – social and emotional development – for babies during their first year			
		2.2	Explain what parents/carers can do to encourage development			
		2.3	Explain the importance of play to overall development and the role of adults and other children in encouraging this			
		2.4	Describe the impact of factors that can affect the health, wellbeing, behaviour, skills, abilities and development of parents/carers and their children			
		2.5	Explain how the personal beliefs, previous experiences and preferences of parents/carers may impact on the ways in which they care for their child			
3	Be able to provide active support to parents/carers in relation to keeping their babies safe	3.1	Involve parents/carers in identifying their requirements in meeting the rights and protection needs of their baby			
		3.2	Explain to parents/carers the importance of only leaving the baby with people who are capable of caring for children			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Support parents/carers to follow safety measures when handling their baby			
		3.4	Provide encouragement, guidance and support to parents/carers in relation to keeping their baby safe, secure and free from danger as the baby becomes mobile			
		3.5	Explain how active parenting can benefit the baby			
4	Be able to provide active support to parents/carers to look after the health needs of their babies	4.1	Support parents/carers to prepare themselves, the environment and the baby for bathing			
		4.2	Support parents/carers to maintain their baby's comfort, health and wellbeing during handling, washing, nappy changing and dressing			
		4.3	Support parents/carers to monitor their baby's condition for signs of discomfort and distress			
		4.4	Explain to parents/carers how to take action in response to signs of discomfort and distress from their baby, including the need to seek immediate attention in case of an emergency			
		4.5	Reinforce advice given to parents/carers about sleeping positions, room and body temperature, coverings and clothing			
		4.6	Encourage parents/carers to seek advice and support about any aspects of their baby's care			
		4.7	Support parents/carers to make informed choices when their baby persistently cries			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to provide active support to parents/carers in meeting the developmental needs of their babies	5.1	Discuss with parents/carers the physical, social, emotional and developmental needs of their baby during the first year, including the importance of language development			
		5.2	Support parents/carers to interact and play with their baby using play materials that promote each aspect of their developmental capabilities			
		5.3	Update records on the parents/carers progress in line with local policy and protocol, referring any concerns to **an appropriate person**			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 26: Work in partnership with families to support individuals

Unit reference number: H/601/8147

QCF level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

Additional information

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

Others may include:

- organisations providing support to family members
- other professionals.

Resources may include:

- materials and equipment
- training
- financial support
- transport
- support groups
- therapeutic services
- other professionals.

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

Assessment methodology

Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand partnership working with families	1.1	Analyse the contribution of families to the care and/or support of individuals			
		1.2	Identify factors that may affect the level of involvement of family members in care and/or support			
		1.3	Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals			
		1.4	Explain how the attitudes of a worker affect partnership working with families			
2	Be able to establish and maintain positive relationships with families	2.1	Interact with family members in ways that respect their culture, experiences and expertise			
		2.2	Demonstrate dependability in carrying out actions agreed with families			
		2.3	Describe principles for addressing dilemmas or conflicts that may arise in relationships with families			
3	Be able to plan shared approaches to the care and support of **individuals** with families	3.1	Agree with the **individual**, family members and others the proposed outcomes of partnership working with a family			
		3.2	Clarify own role, role of family members, and roles of others in supporting the **individual**			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	Support family members to understand person centred approaches and **agreed ways of working**			
		3.4	Plan ways to manage risks associated with sharing care or support			
		3.5	Agree with the **individual** and family members processes for monitoring the shared support plan			
4	Be able to work with families to access support in their role as carers	4.1	Work with family members to identify the support they need to carry out their role			
		4.2	Provide accessible information about available **resources** for support			
		4.3	Work with family members to access **resources**			
5	Be able to exchange and record information about partnership work with families	5.1	Exchange information with the individual and family members about: – implementation of the plan – changes to needs and preferences			
		5.2	Record information in line with agreed ways of working about: – progress towards outcomes – effectiveness of partnership working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to contribute to reviewing partnership work with families	6.1	Agree criteria and processes for reviewing partnership work with families			
		6.2	Agree criteria and processes for reviewing support for family members			
		6.3	Encourage the individual and family members to participate in the review			
		6.4	Carry out own role in the review of partnership working			
7	Be able to provide feedback about support for families	7.1	Provide feed back to others about the support accessed by family members			
		7.2	Report on any gaps in the provision of support for family members			
		7.3	Describe ways to challenge information or support that is discriminatory or inaccessible			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 27: Develop and agree individualised care plans for babies and families

Unit reference number: Y/602/3510

QCF level: 4

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is aimed at practitioners who develop and agree individualised care plans for babies and families. It is relevant to practitioners who deliver services to babies, their families and those involved in the care of babies.

Additional information

Significant others may include:
- family
- colleagues
- other individuals involved with the care or wellbeing of the child or young person.

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

Neonatal development eg:

physiological, physical, psychological and social development, taking into account gestational age or delivery.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year			
	1.2 Describe local policies for child safety and protection			
	1.3 Explain how to work in partnership with parents/carers and **significant others** in order to support them to care for babies during their first year			
	1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this			
	1.5 Explain how to obtain advice and information to support own practice			
	1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol			
	1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol			
	1.8 Explain the importance of confidentiality when accessing records and information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to gather relevant information for care planning	2.1	Explain the importance of gathering relevant information to inform care planning			
		2.2	Describe ways to access information, including information held by other practitioners and agencies			
3	Understand the factors which impact on care planning needs	3.1	Describe how babies communicate by behaviour			
		3.2	Describe how different behaviours can be interpreted			
		3.3	Evaluate the main issues and debates relating to the health and wellbeing of babies			
		3.4	Describe a range of conditions affecting babies in own area of practice			
		3.5	Describe the risk factors for premature birth, including foetal, maternal and social influencing factors relative to birth history			
		3.6	Explain aspects of **neonatal development**			
		3.7	Explain the impact of parenting, family and environment on the health and wellbeing of a baby			
		3.8	Describe the interdependent relationship of the health and wellbeing of a mother and that of her baby/babies			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to develop and agree individualised care plans for babies and families	4.1	Confirm the identity of the person legally responsible for the baby and gain **valid consent**			
	4.2	Explain the preliminary and preparatory actions to take when carrying out care planning for babies and families			
	4.3	Communicate and interact with the baby and those involved in the baby's care			
	4.4	Provide information for those involved in the care of the baby			
	4.5	Support those involved in the care of the baby to take an active part in decisions affecting them			
	4.6	Explain the options for addressing the health and wellbeing needs of the baby, including any benefits and risks			
	4.7	Agree an individualised care plan with those involved in the care of the baby			
	4.8	Maintain records in line with local policy and protocol			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 28: Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies

Unit reference number:	A/602/4018
QCF level:	3
Credit value:	3
Guided learning hours:	22

Unit summary

This unit is aimed at those who provide advice and information to parents to enable them to promote the health and wellbeing of their newborn babies, adopting a suitable lifestyle to optimise the health and wellbeing of the babies, themselves and the whole family.

Additional information

Significant others may include:
- family
- colleagues
- other individuals involved with the care or wellbeing of the baby, child or young person.

Healthy lifestyles may include: diet, nutrition, physical exercise, rest.

Lifestyle changes may include reference to: smoking, alcohol intake, recreational drugs.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies			
		1.2	Describe local policies for child safety and protection			
		1.3	Explain how to work in partnership with parents/carers and **significant others**			
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this			
		1.5	Explain how to obtain advice and information to support own practice			
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol			
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol			
		1.8	Explain the importance of confidentiality when accessing records and information			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand the requirements for the health and wellbeing of newborn babies and their parents/carers	2.1	Explain the differing needs of babies at the different stages of physical, social, emotional and cognitive development			
	2.2	Describe the main trends and changes relating to the care of newborn babies			
	2.3	Explain how adopting a **healthy lifestyle** can enable parents/carers to promote their own health and wellbeing and that of their babies			
	2.4	Explain the benefits of empowering parents/carers to manage the care of their babies, including the involvement of the father/father figure			
	2.5	Summarise the principles and practice of infant feeding during the first year			
	2.6	Identify how the needs of newborn babies may affect those who care for them			
	2.7	Explain the impact of family and environment, including parenting capacity, on the health and wellbeing of babies			
	2.8	Identify the contributing factors that increase the risk of significant harm to newborn babies and how to respond to any concerns			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to provide advice and information that enables parents/carers to meet the health and wellbeing needs of their newborn babies	3.1	Explain the purpose of own role and organisation to parents/carers			
		3.2	Discuss with parents/carers their understanding of how to promote and protect the health and wellbeing of their baby			
		3.3	Involve parents/carers in identifying their requirements for promoting and protecting the health and wellbeing of their baby, including the advice and information needed			
		3.4	Provide information in a way that enables parents/carers to make informed choices about the care of their baby			
		3.5	Discuss with parents/carers potential **lifestyle changes** that will increase their capacity to manage their parenting responsibilities and optimise their own health and wellbeing, encouraging them to set achievable targets			
		3.6	Assist parents/carers in developing realistic and achievable plans for promoting and protecting the health and wellbeing of their baby			
		3.7	Provide information on how to access services, information and other resources available locally or nationally for parents/carers			
		3.8	Update records in line with local policy and protocol			
		3.9	Agree dates to review progress and requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 29: Work with babies and young children to promote their development and learning

Unit reference number: A/601/0121

QCF level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

The unit is designed to assess competence in work with babies and young children to support their learning and development This would normally cover children from birth to their 3rd birthday.

Additional information

Pre conceptual, pre birth and birth experiences on development eg:

- smoking
- alcohol
- maternal ill health
- poor maternal diet
- substance abuse
- assisted birth
- birth trauma.

Environment eg

- well equipped, clean and safe with age appropriate equipment and materials
- provides appropriate challenge
- offer appropriate levels of sensory stimulation
- provide quiet calming spaces for babies and young children
- planned and organised around individual needs of babies and young children.

Possible effects of poor quality attachments

- effects on social and emotional development and emotional security
- effects on ability to settle, take risks and make the most of learning opportunities
- possible effects on short and long term mental health
- effects on relationships with parents and professional carers.

Responsive care

- where carer responding sensitively, consistently and promptly
- responses sensitive to individual needs and preferences
- consistency of response
- responding promptly and managing situations to avoid delay.

Assessment methodology

Assessment of learning outcomes 2, 4 and 5 must take place in a real work environment. Reflection on practice should form part of the assessment for this unit. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the development and learning of babies and young children	1.1	Explain the pattern of development in the first three years of life and the skills typically acquired at each stage			
		1.2	Explain: – how development and learning are interconnected – how and why variations occur in rate and sequence of development and learning – that learning may take place in different ways. – the importance of play			
		1.3	Explain the potential effects on **development**, of **pre conceptual, pre birth and birth experiences**			
		1.4	Explain the impact of current research into the development and learning of babies and young children			
2	Be able to promote the development and learning of babies and young children	2.1	Undertake assessments of babies or young children development and learning needs			
		2.2	Demonstrate in own practice how the indoor and outdoor **environment** is responsive to the development and learning needs of babies and young children			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
	2.3	Plan play based activities and experiences based on assessments to support development and learning			
	2.4	Demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs			
3 Understand the attachment needs of babies and young children	3.1	Explain the benefits of the key worker/person system in early years settings			
	3.2	Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings.			
	3.3	Analyse the **possible effects of poor quality attachments** on the development of babies and children			
4 Be able to engage with babies and young children and be sensitive to their needs	4.1	Engage sensitively with babies and young children giving them time to respond			
	4.2	Engage in playful activity with babies and young children			
	4.3	Explain how babies express their emotions, preferences and needs and demonstrate **responsive care** in own practice			
	4.4	Explain why it is important to manage transitions for babies and young children			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain when and why babies and young children require periods of quiet to rest and sleep			
5	Be able to work in partnership with carers in order to promote the learning and development of babies and young children	5.1	Explain the primary importance of carers in the lives of babies and young children			
		5.2	Demonstrate in own practice how to exchange information with carers			
		5.3	Evaluate ways of working in partnership with carers			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 30: Care for the physical and nutritional needs of babies and young children

Unit reference number: D/601/0130

QCF level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their 3rd birthday.

Additional information

Toilet training eg:
- encouraging and praising
- treating child with respect and avoiding guilt
- working in partnership with carers
- flexible personalised approach
- starting training when the child is ready and not rushing process
- being positive and supportive to the child's efforts
- structuring physical environment to facilitate training
- avoiding confrontation
- providing plenty of fluids and fibre to prevent hard stools.

Safety features eg:
- socket covers
- safety gates
- corner protectors
- cupboard locks
- finger guards on doors.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to provide respectful physical care for babies and young children	1.1	Demonstrate culturally and ethnically appropriate care for babies and young children for: – skin – hair – teeth – nappy area			
		1.2	Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important			
		1.3	Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs			
		1.4	Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary			
2	Be able to provide routines for babies and young children that support their health and development	2.1	Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs			
		2.2	Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Explain the principles of effective **toilet training** and how this is incorporated into routines			
3	Be able to provide opportunities for exercise and physical activity	3.1	Explain the importance of exercise and physical activity for babies and young children			
		3.2.	Demonstrate in own practice how to support babies or young children's exercise and physical activity			
4	Be able to provide safe and protective environments for babies and young children	4.1	Explain policies and procedures in own setting that cover health, safety and protection of babies and young children			
		4.2	Demonstrate and evaluate the **safety features** within the environment for babies and young children			
		4.3	Supervise babies or young children and demonstrate a balanced approach to risk management			
		4.4	Explain current advice on minimising sudden infant death syndrome in everyday routines for babies			
5	Be able to provide for the nutritional needs of babies under 18 months	5.1	Identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning			
		5.2	Prepare formula feeds hygienically and following current guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.3	Evaluate the benefits of different types of formula that are commonly available			
6	Understand how to provide for the nutritional needs of young children from 18-36 months	6.1	Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers			
		6.2	Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 31: Care for a newly born baby when the mother is unable to do so

Unit reference number: K/602/4015

QCF level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is aimed at those who provide care for newborn babies when their mothers are unable to do so. Learners will have the opportunity to develop understanding and skills related to the needs of newborns and be able to provide care that contributes to their development and wellbeing, whilst keeping babies safe and secure.

Additional information

Significant others may include:

- Family
- Colleagues
- Other individuals involved with the care or wellbeing of the baby, child or young person.

Normal state of newborn babies should be monitored by checking their temperature, skin, umbilical cord, eyes, hair, muscle tone, urine, stools and genitalia.

An appropriate person could include other members of the care team or family of the newborn baby.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies when the mother is unable to do so	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies when the mother is unable to do so			
		1.2	Describe local policies for child safety and protection			
		1.3	Explain how to work in partnership with parents/carers and **significant others**			
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this			
		1.5	Explain how to obtain advice and information to support own practice			
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol			
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol			
		1.8	Explain the importance of confidentiality when accessing records and information			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand how to meet the physical, social, emotional and developmental needs of newborns	2.1	Explain how babies develop in the first 10 days of life and factors that might enhance or inhibit this			
	2.2	Describe the **normal state of newborn babies**			
	2.3	Describe the physical, social and emotional developmental needs of babies during the first 10 days of life			
	2.4	Explain how to anticipate and respond to the needs of newborn babies using non-verbal cues			
	2.5	Explain the health, safety and hygiene requirements of newborn babies			
	2.6	Explain the importance of providing consistency and continuity of care for newborn babies			
	2.7	Explain how to protect the rights and interests of babies			
3 Be able to contribute to the safety of newborn babies within care	3.1	Engage, relate to and interact with a newborn baby in ways that encourage the development of relationships			
	3.2	Create a care environment which ensures the newborn baby is safe, secure and free from danger, harm and abuse			
	3.3	Handle, move and position the baby safely to encourage interaction and help them feel secure, in line with local policy and protocol			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Confirm the identity of anyone who wants to handle the baby, checking that identification labels are secure and visible			
		3.5	Update and store records in line with local policy and protocol			
4	Be able to feed, bathe and clothe newborn babies in line with local policy and protocol	4.1	Apply standard precautions for infection control			
		4.2	Apply health and safety measures relevant to the procedure and environment			
		4.3	Prepare the environment and equipment for feeding, bathing and clothing newborn babies			
		4.4	Prepare equipment and a feed according to the individual requirements of the baby			
		4.5	Position the baby safely, securely and comfortably, in line with local policy and protocol			
		4.6	Dispose of leftover food in line with local policy and protocol			
		4.7	Undress the baby, wash, bathe and dry them, following safe hygiene and care principles			
		4.8	Observe skin condition, treating any dryness or soreness			
		4.9	Dress the baby in a clean nappy and suitable clothes for the environmental conditions and temperature			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.10 Dispose of soiled nappies, clean and store equipment in line with local policy and protocol			
	4.11 Update records, referring any observations and actions to the **appropriate person**			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 32: Support parents/carers to interact with and care for their newborn baby

Unit reference number:	M/602/4016
QCF level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is aimed at those who support parents/carers to interact with and care for their newborn baby/ies. Learners will have the opportunity to develop the knowledge, understanding and skills necessary to reinforce advice related to active parenting.

Additional information

Significant others may include:

- family
- colleagues
- other individuals involved with the care or wellbeing of the baby, child or young person.

Normal state of newborn babies should be monitored by checking their temperature, skin, umbilical cord, eyes, hair, muscle tone, urine, stools and genitalia.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to interact with and care for their newborn baby	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to interact with and care for their newborn baby			
		1.2	Describe local policies for child safety and protection			
		1.3	Explain how to work in partnership with parents/carers and **significant others**			
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this			
		1.5	Explain how to obtain advice and information to support own practice			
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol			
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol			
		1.8	Explain the importance of confidentiality when accessing records and information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the importance of supporting parents/carers to interact and care for their newborn babies	2.1	Explain the responsibilities and limits of own relationship with parents/carers and their newborn baby			
		2.2	Describe the **normal state of newborn babies**			
		2.3	Explain how care and environmental conditions impact on the normal state of the newborn baby			
		2.4	Explain why parents/carers should be encouraged to engage in active parenting			
		2.5	Explain the importance of confirming the level of assistance required by parents/carers			
3	Be able to support parents/carers in caring for, interacting with and forming bonds with their newborn babies	3.1	Provide active support to the parent/carer, within the level of assistance required, to handle and interact with the baby and deal with their needs			
		3.2	Observe the parent/carer interacting with their baby, providing encouragement when they bond with and relate to their baby			
		3.3	Discuss with parents/carers the ways in which they can meet the physical, social and emotional needs of their baby			
		3.4	Reinforce advice that parents/carers have been given about handling and caring for their baby in ways that encourage interaction and bonding			
		3.5	Update records about the progress of the parent/carer, reporting any concerns to the person with responsibility to act			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to support parents/carers in feeding and keeping their babies clean and safe	4.1	Encourage and support parents/carers to prepare themselves, the environment and the equipment prior to feeding, bathing or clothing the baby			
	4.2	Discuss with parents/carers approaches to feeding in line with the advice they have been given, encourage regular feeding			
	4.3	Observe and support parents attending to their baby's comfort, hygiene and wellbeing needs when feeding, handling, washing, nappy changing and dressing			
	4.4	Encourage parents to monitor their baby's condition and observe any changes in behaviour, feeding or content of nappy, seeking support if required			
	4.5	Reinforce advice given to parents about sleeping positions, room and body temperature, coverings and clothing			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 33: Anatomy and physiology for maternity support workers

Unit reference number: T/601/3440

QCF level: 3

Credit value: 2

Guided learning hours: 20

Unit summary

The aim of this unit is to provide learners with a knowledge of the anatomy and physiology of the female reproductive system and breast. Learners will develop an understanding of the physical changes that happen to the body during pregnancy.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the anatomy and physiology of the female reproductive system	1.1	Summarise the structure and function of the female reproductive system			
		1.2	Outline the role of hormones in female reproduction			
2	Know the anatomy and physiology of the breast	2.1	Label the structure of the breast			
		2.2	Describe the process of lactation			
3	Understand physical changes during pregnancy	3.1	Explain the physical changes in the body due to pregnancy			
		3.2	Analyse physical changes which pose a risk to pregnancy			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 34: First aid essentials

Unit reference number: D/504/6101

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

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

Simulation is allowed for this unit.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to manage an unresponsive casualty who is not breathing normally	4.1	Recognise the need to commence Cardio Pulmonary Resuscitation			
	4.2	Demonstrate Cardio Pulmonary Resuscitation using a manikin			
	4.3	Identify the accepted modifications to Cardio Pulmonary Resuscitation for children			
5 Be able to recognise and assist a casualty who is choking	5.1	Describe how to identify a casualty with a • partially blocked airway • completely blocked airway			
	5.2	Administer first aid to a casualty who is choking			
6 Be able to manage a casualty with external bleeding	6.1	Identify the types of external bleeding			
	6.2	Control external bleeding			
7 Be able to manage a casualty who is in shock	7.1	Recognise shock			
	7.2	Administer first aid to a casualty who is in shock			
8 Be able to manage a casualty with a minor injury	8.1	Administer first aid to a casualty with small cuts, grazes and bruises			
	8.2	Administer first aid to a casualty with minor burns and scalds			
	8.3	Administer first aid to a casualty with small splinters			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 35: Paediatric emergency first aid

Unit reference number: F/600/2036

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric emergency first aid situations contained in this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of the paediatric first-aider	1.1	Identify the responsibilities of a paediatric first-aider			
		1.2	Describe how to minimise the risk of infection to self and others			
		1.3	Describe suitable first aid equipment, including personal protection, and how it is used appropriately			
		1.4	Identify what information needs to be included in an accident report/incident record, and how to record it.			
		1.5	Define an infant and a child for the purposes of first aid treatment			
2	Be able to assess an emergency situation and act safely and effectively	2.1	Demonstrate how to conduct a scene survey			
		2.2	Demonstrate how to conduct a primary survey on an infant and a child			
		2.3	Identify when and how to call for help			
3	Be able to provide first aid for an infant and a child who is unresponsive and breathing normally	3.1	Demonstrate how to place an infant and a child into the appropriate recovery position			
		3.2	Describe how to continually assess and monitor an infant and a child whilst in your care			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally	4.1	Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally			
		4.2	Demonstrate how to administer CPR using an infant and a child manikin			
		4.3	Describe how to deal with an infant and a child who is experiencing a seizure			
5	Be able to provide first aid for an infant and a child who has a foreign body airway obstruction	5.1	Differentiate between a mild and a severe airway obstruction			
		5.2	Demonstrate how to treat an infant and a child who is choking			
		5.3	Describe the procedure to be followed after administering the treatment for choking			
6	Be able to provide first aid to an infant and a child who is wounded and bleeding	6.1	Describe common types of wounds			
		6.2	Describe the types and severity of bleeding and the affect that it has on an infant and a child			
		6.3	Demonstrate the safe and effective management for the control of minor and major external bleeding			
		6.4	Describe how to administer first aid for minor injuries			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
7 Know how to provide first aid to an infant and a child who is suffering from shock	7.1	Describe how to recognise and manage an infant and a child who is suffering from shock			
	7.2	Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 36: Undertake urethral catheterisation processes

Unit reference number: J/601/8979

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

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

Assessment guidance

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation	1.1	Describe the current legislation, national guidelines, and local policies and protocols which affect work practice			
		1.2	Identify the correct procedures relating to urethral catheterisation			
		1.3	Explain the conditions and constraints which might denote who undertakes this procedure and why			
		1.4	Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff			
		1.5	Describe the ethical issues surrounding catheterisation, as applied to males and females			
2	Understand the relevant anatomy and physiology	2.1	Describe the anatomy and physiology of the male and/or female genito-urinary system			
3	Be able to prepare to insert urethral catheters	3.1	Identify the types of catheters that can be used			
		3.2	Select an appropriate catheter			
		3.3	Describe the local anaesthetic agents available for use when inserting urethral catheters			
		3.4	Confirm the individual's identity and obtain valid consent			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to insert urethral catheters	4.1	Ensure the individual's privacy and dignity is maintained at all times			
		4.2	Apply standard precautions for infection control			
		4.3	Apply health and safety measures relevant to the procedure and environment			
		4.4	Insert the catheter safely and correctly, with minimal trauma to the individual including: – securing the catheter – adjust it correctly – attach it correctly to the appropriate drainage system			
5	Be able to monitor and care for the urethral catheter after insertion	5.1	Monitor the catheterisation equipment and materials to check they are functioning correctly			
		5.2	Empty draining bags			
		5.3	Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan			
		5.4	Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required			
		5.5	Take appropriate action to remedy any problems when these arise			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to care for and support the individual during and after the procedure	6.1	Assess how comfortable the individual taking steps to improve the individual's comfort during and after the procedure			
		6.2	Identify adverse effects and appropriate actions			
		6.3	Communicate information to the individual on the care of the catheter and attachments			
		6.4	Demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 37: Care for individuals with urethral catheters

Unit reference number: M/602/2671

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

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

Additional information

Catheter care equipment may include:

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

Catheter care advice may include:

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

Relevant others may include:

- family
- carers
- colleagues
- other individuals involved with the care or wellbeing of the individual.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters	1.1	Summarise the current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters			
		1.2	Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out care activities			
2	Understand the procedure of urethral catheterisation	2.1	Describe the anatomy and physiology of the male and female lower urinary tract			
		2.2	Describe lower urinary tract functions and continence status			
		2.3	Describe the causative factors which determine the need for urethral urinary catheters			
		2.4	Explain the effects of urethral catheterisation on an individual's comfort and dignity			
		2.5	Describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi resistant bacteria			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the use and application of catheter care equipment	3.1	Describe **catheter care equipment** that can be used to meet individuals specific needs			
		3.2	Describe the types of **catheter care advice** to give to individuals			
		3.3	Describe the indications, mode of action, side-effects, cautions, contra indications and potential interactions of urethral catheter care			
		3.4	Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters			
4	Be able to prepare individuals to carry out urethral catheters care	4.1	Confirm the individual's identity and gain valid consent			
		4.2	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual			
		4.3	Agree the level of support required with the individual			
		4.4	Apply standard precautions for infection prevention and control			
		4.5	Apply health and safety measures relevant to the procedure and environment			
		4.6	Carry out preparatory checks against the individual's care plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to carry out care for individuals with urethral catheters	5.1	Support the individual and **relevant others** to carry out catheter care in accordance with local policy and protocol			
		5.2	Use catheter care equipment in line with manufacturers guidance; reporting any failure/malfunction in line with local policy and protocol			
		5.3	Use and store equipment and materials in accordance with local policy and protocol			
		5.4	Dispose of catheter related equipment in accordance with local policy and protocol			
		5.5	Measure and record any urethral output within local policy and protocol			
6	Be able to monitor and check individuals undergoing urethral catheter care	6.1	Monitor the individuals' condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol			
		6.2	Observe and maintain cleanliness of the meatus			
		6.3	Terminate the use of a urethral catheter in accordance with local policy and protocol			
		6.4	Record information in the ongoing catheter care records in line with local policy and protocol			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 38: Plan and organise meetings

Unit reference number: D/601/2542

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the arrangements and actions required for planning and organising meetings	1.1	Explain the role of the person planning and organising a meeting			
	1.2	Describe the different types of meetings and their main features			
	1.3	Explain how to plan meetings that meet agreed aims and objectives			
	1.4	Explain the purpose of agreeing a brief for the meeting			
	1.5	Explain how to identify suitable venues for different types of meetings			
	1.6	Describe the types of resources needed for different types of meetings			
	1.7	Outline the main points that should be covered by an agenda and meeting papers			
	1.8	Explain the purpose of meeting attendees' needs and special requirements, and providing them with information required for meetings			
	1.9	Describe the health, safety and security requirements that need to be considered when organising meetings			
	1.10	Explain the purpose and benefits of briefing the chair before a meeting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.11	Explain the purpose of welcoming and providing suitable refreshments to attendees, if required			
		1.12	Describe the types of information, advice and support that may be need to be provided during a meeting			
		1.13	Describe the types of problems that may occur during a meeting and how to solve them			
		1.14	Explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved			
		1.15	Explain how to record actions and follow up, if required			
		1.16	Explain the purpose of collecting and evaluating participant feedback from the meeting			
		1.17	Describe how to agree learning points to improve the organisation of future meetings			
2	Be able to prepare for a meeting	2.1	Agree and prepare the meeting brief, checking with others, if required			
		2.2	Agree a budget for the meeting, if required			
		2.3	Prepare and agree an agenda and meeting papers			
		2.4	Organise and confirm venue, equipment and catering requirements, when necessary			
		2.5	Invite attendees, confirm attendance and identify any special requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Arrange catering, if required			
		2.7	Arrange the equipment and layout of the room, if required			
		2.8	Make sure the chair receives appropriate briefing			
3	Be able to support running a meeting	3.1	Welcome attendees and offer suitable refreshments (if required)			
		3.2	Make sure attendees have full set of papers			
		3.3	Make sure a person has been nominated to take minutes, if required			
		3.4	Provide information, advice and support when required			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 How to follow up a meeting	4.1	Produce a record of the meeting			
	4.2	Seek approval for the meeting record, amend as required			
	4.3	Respond to requests for amendments and arrange recirculation of a revised meeting record			
	4.4	Follow up action points, if required			
	4.5	Evaluate meeting arrangements, and external services where used			
	4.6	Evaluate participant feedback from the meeting and share results with relevant people, where used			
	4.7	Summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 39: Manage own performance in a business environment

Unit reference number: F/601/2467

QCF level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to behave in a way that supports effective working	2.1	Explain the purpose and benefits of agreeing and setting high standards for own work			
		2.2	Describe ways of setting high standards for work			
		2.3	Explain the purpose and benefits of taking on new challenges if they arise			
		2.4	Explain the purpose and benefits of adapting to change			
		2.5	Explain the purpose and benefits of treating others with honesty, respect and consideration			
		2.6	Explain why own behaviour in the workplace is important			
		2.7	Describe types of behaviour at work that show honesty, respect and consideration and those that do not			
3	Be able to plan and be responsible for own work, supported by others	3.1	Agree realistic targets and achievable timescales for own work			
		3.2	Plan work tasks to make best use of own time and available resources			
		3.3	Confirm effective working methods with others			
		3.4	Identify and report problems occurring in own work, using the support of other people when necessary			
		3.5	Keep other people informed of progress			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.6	Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time			
	3.7	Take responsibility for own work and accept responsibility for any mistakes made			
	3.8	Follow agreed work guidelines, procedures and, where needed, codes of practice			
4 Behave in a way that supports effective working	4.1	Set high standards for own work and show commitment to achieving these standards			
	4.2	Agree to take on new challenge(s) if they arise			
	4.3	Adapt to new ways of working			
	4.4	Treat other people with honesty, respect and consideration			
	4.5	Help and support other people in work tasks			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 40: Carry out personal hygiene for individuals unable to care for themselves

Unit reference number: A/602/3094

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology.

Application of infection prevention and control is required. The ability to follow a care plan is central to carrying out the activities.

Additional information

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about safety measures specific to undertaking personal hygiene for individuals	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking personal care for individuals			
		1.2	Explain the importance of maintaining compliance with health and safety guidance at all times			
		1.3	Explain the importance of using aseptic techniques which follow local guidelines and procedures			
2	Know the anatomy and physiology of the skin, nose, mouth, eyes and ears	2.1	Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears relevant to cleansing these areas			
3	Be able to prepare to undertake personal hygiene activities for individuals	3.1	Confirm the individual's identity and gain **valid consent**			
		3.2	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual			
		3.3	Explain why resources should be identified and prepared before commencing the procedure			
		3.4	Confirm all equipment and materials to be used are appropriate and fit for purpose as outlined in the care plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Explain the importance of following the care plan and the potential consequences of failing to do so			
4	Be able to undertake personal hygiene activities for individuals	4.1	Implement health and safety measures relevant to the procedure and the environment			
		4.2	Apply standard precautions for infection control			
		4.3	Carry out personal hygiene activities in accordance with the care plan			
		4.4	Ensure that the individual's privacy and dignity is maintained at all times			
		4.5	Observe the individual while providing support and reassurance and addressing any concerns			
		4.6	Describe potential adverse reactions to personal hygiene activities and how these should be dealt with and reported			
5	Be able to record and report the outcome of the activity	5.1	Record the outcome of activity in line with local policy			
		5.2	Report the outcomes of the activity to a member of the care team in line with local policy			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 41: Undertake treatments and dressings of lesions and wounds

Unit reference number: J/602/3101

QCF level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit develops the learner in carrying out treatments and dressings for the care of individuals' lesions and wounds.

A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/lesions. An insight into the process of wound healing is also required.

Additional information

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand safety measures specific to undertaking treatments and dressings of lesions and wounds	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds			
		1.2	Explain the importance of maintaining compliance with health and safety guidance at all times			
		1.3	Explain the importance of using aseptic techniques which follow local guidelines and procedures			
		1.4	Explain the importance of wearing personal protective equipment			
2	Understand wound infection and healing	2.1	Define and explain asepsis, antisepsis and cross infection			
		2.2	Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings			
		2.3	Explain the process of wound healing and identify factors which promote and delay the process			
		2.4	Outline potential sources and consequences of wound contamination and appropriate measures to avoid and deal with these			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the rationale for carrying out procedures when treating wounds/lesions	3.1	Identify the types and functions of equipment, materials and dressings used in own work area			
		3.2	Explain the importance of following procedures outlined in the care plan and the potential consequences of poor practice			
4	Be able to prepare to treat and dress lesions and wounds	4.1	Identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/wounds			
		4.2	Confirm the individual's identity and gain **valid consent** to carry out the procedure			
		4.3	Provide information, support and reassurance to address the individual's needs and concerns			
		4.4	Confirm all equipment and materials to be used are fit for purpose as outlined in the care plan			
		4.5	Maintain the sterility of dressings prior to and during application			
5	Be able to carry out treatments and dressings to lesions/wounds	5.1	Apply standard precautions for infection control			
		5.2	Implement health and safety measures relevant to the procedure and environment			
		5.3	Scrutinise the lesion/wound for any change in appearance			
		5.4	Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Carry out treatments using techniques as outlined in the care plan			
		5.6	Observe the individual for adverse reactions while carrying out treatment in accordance with the care plan			
		5.7	Apply/attach dressings in line with the care plan			
		5.8	Dispose of hazardous waste before leaving the care area			
6	Be able to record and report outcomes of the activities	6.1	Record outcomes of the activity in line with national/local policy			
		6.2	Report the outcomes of the activity to a member of the care team in line with national/local policy			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 42: Undertake physiological measurements

Unit reference number:	R/601/8662
QCF level:	3
Credit value:	3
Guided learning hours:	23

Unit summary

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

Assessment methodology

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1	Describe current legislation, national guidelines, organisational policies and protocols affecting work practice			
2	Understand the physiological states that can be measured	2.1	Explain the principles of blood pressure to include: – blood pressure maintenance – differentiation between systolic and diastolic blood pressure – normal limits of blood pressure – conditions of high or low blood pressure			
		2.2	Explain the principles of body temperature to include: – body temperature maintenance – normal body temperature – pyrexia, hyper-pyrexia and hypothermia			
		2.3	Explain the principles of respiratory rates to include: – normal respiratory rates – factors affecting respiratory rates in ill and well individuals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Explain the principles of pulse rates to include: – normal pulse rates limits – factors affecting pulse rates – raising or lowering – pulse sites on the body – the requirement for pulse oximetry measurements – analysis and implication of pulse oximetry findings			
		2.5	Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control			
		2.6	Explain the major factors that influence changes in physiological measurements			
		2.7	Explain the importance of undertaking physiological measurements			
3	Be able to prepare to take physiological measurements	3.1	Explain to the individual what measurements will be undertaken and why these are done			
		3.2	Reassure the individual during physiological measurements process			
		3.3	Answer questions and deal with concerns during physiological measurements process			
		3.4	Explain the help individuals may need before taking their physiological measurements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.5	Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements			
	3.6	Ensure all materials and equipment to be used are appropriately prepared			
	3.7	Confirm the individual's identity and obtain valid consent			
4 Be able to undertake physiological measurements	4.1	Apply standard precautions for infection prevention and control			
	4.2	Apply health and safety measures relevant to the procedure and environment			
	4.3	Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement			
	4.4	Monitor the condition of the individual throughout the measurement			
	4.5	Respond to any significant changes in the individual's condition			
	4.6	Follow the agreed process when unable to obtain or read a physiological measurement			
	4.7	Identify any issues outside own responsibility and refer these to other colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to record and report results of physiological measurements	5.1	Explain the necessity for recording physiological measurements			
		5.2	Explain a few common conditions which require recording of physiological measurements			
		5.3	Demonstrate the correct process for reporting measurements that fall outside the normal levels			
		5.4	Record physiological measurements taken accurately using the correct documentation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 43: Obtain and test capillary blood samples

Unit reference number: T/601/8850

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

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

Additional information

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

Assessment methodology

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.3	Describe the different reasons for obtaining capillary blood samples			
	4.4	Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual			
	4.5	Use the selected materials, equipment and containers/slides in accordance with agreed procedures correctly			
	4.6	Obtain blood samples in the correct sequence when obtaining multiple samples			
	4.7	Ensure stimulation of blood flow			
	4.8	Select alternative sites where necessary			
	4.9	Carry out the correct procedure for encouraging closure and blood clotting at the site			
	4.10	Respond to any indication of an adverse reaction, complication or problem during the procedure			
	4.11	Demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation in relation to blood samples to include: – legibility of labelling and documentation – temperature control of storage – immediacy of transportation			
	4.12	Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications			

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

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 44: Obtain venous blood samples

Unit reference number: D/601/8860

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

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

Assessment methodology

Learning outcomes 3, 4 and 5 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policy and good practice related to obtaining venous blood samples	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples			
2	Understand the anatomy and physiology relating to obtaining venous blood samples	2.1	Describe the structure of venous blood vessels			
		2.2	Explain blood clotting processes and the factors that influence blood clotting			
		2.3	Describe the position of venous blood vessels in relation to arteries, nerves and other structures			
3	Be able to prepare to obtain venous blood samples	3.1	Confirm the individual's identity and obtain valid consent			
		3.2	Communicate with the individual in a manner which: – provides relevant information – provides support and reassurance – addresses needs and concerns – is respectful of personal beliefs and preferences			
		3.3	Select and prepare appropriate equipment for obtaining the venous blood sample			
		3.4	Select and prepare an appropriate site taking into account the individual's preferences			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to obtain venous blood samples	4.1 Apply health and safety measures relevant to the procedure and environment			
	4.2 Apply standard precautions for infection prevention and control			
	4.3 Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual			
	4.4 Use the agreed procedure to obtain the venous blood sample to include: – utilisation of containers – required volume of blood – correct sequence when obtaining multiple samples – application and use of tourniquets at appropriate stages – stimulation of blood flow or selection of alternative site where necessary – utilisation of anti-coagulant with sample when necessary			
	4.5 Respond to any indication of adverse reaction, complication or problem during the procedure			
	4.6 Explain the correct procedure to deal with an arterial puncture when it occurs			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.7	Terminate the blood collection procedure following guidelines and/or protocols to include: – removal of blood collection equipment – stopping blood flow – stopping bleeding – application of suitable dressing – personal care advice to the individual			
5 Be able to prepare venous blood samples for transportation	5.1	Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: – legibility of labelling and documentation – temperature control of storage – immediacy of transportation			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 45: Obtain a client history

Unit reference number: T/602/4325

QCF level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

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

Additional information

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

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history	1.1	Identify own roles and responsibilities with regard to the current legislation, national guidelines, policies, protocols and good practice guidelines when obtaining an individual's history			
		1.2	Explain the guidelines to be followed if the **individual** is unable to provide a relevant history			
		1.3	Explain how to check a third party's authority and ability to provide information about an **individual**			
		1.4	Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an **individual**'s history			
2	Be able to prepare to obtain a client history	2.1	Confirm the **individual**'s identity			
		2.2	Explain own role and responsibilities			
		2.3	Check the **individual**'s or third party's understanding of the purpose of the activity			
3	Be able to obtain a client history	3.1	Gain **valid consent** to share information in line with national/local policy and protocol			
		3.2	Maintain confidentiality and the **individual**'s dignity, privacy, beliefs and rights in line with local policy and protocol			
		3.3	Obtain information on the **individual**'s prior health and circumstances			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 Clarify any ambiguous or incomplete statements			
	3.5 Respond to any questions from the **individual** or third party			
	3.6 Record the outcomes of the activity in line with national/local policy and protocol			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)   Date: _____

Unit 46: Select and wear appropriate personal protective equipment for work in healthcare settings

Unit reference number: K/602/1034

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting	1.1	Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings			
		1.2	Explain standard precautions for infection prevention and control which affect own practice in preparing and dressing for work			
		1.3	Explain how and when to cleanse own hands in line with local policy and protocol			
		1.4	Explain the importance of maintaining a professional appearance and presentation			
		1.5	Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting			
2	Be able to select and use personal protective equipment (PPE) in a healthcare setting	2.1	Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken			
		2.2	Wear PPE in the designated work area only according to own role and procedures to be undertaken			
		2.3	Describe how PPE may become unsuitable for use and the actions to take if this happens			
		2.4	Remove and dispose of PPE in line with local policy and protocol to minimise cross infection			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.5	Confirm what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation			
	2.6	Confirm the importance of promptly reporting reduction in stocks of PPE			
	2.7	Confirm when synthetic non-powered un-sterile gloves and apron should be used			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 47: Prepare individuals for healthcare activities

Unit reference number: J/602/3096

QCF level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines appropriate to the preparation of an individual for healthcare activities			
		1.2	Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities			
2	Be able to prepare individuals for healthcare activities	2.1	Confirm the individual's identity and obtain valid consent			
		2.2	Maintain the individual's privacy and dignity at all times			
		2.3	Apply standard precautions for infection prevention and control			
		2.4	Confirm that the individual has complied with any pre-procedural instruction			
		2.5	Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences			
		2.6	Respond to any questions the individual may have referring to others when required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 Prepare the individual for the healthcare activity in accordance to the requirements of the activity ensuring: – optimal position of the individual – optimal position of medical equipment – secure storage of personal articles 2.8 Explain how to respond to any issue or emergency situation that arises			
3 Be able to record and report healthcare activities	3.1 Record information in line with national and local policy and protocol 3.2 Describe how to report any issues that arise to the appropriate person			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(if sampled)

Unit 48: Support individuals undergoing healthcare activities

Unit reference number: L/601/8725

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

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

Additional information

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

Others may include:

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

Assessment guidance

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see *Annexe D* at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand healthcare activities in order to support individuals	1.1	Describe relevant anatomy and physiology in relation to the healthcare activity			
		1.2	Explain the purposes and use of medical equipment and devices required for the procedure			
		1.3	Explain the roles and responsibilities of team members			
		1.4	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			
		1.5	Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states			
		1.6	Explain how to complete records of the actions taken and the individual's condition during the healthcare activity			
2	Be able to prepare individuals to undergo healthcare activities	2.1	Confirm the individual's identity and gain valid consent			
		2.2	Describe any concerns and worries that an individual may have in relation to healthcare activities			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	Describe ways of responding to these concerns			
	2.4	Explain the procedure to the individual			
	2.5	Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences			
	2.6	Refer any concerns or questions to **others** if unable to answer			
	2.7	Support an individual to **prepare and position** for the procedure ensuring that privacy and dignity is maintained at all times			
3 Be able to support individuals undergoing healthcare activities	3.1	Inform and reassure individuals			
	3.2	Apply standard precautions for infection prevention and control			
	3.3	Apply health and safety measures relevant to the healthcare activity and environment			
	3.4	Recognise any ill effects or adverse reactions			
	3.5	Take actions in response to any ill effects or adverse reactions			
	3.6	Ensure that an individual's privacy and dignity is maintained at all times			

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

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 49: Monitor and maintain the environment and resources during and after clinical/ therapeutic activities

Unit reference number: K/602/3883

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

Additional information

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Know the procedures for monitoring and maintaining the environment and resources	1.1	Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability when monitoring and managing the environment and resources			
	1.2	Identify the procedures relating to monitoring the environment during specific clinical/therapeutic activities in own work practice			
	1.3	Identify the resources needed during specific clinical/therapeutic activities in own work practice			
	1.4	Explain the procedures for reporting and dealing with problems with the environment and resources, beyond own scope of practice			
	1.5	Outline the risks associated with procedures carried out in own work practice and how these are controlled			
2 Be able to operate equipment	2.1	Explain the importance of monitoring equipment and confirming it is safe for use			
	2.2	Apply standard precautions for infection control when handling equipment			
	2.3	Implement health and safety measures when handling equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Operate equipment consistent with manufacturer's instructions, required parameters and national/local policies and procedures			
3	Be able to monitor and maintain the environment and **resources**	3.1	Monitor and maintain environmental conditions at the levels required by the activity			
		3.2	Monitor, replenish and replace **resources** as required for the activity			
		3.3	Explain the importance of checking **resources** are of the correct quality and quantity for the activity			
		3.4	Return unused and/or surplus resources to the storage location			
		3.5	Store resources in line with local policy or protocol at the end of the activity			
		3.6	Maintain monitoring records in line with national/local policies and protocols			
4	Be able to clean resources in own work area	4.1	Identify the levels of cleanliness required in own work area			
		4.2	Clean fixed resources after use in line with national/local policies and protocols			
		4.3	Clean reusable resources and make safe prior to storage			
		4.4	Dispose of waste in line with national/local policy			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 50: Assist the practitioner to carry out healthcare activities

Unit reference number: J/602/3924

QCF level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

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

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

Additional information

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 51: Inform an individual of discharge arrangements

Unit reference number: J/602/4071

QCF level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

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

Additional information

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand discharge and post discharge information needs of individuals	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to informing an individual of discharge arrangements			
		1.2	Describe the general information an individual might need about discharge recovery			
2	Be able to inform individuals of discharge arrangements	2.1	Obtain information and clarify with the practitioner the potential side effects of treatment to which the individual should be aware of on discharge			
		2.2	Obtain information and clarify with the practitioner any advice and information to be given to the individual			
		2.3	Gain any necessary authorisation prior to passing on discharge information to the individual			
		2.4	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual			
		2.5	Confirm and clarify the individual's and/or **relevant other's** understanding of general and after care information			
		2.6	Maintain confidentiality throughout the procedure			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 52: Contribute to the discharge of individuals to carers

Unit reference number: D/602/4092

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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

Additional information

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the procedures for discharging individuals to a **carer**	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform the discharge of an individual to a **carer**			
		1.2	Explain the national/local policies with regard to sharing clinical records and information			
		1.3	Explain the procedures for contacting **carers** to which the individual is being discharged			
		1.4	Explain the procedures to follow when the receiving **carer** cannot accommodate the individual			
2	Be able to prepare individuals for discharge	2.1	Inform the individual of the decisions made in relation to their discharge			
		2.2	Explain to the individual about discharge arrangements			
		2.3	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual			
		2.4	Check that the individual understands the arrangements that have been made			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to the discharge of individuals to **carers**	3.1	Explain the reasons for arranging transport and escorts for an individual			
		3.2	Explain the procedures for arranging transport and escorts in line with local policy			
		3.3	Make arrangements for transport and escort in line with local procedures			
		3.4	Advise the receiving carer of the individual's discharge and transmit information in line with local procedures			
		3.5	Check and ensure that discharge records are updated in line with local procedures and within own role and responsibilities			
		3.6	Maintain confidentiality in accordance with national/local policies and procedures			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 53: Support carers to meet the care needs of individuals

Unit reference number: R/602/4011

QCF level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which influence practice related to supporting individuals in the community			
2	Understand why some individuals may need to be supported	2.1	Identify the potential future pattern of disorders which may affect the lifestyle of individuals			
		2.2	Describe the potential effects of dysfunction on the lifestyle of individuals			
		2.3	Explain how increased dependence may affect individuals, carers and the provision of services			
3	Understand how to ensure individuals receive the support they need from carers	3.1	Explain reasons for linking support with need			
		3.2	Explain the importance of establishing partnerships with carers			
		3.3	Describe reasons for assessing a carer's strengths and weaknesses with regard to supporting individuals			
		3.4	Describe the demands placed on a carer			
		3.5	Describe potential tensions between the demands placed on a carer and other commitments			
		3.6	Identify signs which would indicate potential problems with service delivery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.7	Explain how to report concerns regarding the care of an individual			
4	Be able to support carers to meet the care needs of individuals	4.1	Inform the carer of the individual's needs and care plan			
		4.2	Discuss and agree the type of support needed by the carer for them to meet the individual's care needs			
		4.3	Make arrangements for the provision of resources necessary for the carer to support to individual			
		4.4	Provide the carer with information on how to contact the care team			
		4.5	Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team			
		4.6	Update records related to service delivery agreements in line with local policy and protocol			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 54: Interact with and support individuals using telecommunications

Unit reference number:	Y/601/8825
QCF level:	3
Credit value:	5
Guided learning hours:	36

Unit summary

This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

Assessment guidance

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1	Describe the legal and local requirements and policies relevant to the functions being carried out			
		1.2	Explain the rights of the individual being supported using telecommunications			
2	Be able to use telecommunication technology	2.1	Use different types of telecommunication technology			
		2.2	Explain how interactions may differ depending on the type of telecommunication technology used			
		2.3	Respond to individuals according to organisational policies			
		2.4	Record details of interactions in the appropriate system			
3	Be able to engage with individuals using telecommunications	3.1	Engage with the individual without face-to-face interaction including: – providing opportunities to sustain the interaction – providing reassurance of continued interest – encouraging individuals to share their concerns – responding to the individual's immediate requirements at each stage during the interaction – recognising where anonymity may encourage them to respond			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.2	Provide information about the service and confirm its appropriateness to the individual			
	3.3	Identify the significance of the circumstances the individual is in			
	3.4	Encourage callers to provide additional information about their situation or requirements			
	3.5	Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service			
	3.6	Comply with legal and organisational requirements and policies relevant to the functions being carried out			
4 Be able to identify and evaluate any risks or dangers for individuals during the interaction	4.1	Identify the types of risks or dangers different individuals might face			
	4.2	Evaluate the implications of any risk or dangers facing an individual, including: – the circumstances in which the interaction is being made – the types of problems which could occur – the significance of any signs of increased stress during interactions – whether there are any constraints on individuals – the appropriate action to deal with any risks, dangers or problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to terminate the interaction	5.1	Demonstrate how to end interactions including: – identifying when to close the interaction – providing clear information to the individual on the reasons for ending the interaction – operating to the guidelines and procedures of the organisation – explaining what further action may be taken			
		5.2	Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction			
		5.3	Record and check the individual's demographic details			
		5.4	Identify why recording and checking details might be required before ending/transferring the call			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 55: Monitor your own work practices in health, social care or children's and young people's settings

Unit reference number: H/602/0965

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about carrying out a review of work practice. It involves monitoring and evaluating the quality of work activities and outcomes and taking appropriate actions to support continuous improvement.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of monitoring work practices	1.1	Explain the statutory and professional standards and codes of practice as applied to own work practice			
		1.2	Explain how deviations from agreed working procedures may impact on outcomes to be achieved			
		1.3	Explain actions to take and the timescales for responding to cases of non-compliance or variance with quality standards			
		1.4	Describe how to access advice and support for quality improvement			
2	Be able to prepare to carry out monitoring activities	2.1	Identify and agree the purpose, method and requirements for monitoring work activities and outcomes			
		2.2	Allocate monitoring activities at regular intervals consistent with legal, professional and organisational requirements			
		2.3	Adjust the frequency of monitoring where necessary to ensure compliance with quality systems and whenever risks are identified			
		2.4	Obtain the correct and complete data relevant to the monitoring activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to carry out monitoring activities	3.1	Monitor work activities and outcomes against relevant quality indicators and standards			
		3.2	Access information in line with local policy			
		3.3	Report any non-compliance or variance in work activities and outcomes against relevant quality indicators			
4	Be able to respond to the outcomes of monitoring activities	4.1	Review monitoring results to improve working practices and outcomes			
		4.2	Act on any recommendations to improve performance and quality outcomes			
		4.3	Review any changes to working practices as required in order to confirm and sustain improvements			
		4.4	Maintain clear, accurate and complete records of monitoring activities and outcomes in line with local policies and protocols			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 56: Contribute to effective multidisciplinary team working

Unit reference number: T/602/0968

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about developing and sustaining the smooth and consistent working of the multidisciplinary team in order to achieve the goal of best care for patients. This is achieved through fostering a climate in which there is open exchange of information and views between members.

Forbidden combination

This unit must not be taken with Unit 57: *Contribute to the effectiveness of teams* (L/601/3430).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the workings of the multidisciplinary team	1.1	Describe roles and responsibilities within the multidisciplinary team			
		1.2	Explain the contribution that different professions can make to the evaluation and planning of patient care			
		1.3	Summarise the communication structures in own organisation			
2	Be able to participate in multidisciplinary team working	2.1	Identify examples of good and poor practice and make suggestions for improvements to team practice			
		2.2	Clarify any team issues and the views of colleagues			
		2.3	Provide examples of ways to address issues within the group positively and constructively			
		2.4	Record any issues in the team that cannot be resolved, passing this information on to someone who has the authority and capability to reach a solution			
		2.5	Identify development needs against the demands of the work role and requirements of the team			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to communicate effectively when working in a multidisciplinary team	3.1	Provide information on work in progress to enable the team to effectively carry out their work			
	3.2	Provide colleagues with help and advice when requested and when this is consistent with other responsibilities			
	3.3	Explain how to adapt communication styles in ways which are appropriate to different people			
	3.4	Maintain confidentiality of information relating to other members of the team			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 57: Contribute to the effectiveness of teams

Unit reference number: L/601/3430

QCF level: 2

Credit value: 3

Guided learning hours: 5

Unit summary

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.

Forbidden combination

This unit must not be taken with Unit 56: *Contribute to effective multidisciplinary team working (T/602/0968).*

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 58: Liaise between primary, secondary and community teams

Unit reference number:	D/602/1029
QCF level:	3
Credit value:	2
Guided learning hours:	20

Unit summary

This unit is about drawing on the resources of primary, secondary and community teams for the benefit of individuals who prefer to receive their treatment away from a hospital setting, usually at home.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the relationships and tensions between primary, secondary and community teams	1.1	Describe roles and responsibilities of those working in primary, secondary and community teams			
		1.2	Summarise the potential opportunities and benefits that can arise from co-operation between teams			
		1.3	Identify potential conflicts between those who are providing services			
		1.4	Identify strategies to deal with any potential conflicts			
2	Understand the needs of individuals receiving treatment	2.1	Evaluate the effects of dependence and independence on the individual, carers and the provision of service			
		2.2	Describe the significance of an individual's care plan			
		2.3	Explain the safe conditions required for effective treatment in a setting outside of the hospital environment			
		2.4	Describe the equipment and materials which may be needed by an individual who is receiving treatment at home			
		2.5	Identify the potential problems related to equipment and materials which the individual may encounter when carrying out treatment at home			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.6	Explain how to deal with any potential problems relating to the treatment			
	2.7	Summarise local policies and procedures for dealing with any emergency calls from individuals and carers			
3 Be able to agree the needs of individuals with primary, secondary and community teams	3.1	Confirm that collaborative working arrangements comply with legal, regulatory and local policies and procedures			
	3.2	Confirm that teams are aware of and agree with the individual's needs, goals, aspirations and expectations of remaining independent			
	3.3	Implement strategies to deal with any potential conflicts between those who are providing services			
4 Enable effective communication between individuals and primary, secondary and community teams	4.1	Confirm that the individual is aware of the variety of people that are supporting them and who may contact them			
	4.2	Identify and agree arrangements for contact in order to establish and maintain relationships			
	4.3	Seek and gain permission from the individual and carer, where appropriate, to provide relevant information about them to teams that can provide support			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.4	Check that all teams and individuals have information that is consistent, up-to-date and accurate			
	4.5	Pass on information to other members of the team about the detail, sources and manner of the support the individual may wish to receive			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 59:   Support individuals during emergency situations

Unit reference number: M/602/4825

QCF level: 3

Credit value: 3

Guided learning hours: 27

Unit summary

This unit is about providing support for individuals who require emergency healthcare interventions. The support provided during the period of the intervention includes, arranging childminding or care for dependent family members, organising the safe custody of the individuals' possession and providing comfort and reassurance to individuals.

The unit does not include identifying or arranging long term social care, emotional support, counselling or rehabilitation.

Additional information

Individuals include:

- a child
- a young person
- an adult.

Support may include:

- comfort and reassurance.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies and protocols related to supporting individuals during emergency situations	1.1	Outline the current legislation, national guidelines, policies and protocols related to supporting **individuals** during emergency situations			
		1.2	Describe the procedures to be followed when identifying, accessing and arranging support for an **individual** in an emergency situation			
		1.3	Explain the roles and responsibilities of self and others when providing personal and emotional support to individuals during emergency situations			
2	Understand how being involved in an emergency situation can impact on **individuals'** health and wellbeing, and how the negative effects can be reduced	2.1	Explain the factors which may cause distress to **individuals** involved in emergency situations and how they can be minimised			
		2.2	Explain the need to monitor an individual's emotional and psychological wellbeing following an emergency situation			
		2.3	Describe how **individuals** can be encouraged to promote their own health and wellbeing following an emergency situation			
3	Be able to prepare to provide support to **individuals** during emergency situations	3.1	Describe the types of support which may be required in an emergency situation			
		3.2	Describe the nature of the support required by the individual			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	Assess whether the individual has any significant others who may be able to provide additional support			
	3.4	Confirm the individual's identity and gain valid consent before initiating support			
	3.5	Communicate with the individual at a pace and level appropriate to their understanding			
	3.6	Explain your role in relation to the provision of support and the function of the organisation you represent			
4 Be able to provide support to **individuals** during emergency situations	4.1	Provide and organise physical **support**, and practical help for the individual			
	4.2	Check that an individual's privacy and dignity is maintained at all times			
	4.3	Provide comfort and reassurance to the individual, keeping them informed at all times			
	4.4	Monitor the individual's emotional and psychological wellbeing and inform the emergency assistance team of their emotional and psychological status			
	4.5	Seek supervision and assistance for situations beyond agreed competence and authority			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 60: Collate and communicate health information to individuals

Unit reference number: D/602/1032

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit covers collating and communicating health information to individuals, their family or significant others in response to queries or as part of health promotion and giving advice.

Additional information

Clinical governance

An initiative to ensure high quality healthcare is being delivered. It is a statutory duty placed on all NHS organisations with the aim of assuring high standards of care, safeguarding patients against poor performance and reducing variations between providers of services.

Information governance

Covers information quality, confidentiality, data protection, information security freedom and records management.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with information governance			
		1.2	Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information			
		1.3	Explain the ethics concerning confidentiality, and the tensions which may exist between an individual's request for information and the organisation's responsibilities within information governance			
2	Be able to identify the information to be collated and communicated	2.1	Respond to individual needs in accordance with **clinical governance** and local policies and protocols			
		2.2	Confirm the purpose of the communication and needs of the recipients			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to **information governance**			
		2.4	Use relevant secure sources to access the required health information			
3	Be able to communicate health information	3.1	Communicate with the individual and relevant carers or family at a pace and level appropriate to their understanding			
		3.2	Identify and overcome any barriers to communication			
		3.3	Present health information in a format that is consistent with the individual's level of understanding, culture, background and preferred ways of communicating			
		3.4	Actively listen to the recipients' reactions to information provided and clarify any issues raised			
		3.5	Confirm that the information needs of the recipient have been met			
		3.6	Record the outcome of the communication by updating records in line with policies and protocols			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 61: Manage the availability of physical resources to meet service delivery needs in a health setting

Unit reference number: T/602/4521

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet service delivery needs in a health setting.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to manage the availability and use of physical resources in a health setting	1.1 Describe legal and organisational requirements for selecting suppliers			
	1.2 Explain the need for confidentiality in the use of physical resources			
	1.3 Identify links between work activities and the supplies needed			
	1.4 Describe methods of monitoring supplies to ensure quality and quantity			
	1.5 Explain why team members should be empowered to take responsibility for their own use of physical resources			
	1.6 Discuss the corrective action to take when experiencing problems with obtaining supplies			
	1.7 Describe ways of agreeing amendments to orders when resource needs cannot be fully met			
2 Know factors which may have an effect on use of resources in a health setting	2.1 Describe the potential impact of resource usage on the environment			
	2.2 Describe legal and organisational requirements for minimising the impact resources usage has on the environment			
	2.3 Describe organisational requirements for controlling resource usage			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to manage the availability and use of physical resources to meet service delivery needs	3.1	Identify specific physical resources to meet service delivery needs			
		3.2	Select a supplier/s in line with local policy and protocol			
		3.3	Negotiate with a supplier/s in a way that maintains good relations with them			
		3.4	Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full			
		3.5	Monitor the use of resources at appropriate intervals in line with local policy and protocol			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 62: Make recommendations for the use of physical resources in a health setting

Unit reference number: D/602/4013

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet health service delivery needs. The learner will have the opportunity to develop knowledge, understanding and skills required to prepare budgetary proposals for expenditure for physical resources needed to meet health service delivery needs.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to make recommendations for the use of physical resources in a health setting	1.1	Explain own role and responsibilities in relation to making recommendations for the use of physical resources			
		1.2	Explain the types of information required in order to make recommendations for the use of physical resources			
		1.3	Explain local plans and objectives in relation to programmes of work			
		1.4	Identify possible trends and developments which might influence future expenditure			
		1.5	Explain the principles and methods which underpin budgetary control			
2	Be able to gather and interpret information to inform expenditure proposals, in line with organisational plans and objectives	2.1	Gather information to inform proposals for expenditure			
		2.2	Identify the level of physical resources required to maintain an effective service			
		2.3	Demonstrate the use of cost-benefit analysis			
		2.4	Collate suggestions for future expenditure from key stakeholders			
		2.5	Interpret any data gathered to inform expenditure proposal			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Set targets and standards for the use of resources			
		2.7	Outline proposed methods of monitoring expenditure			
3	Be able to present proposals for expenditure for physical resources to stakeholders	3.1	Prepare and present proposals for expenditure to stakeholders			
		3.2	Summarise the expected benefits and any potential negative consequences of proposed expenditure			
		3.3	Justify financial proposals, based on information gathered			
		3.4	Provide an explanation to stakeholders why any other options for future expenditure have been rejected			
4	Be able to negotiate proposals for expenditure for physical resources with stakeholders	4.1	Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary			
		4.2	Conclude negotiations with stakeholders within the agreed timescale			
		4.3	Use verbal and non verbal skills to maintain positive relations with stakeholders			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 63: Control the use of physical resources in a health setting

Unit reference number: H/602/4014

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is aimed at those who are responsible for controlling the use of physical resources in a health service.

The learner will have the opportunity to develop knowledge, understanding and skills required to manage and monitor expenditure and resource usage, in line with local policy and protocol.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to control the use of physical resources in a health setting in line with local policy and protocol	1.1	Explain the principles and systems which underpin expenditure control			
		1.2	Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions			
		1.3	Describe corrective action to take in response to actual variations from agreed budget			
		1.4	Describe corrective action to take in response to potential variations from agreed budgets			
		1.5	Describe how to respond to requests for additional expenditure, in line with local policy and protocol			
		1.6	Describe the importance of effective expenditure control			
		1.7	Describe the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this			
2	Be able to advise team members on the control of expenditure and physical resource usage in a health setting	2.1	Prepare advisory information for team members on the control of expenditure and resource usage			
		2.2	Set targets for team members to take responsibility for monitoring and controlling expenditure			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to monitor expenditure and physical resource usage in a health setting	3.1	Monitor expenditure and physical resource use against local targets			
		3.2	Control expenditure and physical resource use in line with budgets and local requirements, including taking action in response to actual or potential variations from budget			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 64: Analyse and present health related data and information

Unit reference number:	T/602/2686
QCF level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is about analysing data and information in a health context, and presenting the outputs of the analysis to key people. The unit also involves reviewing and presenting outputs of analysis carried out.

Additional information

Tools and techniques are used to analyse data and information. These will vary according to the data and information that is being analysed and the learner's area of work.

Health and business context may include:

- clinical impact
- patient safety issues
- productivity measures.

Data standards may include consistency regarding:

- sources
- validity
- reliability
- completeness
- terminology
- acronyms
- purpose
- templates
- conventions.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current legislation, national guidelines, policies, protocols and good practice related to the analysis and presentation of health related data and information	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the analysis and presentation of health related data and information			
		1.2	Describe the **health and business context** for **data** and information requirements			
		1.3	Explain the importance of the quality of **data** and information in a health context			
2	Prepare to analyse **data** and information and present outputs in a health context	2.1	Describe **tools and techniques** data and information			
		2.2	Assess the available tools and techniques for their relevance and applicability to the work being carried out			
		2.3	Select tools and techniques paying attention to the quality of the **data** and information available			
		2.4	Determine the resources required to apply the selected tools and techniques			
		2.5	Record the rationale for the selection of tools and techniques			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Carry out analysis of **data** and information	3.1	Check conformity with information governance in line with local policy and protocol			
		3.2	Analyse the **data** and information using the selected tools and techniques			
		3.3	Identify and highlight any anomalies and limitations in the **data** analysis or information			
		3.4	Summarise and draw justifiable conclusions from the analysis			
4	Review and present outputs of the analysis	4.1	Inform the appropriate person(s) where there are any implications that require decision-making			
		4.2	Clarify any assumptions made and degrees of uncertainty in the data and information			
		4.3	Record changes to the source **data** and information in line with local policy and protocol			
		4.4	Select a presentation method that is appropriate to the data and information and audience			
		4.5	Present the outputs of the analysis in line with local policy and protocol			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 65: Provide support for mobility

Unit reference number:	H/601/9024
QCF level:	2
Credit value:	2
Guided learning hours:	14

Unit summary

This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Additional information

Mobility activities may include:
- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities.

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

Others may include:
- family
- friends
- advocates
- mobility specialists
- line manager
- others who are important to the individual's wellbeing.

Mobility equipment and appliances may include:
- wheel chairs
- sticks
- walking frames
- custom-made appliances.

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

Assessment guidance

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of mobility	1.1	Define mobility			
		1.2	Explain how different health conditions may affect and be affected by mobility			
		1.3	Outline the effects that reduced mobility may have on an individual's wellbeing			
		1.4	Describe the benefits of maintaining and improving mobility			
2	Be able to prepare for mobility activities	2.1	Agree **mobility activities** with the individual and **others**			
		2.2	Remove or minimise hazards in the environment before a mobility activity			
		2.3	Check the suitability of an individual's clothing and footwear for safety and mobility			
		2.4	Check the safety and cleanliness of **mobility equipment and appliances**			
3	Be able to support individuals to keep mobile	3.1	Promote **active participation** during a mobility activity			
		3.2	Assist an individual to use mobility appliances correctly and safely			
		3.3	Give feedback and encouragement to the individual during mobility activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to observe, record and report on activities to support mobility	4.1 Observe an **individual** to monitor changes and responses during a **mobility activity**			
	4.2 Record observations of **mobility activity**			
	4.3 Report on progress and/or problems relating to the mobility activity including:			
	– choice of activities			
	– equipment			
	– appliances			
	– the support provided			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 66: Support individuals who are distressed

Unit reference number: L/601/8143

QCF level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

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

It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Additional information

Causes of distress may be:

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

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 wellbeing.

Assessment methodology

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 67: Support individuals during a period of change

Unit reference number: M/601/7907

QCF level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

Additional information

Types of change include changes that are:
- positive
- negative
- chosen
- unchosen
- temporary
- permanent.

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

Others may include:
- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing.

The **plan** to manage a change may incorporate:
- the individual's preferences associated with the change
- existing skills or knowledge the individual has that will help them manage the change
- new skills or knowledge the individual may need to develop in order to manage the change
- resources and expertise for managing the change that exist within the individual's personal network
- additional resources, support or expertise needed
- ways to address risks that may arise from a change.

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

Assessment guidance

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand reasons for and responses to change	1.1	Describe **types of change** that may occur in the course of an individual's life			
		1.2	Analyse factors that may make change a positive or a negative experience			
		1.3	Describe approaches likely to enhance an individual's capacity to manage change and experience change positively			
2	Be able to support individuals to plan how to manage or adapt to change	2.1	Work with individuals and others to identify recent or imminent changes affecting them			
		2.2	Support the **individual** to assess the implications and likely impacts of the change identified			
		2.3	Work with the individual and others to **plan** how to adapt to or manage the change			
		2.4	Explain the importance of both practical support and emotional support during a time of change			
		2.5	Identify and agree roles and responsibilities for supporting a change			
3	Be able to support individuals to manage or adapt to change	3.1	Carry out agreed role and responsibilities for supporting change, in ways that promote **active participation**			
		3.2	Provide information and advice to support the individual to manage change			
		3.3	Support the individual to express preferences and anxieties when going through change			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Adapt support methods to take account of preferences or anxieties			
		3.5	Describe how and when to seek additional expertise and advice when supporting an individual through change			
4	Be able to evaluate the support provided during a period of change	4.1	Agree with the individual and **others** how the support provided will be evaluated, and who will be involved			
		4.2	Work with the individual and others to identify positive and negative aspects of a change			
		4.3	Work with the individual and others to evaluate the effectiveness of methods used to support the change process			
		4.4	Record and report on the effectiveness of support for the change process			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Date: _____

Unit 68: Support individuals who are bereaved

Unit reference number:	A/601/7909
QCF level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.

Additional information

An **individual** is someone requiring care or support.
Active listening includes:
- ability to pick up on non-verbal cues
- listening for key words as signposts to emotions
- understanding the meaning of silence
- using body language and facial expression to indicate interest and empathy.

Others may include:
- carers
- friends and relatives
- line manager
- others who are important to the individual's wellbeing.

Assessment methodology

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy. This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the effects of bereavement on individuals	1.1	Describe how an **individual** may feel immediately following the death of a loved one			
		1.2	Analyse how the bereavement journey may be different for different individuals			
2	Understand principles for supporting individuals who are bereaved	2.1	Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved			
		2.2	Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement			
		2.3	Explain the importance of empathy in supporting a bereaved individual			
3	Be able to support individuals to express their response to loss	3.1	Create an environment where the individual has privacy to express their emotions			
		4.1	Demonstrate **active listening** skills to support the individual to express their thoughts, feelings and distress			
4	Be able to support individuals who are bereaved	4.1	Assess the individual's level of distress and their capacity for resilience			
		4.2	Agree a programme of support with the individual and **others**			
		4.3	Carry out own role within the support programme			
		4.4	Support the individual to identify any changes they may need to make as a result of their loss			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	Explain the importance of working at the individual's pace during the bereavement journey			
		4.6	Support the individual to manage conflicting emotions, indecision or fear of the future			
5	Understand the role of specialist agencies in supporting individuals who are bereaved	5.1	Compare the roles of specialist agencies in supporting individuals who are bereaved			
		5.2	Describe how to assess whether a bereaved individual requires specialist support			
		5.3	Explain the importance of establishing agreement with the individual about making a referral to a specialist agency			
6	Be able to manage own feelings when providing support for individuals who are bereaved	6.1	Identify ways to manage own feelings while providing support for an individual who is bereaved			
		6.2	Use support systems to help manage own feelings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 69: Support individuals to develop and run support groups

Unit reference number: H/601/9492

QCF level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to develop and run support groups.

Additional information

Support to **set up a group** may include:
- putting individuals in touch with others who have the same interests and purpose
- accessing resources
- providing advice and encouragement.

Support to **run the group** may include:
- providing advice and sharing expertise
- developing guidelines on roles and responsibilities
- developing ground rules
- giving advice on respecting and valuing all members.

Operating safely may need to take account of:
- health and safety
- the environment
- equipment and materials
- use and abuse of power
- risk of harm or abuse.

Conflicts may include those relating to:
- rights and responsibilities
- health and safety
- managing risk
- costs
- ethical concerns
- interpersonal relationships.

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

Assessment guidance

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the role of support groups	1.1	Explain the benefits of support groups to individuals			
		1.2	Explain how involvement in **setting up and running a support group** can affect the identity, self-esteem and self-image of individuals			
		1.3	Compare key points of theories about group dynamics			
2	Be able to support individuals to assess the need for additional support groups	2.1	Work with individuals to identify the support a group could provide for them			
		2.2	Contribute to accessing sources of information about existing support groups			
		2.3	Work with individuals to evaluate existing support groups and identify gaps in provision			
3	Be able to support individuals to develop their own support groups	3.1	Work with individuals to identify ways to develop their own support group where there is a gap in provision			
		3.2	Work with individuals to agree the nature and purpose of the support group			
		3.3	Establish with individuals the level and type of support they require to **set up a group**			
		3.4	Carry out own role as agreed to support the setting up of the group			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals to run support groups	4.1	Establish with group members the support they need to **run the group**			
		4.2	Support the group to **operate safely**			
		4.3	Support the group to resolve **conflicts**			
5	Be able to support individuals to evaluate support groups	5.1	Support the group to monitor its activities and outcomes			
		5.2	Support the group to:			
			– agree processes and criteria for evaluating its activities and outcomes			
			– evaluate its activities and outcomes			
		5.3	report on the effectiveness of the support group in line with **agreed ways of working**			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Date: _____

Unit 70: Develop and sustain effective working relationships with staff in other agencies

Unit reference number: R/601/3526

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is about sustaining and developing working relationships with staff in other organisations.

Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

Assessment requirements

Evidence requirements for this unit:

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work products:** These are non-confidential records made, or contributed to, by you eg minutes of meetings with other agencies.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded, eg outline the roles and responsibilities of key people who work in the agencies who are involved in joint working arrangements.
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the nature, roles and functions, policies and procedures of principal agencies.
- **Original certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg explain the methods of identifying and resolving conflict within and between agencies and between individuals.
- **Witness testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance.

    Your assessor will help you to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

a the observation of the candidate working with staff from other agencies

b minutes of meetings, and

c the candidate's explanation of their work with staff in other agencies recorded either through professional discussion or a reflective account.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the context of working in partnership	1.1	Identify the nature, roles and functions, policies and procedures of principal agencies			
		1.2	Identify structures, function, and methods of communication and decision making			
		1.3	Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements			
		1.4	Identify the effect agency structure and culture may have upon the policy and practice of joint working			
		1.5	Identify the effect of agency culture and structure upon policy and practice of working in partnership			
		1.6	Explain the principles and benefits of working in partnership			
2	Develop effective working relationships with staff in other agencies	2.1	Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties			
		2.2	Reach agreements about roles and responsibilities and arrangements for decision making			
		2.3	Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
	2.4	Confirm arrangements for joint work which are: – appropriate to the nature and purpose of the work – likely to be effective in establishing and maintaining relationships – respect confidentiality while balancing risks of sharing or not sharing information			
	2.5	Identify effective methods to monitor and review the progress of joint work			
	2.6	Obtain advice and support promptly when team discussion and supervision are appropriate			
	2.7	Complete records accurately and clearly and store them according to agency requirements			
	2.8	Communicate information to people who are authorised to have it			
3 Sustain effective working relationships	3.1	Identify the benefits and advantages of joint working and use these to develop own practice			
	3.2	Identify factors which might hinder joint working			
	3.3	Explain methods of identifying and resolving conflict within and between agencies and between individuals			
	3.4	Demonstrate methods of assessing the effectiveness of joint working relationships			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.5	Explain and defend the views of your agency and its policies			
	3.6	Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved			
	3.7	Complete records accurately and clearly and store them according to agency requirements			
	3.8	Communicate information to people who are authorised to have it			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) _____ Date: _____

Unit 71: Deliver training through demonstration and instruction

Unit reference number: M/602/4520

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit provides learners with the knowledge and skill to train others using demonstration and instruction as a teaching strategy in the psychomotor domain. It is particularly suitable for the training of others where there may be a requirement for learners to develop practical skills and techniques involving the hand-eye co-ordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment.

Resources: refers to any physical resource that supports demonstration and instruction led training. This may include technical equipment, people or simulation devices, handouts, workbooks or Information Technology based aides.

This unit covers the training of individuals or groups of learners.

This unit covers the training of single or multiple tasked practical activities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to deliver training through demonstration and instruction	1.1	Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered			
		1.2	Describe the resources required to deliver the training			
		1.3	Describe what constitutes an appropriate environment for the delivery of the training			
		1.4	Explain how to overcome barriers that learners may encounter whilst undertaking training			
		1.5	Assess the use of demonstration and instruction as a teaching strategy			
		1.6	Explain the skills required for the effective delivery of demonstration and instruction as a teaching method			
2	Be able to deliver training by demonstration and instruction	2.1	Explain the learning aims and objectives of the training session to the learners			
		2.2	Deliver the training programme to the learners through demonstration and instruction			
		2.3	Maintain communication with learners during demonstration and instruction			
		2.4	Check the learners' understanding at regular intervals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Encourage learners to ask questions and seek clarification during training			
		2.6	Provide learners with opportunities and support to demonstrate the learning achieved through the training			
		2.7	Respond to the learners' needs during the training			
		2.8	Provide constructive feedback to learners on their progress			
3	Be able to review learning and training	3.1	Gather feedback from learners on the effectiveness of the training			
		3.2	Assess whether the training programme delivers the required learning outcomes			
		3.3	Review the effectiveness of the training programme			
		3.4	Identify ways to improve or adapt the training			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 72: Influencing others at work

Unit reference number: D/501/3826

QCF level: 3

Credit value: 1

Guided learning hours: 6

Unit summary

To develop knowledge and understanding of influencing others as required by a practising or potential first line manager. Topics covered include understanding the value of networking, and knowing how to influence and negotiate with others to achieve objectives.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Understand the value of networking	1.1	Explain the value to the first line manager of networking			
	1.2	Identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 73:   Planning and monitoring work

Unit reference number: R/501/3774

QCF level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

To develop an understanding of effective planning and monitoring of work as required by a practising or potential team or cell leader. Topics covered include understanding how to plan work within the organisation's policies, procedures and priorities, and monitoring the team's work.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to work within the organisation's policies, procedures and priorities	1.1	Identify one organisational policy that is relevant to the work of the team			
		1.2	Give one example of a target or objective that the team is working to achieve			
		1.3	Give one example of conflict or incompatibility between different targets or objectives in the workplace			
2	Understand how to plan and allocate work	2.1	Explain how work is planned or allocated to meet the target or objective selected in 1.2 above			
		2.2	Describe one way of checking that team members understand what work is required of them			
3	Understand how to monitor a team's work	3.1	List two ways to monitor the team's work			
		3.2	Describe one action the team leader could take to rectify performance that does not meet the required standard			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 74: Contribute to the prevention of aggressive and abusive behaviour of people

Unit reference number: J/502/1631

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim is this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to take action to discourage aggressive and abusive behaviour of people	1.1	Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints			
		1.2	Communicate with individual/s in a manner which: – (i) is free from discrimination and oppression – (ii) is not likely to antagonise the situation – (iii) encourages an open exchange of information – (iv) is appropriate – (v) acknowledges the rights of everyone present			
		1.3	Explain clearly to the individual what your role is and the required outcome of the encounter			
		1.4	Ensure your behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully			
		1.5	Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation			
		1.6	Take appropriate action if the situation deteriorates			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the actions to take to discourage aggressive and abusive behaviour of people	2.1	Describe the signs of potentially disruptive behaviour – verbal and non-verbal			
		2.2	Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping			
		2.3	Explain how to communicate effectively and how this may promote the behaviour wanted			
		2.4	Explain how your own behaviour and language could be interpreted			
		2.5	Describe the types of constructive behaviour and techniques which can be taken to diffuse situations			
		2.6	Describe actions that could trigger aggressive or abusive behaviour			
		2.7	Explain the warnings which may be necessary to give people in relation to their behaviour			
		2.8	Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates			
		2.9	Summarise how to report and record incidents of abusive and aggressive behaviour			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 75: Assist in the administration of medication

Unit reference number: A/601/9420

QCF level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

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

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

Forbidden combination

This unit must not be taken with Unit 76: *Administer medication to individuals, and monitor the effects* (Y/501/0598).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the current legislation, guidelines and policies relevant to the administration of medication	1.1	Identify the current national legislation and guidelines relevant to the administration of medication			
		1.2	Outline the organisational policies for the management and administration of medication			
2	Understand own role in assisting in the administration of medication	2.1	Describe own responsibilities and accountability in relation to assisting with the administration of medication			
		2.2	Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication			
		2.3	Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence			
3	Understand the requirements and procedures for assisting in the administration of medication	3.1	Explain the purpose and significance of the information which should be provided on the label of a medication			
		3.2	Describe the different routes for the administration of medication			
		3.3	Describe the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Describe the various aids which can be used to help individuals take their medication			
		3.5	Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice			
		3.6	Explain why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice			
4	Understand the requirements and procedures for ensuring patient safety	4.1	Explain the importance of identifying the individual for whom the medications are prescribed			
		4.2	Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it			
5	Be able to prepare for the administration of medication	5.1	Obtain or confirm valid consent for the administration of medication			
		5.2	Apply standard precautions for infection control			
		5.3	Select, check and prepare the medication according to the medication administration record or medication information leaflet			
		5.4	Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.5	Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered			
6	Be able to assist in the administration of medication	6.1	Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan			
		6.2	Assist the individual to be as self managing as possible			
		6.3	Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication			
		6.4	Monitor the individual's condition throughout the administration process			
		6.5	Explain the kinds of adverse effects that may occur and the appropriate action to take			
		6.6	Check and confirm that the individual actually takes the medication and does not pass medication to others			
7	Be able to contribute to the management of medications and administration records	7.1	Explain the importance of keeping accurate and up-to-date records of the administration of medication			
		7.2	Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	7.3	Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage			
	7.4	Maintain the confidentiality of information relating to the individual at all times			
	7.5	Check the stock level of medications and take appropriate action to obtain new stocks when required			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 76: Administer medication to individuals, and monitor the effects

Unit reference number: Y/501/0598

QCF level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

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

Forbidden combination

This unit must not be taken with Unit 75: *Assist in the administration of medication* (A/601/9420).

Assessment requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work products:** These are non-confidential records made, or contributed to, by the learner eg information leaflets on medication services.

- **Confidential records:** These may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio eg case records and care plans.

- **Questioning:** Questions may be oral or written. In each case the question and the learner's answer will need to be recorded eg describe the common types of medication including their effects and potential side effects.

- **Professional discussion:** This should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application eg identify the current legislation, guidelines policies and protocols relevant to the administration of medication.

- **Original certificates:** Certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice.

- Case studies, projects, assignments and candidate/reflective accounts of your work:

  These methods are most appropriately used to cover any outstanding areas of your qualification.

  Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required.

- Witness testimony

  Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

a   the observation of the candidate working with an individual

b   confidential care plans and case records, and

c   the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policy and procedures relevant to administration of medication	1.1	Identify current legislation, guidelines policies and protocols relevant to the administration of medication			
2	Know about common types of medication and their use	2.1	Describe common types of medication including their effects and potential side effects			
		2.2	Identify medication which demands the measurement of specific physiological measurements			
		2.3	Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required			
		2.4	Explain the different routes of medicine administration			
3	Understand procedures and techniques for the administration of medication	3.1	Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes			
		3.2	Identify the required information from prescriptions/medication administration charts			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Prepare for the administration of medication	4.1	Apply standard precautions for infection control			
		4.2	Explain the appropriate timing of medication eg check that the individual has not taken any medication recently			
		4.3	Obtain the individuals consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns			
		4.4	Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet			
5	Administer and monitor individuals' medication	5.1	Select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary			
		5.2	Safely administer the medication – in line with legislation and local policies – in a way which minimises pain, discomfort and trauma to the individual			
		5.3	Describe how to report any immediate problems with the administration			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	5.4	Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay			
	5.5	Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others			
	5.6	Maintain the security of medication and related records throughout the process and return them to the correct place for storage			
	5.7	Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Further information

Our customer service numbers are:

BTEC and NVQ   0844 576 0026

GCSE   0844 576 0027

GCE   0844 576 0025

The Diploma   0844 576 0028

DiDA and other qualifications   0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

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

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

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

How to obtain National Occupational Standards

Skills For Health
2nd Floor, Goldsmiths House, Broad Plain
Bristol BS20JP
Telephone: 01179221155
Fax: 01179251800
Email: office@skillsforhealth.org.uk

Skills For Care and Development
2nd Floor, City Exchange, 11 Albion Street
Leeds LS15ES
Tel: 01133907666
Fax: 01132468066
Email: sscinfo@skillsforcareanddevelopment.org.uk

Professional development and training

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

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

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

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

The training we provide:

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

Annexe A: Progression pathways

The Edexcel qualification framework for the health sector

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

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

Annexe B: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

The Edexcel quality-assurance processes will involve:

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

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

Annexe C: Centre certification and registration

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

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

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

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

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

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

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications for further details. www.edexcel.com.

Annexe D: Assessment Principles

Skills for Health QCF Assessment Principles

1. Introduction

1.1   Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2   This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements

1.3   These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

2. Assessment Principles

2.1   Assessment decisions for competence units (e.g. those including learning outcomes that begin with 'to be able to' or 'understand') must be made by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

2.2   Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualifications assessment strategy.

2.3   Competence based units must include direct observation as the primary source of evidence

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

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

2.6   Assessment decisions for knowledge only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

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

4. Definitions

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

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

4.3 Qualified to make assessment decisions: This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/ qualification assessment strategy. Skills for Health will agree with Awarding Organisations the relevant assessor qualifications or standard for qualifications covered by these principles.

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness: An expert witness must:
   - have a working knowledge of the QCF units on which their expertise is
   - based
   - be occupationally competent in their area of expertise .
   - have EITHER a qualification in assessment of workplace performance OR
   - a professional work role which involves evaluating the everyday practice of staff.

Assessment Principles for First Aid Qualifications

Introduction

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

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

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

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

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

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

Trainers/Assessors

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

Trainers/Assessors must:

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

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

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

No formal Trainer/Assessor qualifications

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

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

Internal Quality Assurance

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

Internal Quality Assurers must:

- be occupationally competent in the area of first aid. This can be evidenced by:
    - holding a FAW certificate issued by either HSE or an Awarding Organisation/Body

or having

    - registration as a doctor with the General Medical Council (GMC)
    - registration as a nurse with the Nursing and Midwifery Council (NMC)
    - registration as a paramedic with the Health and Care Professions Council (HCPC)
- have working knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
- have a thorough knowledge and understanding of the role of assessors
- visit and observe assessments and carry out other related internal quality assurance

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

External Quality Assurance

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

External Quality Assurers must:

- be occupationally competent in the area of first aid. This can be evidenced by:
  - holding a FAW certificate issued by either HSE or an Awarding Organisation/Body

or having

  - registration as a doctor with the General Medical Council (GMC)
  - registration as a nurse with the Nursing and Midwifery Council (NMC)
  - registration as a paramedic with the Health and Care Professions Council (HCPC)
- have working knowledge of the requirements of the qualification they are quality assuring
- have a thorough knowledge and understanding of the role of Assessors and Internal Quality Assurers

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

Assessment and Sources of Evidence

Assessment Centres

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

Simulation

Simulation is permitted – Each unit details what may be simulated

Assessment

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

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

EFAW & FAW certificates

The minimum requirements for certificates issued must contain the following:

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

FAW/EFAW Contact Hours

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

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

Re-qualifying

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

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

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

Standards of first aid practice

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

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

Publication of Assessment Principles

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

Appendix 1

Qualifications suitable for both Trainers and Assessors

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

Note: This list is not exhaustive.

Appendix 2

Qualifications suitable for Internal Quality Assurance

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

NOTE: This list is not exhaustive.

Appendix 3

Qualifications suitable for External Quality Assurance

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

Note: This list is not exhaustive.

Skills for Care and Development QCF Assessment Principles

1. Introduction

1.1   Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2   This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements

1.3   These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4   Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

2.1   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.

2.2   Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3   Competence based assessment must include direct observation as the main source of evidence

2.4   Simulation may only be utilised as an assessment method for competence-based LO where this is specified in the assessment requirements of the unit'.

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

2.6   Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7   Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

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

4. Definitions

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

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

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

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

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

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