

Qualification Specification

Optional Units

NCFE CACHE Level 2 Certificate in Healthcare Support Services
600/6216/2

NCFE CACHE Level 3 Diploma in Healthcare Support Services
600/6218/6

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Qualification reference numbers:

NCFE CACHE Level 2 Certificate in Healthcare Support Services	600/6216/2
NCFE CACHE Level 3 Diploma in Healthcare Support Services	600/6218/6

Publication date

Version 1.0	September 2012
Version 2.0	May 2013
Version 3.0	October 2014
Version 4.0	February 2016
Version 5.0	July 2019
Version 6.0	November 2019

Publisher

Registered Office: NCFE, Q6, Quorum Business Park, Benton Lane, Newcastle upon Tyne, NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808

Contents

Section 1: Overview and Index	7
Overview	8
Optional units	9
Section 2: Units	19
Unit Layout	20
207: Collect Mail	21
211: Deep cleaning of internal equipment, surfaces and areas	23
211: Sort mail	27
212: Deliver mail	31
216: Periodic cleaning of soft floors and furnishings	35
301: Introduction to the role and responsibilities of a health trainer	39
302: Establishing and developing relationships with communities while working as a health trainer	43
303: Communicate with individuals about promoting their health and well-being while working as a health trainer	47
304: Enable individuals to change their behaviour to improve their health and well-being while working as a health trainer	51
1FS4/10: Provide a counter and take-away service	55
1GEN5/10: Clean and store crockery and cutlery	59
2010_BA_2_56: Meet and welcome visitors	63
2010_BA_2_01: Manage own performance in a business environment	67
2010_BA_2_12: Produce documents in a business environment	71
2010_BA_2_19: Store and retrieve information	75
2010_BA_2_20: Archive information	79
2010_BA_2_21: Use office equipment	83
2010_BA_3_22: Plan and organise meetings	87
2BS8/10: Prepare and serve hot drinks using specialist equipment	91
2GEN4/10: Maintain food safety when storing, holding and serving food	97
2GEN9/10: Maintain and deal with payments	107
2SfL25: Receive goods in logistics operations	111
2SfL30: Assemble orders for dispatch in logistics operations	115
Common Unit 1: Protecting from the risk of violence at work	117

CU16: Assist with maintaining structures and surfaces	123
FLT21: Assist with the maintenance of grass surfaces	125
GEN26: Carry out transactions in a health facility	127
GEN64: Manage the availability of physical resources to meet service delivery needs in a health setting	131
GEN65: Make recommendations for the use of physical resources in a health setting	135
GEN66: Control the use of physical resources in a health setting	139
GEN78: Conduct routine maintenance on clinical equipment	143
GEN79: Coordinate the progress of individuals through care pathways	147
HI11: Produce coded clinical data for external audit purposes	151
HI12: Prepare, conduct and report the results of a clinical coding audit	155
HI6: Identify information requirements in a health context	159
HI8: Analyse and present health related data and information	163
HSS/GEN009: Prepare vehicles for the transport of people, materials and/or equipment within the health sector	167
HSS/GEN010: Transporting passengers, materials, and equipment within the health sector	171
HSS/GEN011: Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment	177
HSS/GEN023: Monitor own work practices in health, social care, or children's and young people's settings	181
HSS/GEN025: Administer appointments in a healthcare environment	185
HSS/GEN039: Contribute to effective multidisciplinary team working	189
HSS/GEN044: Liaise between primary, secondary and community teams	193
HSS/GEN057: Collect blood/blood products from storage for transfusion	197
HSS/GEN062: Collate and communicate health information to individuals	201
HSS/GEN076: Store and transport medical gas cylinders	205
HSS/GEN077: Perform first line calibration on clinical equipment to ensure it is fit for use	209
HSS/GEN080: Moving and transporting individuals within a healthcare environment	213
HSS/GEN081: Collect linen and make beds in a healthcare environment	217
HSS/GEN082: Checking, connecting and disconnecting medical gas cylinders in a healthcare setting	221
HSS/GEN083: Deliver a trolley service in a healthcare environment	225
HSS/GEN087: Provide a table/tray service in a healthcare environment	229
HSS/GoSkills002: Drive community transport safely and efficiently	233

HSS/GoSkills011: Move and transport individuals with special requirements who use community transport vehicles	239
HSS/IPC004: Clean and store care equipment to minimise the risks of spreading infection	243
HSS/IPC008: Minimise the risk of infection when transporting and storing healthcare waste	247
HSS/IPC009: Minimise the risk of infection during the removal of used linen	251
HSS/IPC010: Minimise the risks of spreading infection when transporting linen	255
HSS/IPC012: Minimise the risks of spreading infection when storing and using clean linen	259
HSS/NOS/GEN018: Give presentations to groups	263
HSS/NOS/GEN019: Assist others to plan presentations	267
HSS/RM006: Administer the current records system	271
HSS/SS034: Provide authorised access to records	275
HSS/SS035: Protect records	279
HSS/SS036: Maintain the arrangements of records	281
ICS A4 2010: Give customers a positive impression of yourself and your organisation	285
ICS C5 2010-2014: Monitor and solve customer service problems	289
MQS2: Maintaining quality standards in the health sector	293
PCVD 5: Provide professional customer service to passengers with additional needs on a bus or coach	295
Pharm Unit 203: Contribute to the effectiveness of teams	299
QC 111: Clean surfaces using correct methods	303
QC2 05: Clean and maintain internal surfaces and areas	307
QC2 11: Clean food areas	315
QC2 15: Clean glazed surfaces and facades	321
SI2: Service improvement in the health sector	327
SLP12: Deal with disorderly and aggressive behaviour	329
TBC: Contribute to the prevention of aggressive and abusive behaviour of people	333
TBC: Maintaining quality standards in the health sector	337
TBC: Service improvement in the health sector	339
TBC: Transport physical resources within the work area	341
Unit LDC 3c: Classify items and make up loads for cleaning	345
Unit LDC 4c: Carry out the washing process	349
Unit LDC 8c: Press and finish garments following laundry	353
Unit LDC 16c: Repair, alter and maintain fabrics and materials	357
HSC 3007: Support the development of community partnerships	361
HSC 3010: Support individuals to develop and run support groups	365

HSC 3013: Support individuals to access and use services and facilities	369
HSC 3038: Work in partnership with families to support individuals	373
HSC 3062: Interact with and support individuals using telecommunications	379
ASM 24: Develop and sustain effective working relationships with staff in other agencies	383
DEM 301: Understand the process and experience of dementia	387
CMH 301: Understand mental well-being and mental health promotion	391
CMH 302: Understand mental health problems	395
D 5: Plan, allocate and monitor work of a team	399
IC01: The principles of infection prevention and control	403
IC02: Causes and spread of infection	407
IC03: Cleaning, decontamination and waste management	409
HSC 024: Principles of safeguarding and protection in health and social care	413
HSC 036: Promote person-centred approaches in health and social care	419
K/617/7591: Understand social prescribing	424
Summary of changes	429

Section 1: Overview and Index

Overview

This document is an extension of the Qualification Specification for the NCFE CACHE Level 2 Certificate and Level 3 Diploma in Healthcare Support and contains the optional units for these four qualifications.

Generic information covered in the NCFE CACHE Level 2 Certificate and Level 3 Diploma in Healthcare Support Services Qualification Specifications is not repeated in this document.

Tasks have not been provided for these optional units; however, tasks for these units will be available upon request in writing to: development@cache.org.uk

Please ensure you check the rule of combination for your chosen qualification using the Qualification Specification. Not all units contained in this document are available in each qualification.

Optional units



Knowledge only units are indicated by a lightbulb. If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.



Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services
A/601/8574	HSC 024	Principles of safeguarding and protection in health and social care	2	3	26	✓	✓
Y/601/8145	HSC 036	Promote person centred approaches in health and social care	3	6	41		✓
L/501/6737	IC01	The principles of infection prevention and control	2	3	30	✓	✓
H/501/7103	IC02	Causes and spread of infection	2	2	20	✓	✓
R/501/6738	IC03	Cleaning, decontamination and waste management	2	2	20	✓	✓
F/600/6765	207	Collect mail	2	5	27	✓	
T/502/2287	211	Deep cleaning of internal equipment, surfaces and areas	2	4	32	✓	
D/600/6773	211	Sort mail	2	5	26	✓	
H/600/6774	212	Deliver mail	2	6	28	✓	
L/502/2294	216	Periodic cleaning of soft floors and furnishings	2	3	22	✓	

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services
L/502/1212	301	Introduction to the role and responsibilities of a health trainer	3	4	20		✓
R/502/1213	302	Establishing and developing relationships with communities while working as a health trainer	3	3	10		✓
F/502/1224	303	Communicate with individuals about promoting their health and wellbeing while working as a health trainer	3	3	15		✓
L/502/1226	304	Enable individuals to change their behaviour to improve their health and wellbeing while working as a health trainer	3	5	25		✓
L/601/5016	1FS4/10	Provide a counter and take-away service	1	3	30	✓	
A/601/5027	1GEN5/10	Clean and store crockery and cutlery	1	3	27	✓	
Y/601/2457	2010_BA_2_56	Meet and welcome visitors	2	3	23	✓	
F/601/2467	2010_BA_2_01	Manage own performance in a business environment	2	2	9	✓	✓
T/601/2482	2010_BA_2_12	Produce documents in a business environment	2	4	15	✓	
R/601/2490	2010_BA_2_19	Store and retrieve information	2	3	17	✓	
Y/601/2491	2010_BA_2_20	Archive information	2	2	13	✓	
H/601/2493	2010_BA_2_21	Use office equipment	2	4	18	✓	

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services
D/601/2542	2010_BA_3_22	Plan and organise meetings	3	5	25	✓	✓
F/601/4932	2BS8/10	Prepare and serve hot drinks using specialist equipment	2	4	36	✓	
A/601/5030	2GEN4/10	Maintain food safety when storing, holding and serving food	2	4	31	✓	
M/601/5039	2GEN9/10	Maintain and deal with payments	2	4	30	✓	
K/601/7923	2SfL25	Receive goods in logistics operations	2	3	15	✓	
J/601/7931	2SfL30	Assemble orders for dispatch in logistics operations	2	3	12	✓	
R/601/3526	ASM24	Develop and sustain effective working relationships with staff in other agencies	3	4	24		✓
F/602/0097	CMH301	Understand mental well-being and mental health promotion	3	3	14		✓
J/602/0103	CMH302	Understand mental health problems	3	3	14		✓
J/601/9050	Common Unit 1	Protecting from the risk of violence at work	2	3	22	✓	
K/502/4098	CU16	Assist with maintaining structures and surfaces	1	2	18	✓	
Y/600/9669	D5	Plan, allocate and monitor work of a team	3	5	25		✓







Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services
J/601/3538	DEM 301	Understand the process and experience of dementia	3	3	22		✓
D/502/4177	FLT21	Assist with the maintenance of grass surfaces	1	3	27	✓	
Y/602/2678	GEN26	Carry out transactions in a health facility	3	4	30		✓
T/602/4521	GEN64	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33		✓
D/602/4013	GEN65	Make recommendations for the use of physical resources in a health setting	3	5	33		✓
H/602/4014	GEN66	Control the use of physical resources in a health setting	3	3	25		✓
M/602/2685	GEN78	Conduct routine maintenance on clinical equipment	3	4	30		✓
A/602/2687	GEN79	Coordinate the progress of individuals through care pathways	3	4	30		✓
A/602/2690	HI11	Produce coded clinical data for external audit purposes	3	5	38		✓
J/602/2692	HI12	Prepare, conduct and report the results of a clinical coding audit	3	5	38		✓
K/602/2684	HI6	Identify information requirements in a health context	3	4	30		✓
T/602/2686	HI8	Analyse and present health related data and information	3	4	30		✓

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services
M/601/9494	HSC 3007	Support the development of community partnerships	4	5	33		✓
H/601/9492	HSC 3010	Support individuals to develop and run support groups	3	3	24		✓
F/601/7927	HSC 3013	Support individuals to access and use services and facilities	3	4	25		✓
H/601/8147	HSC 3038	Work in partnership with families to support individuals	3	4	27		✓
Y/601/8825	HSC 3062	Interact with and support individuals using telecommunications	3	5	36		✓
R/602/2999	HSS/GEN009	Prepare vehicles for the transport of people, materials and/or equipment within the health sector	2	3	18	✓	
D/602/4027	HSS/GEN010	Transporting passengers, materials and equipment within the health sector	2	3	21	✓	
T/602/3000	HSS/GEN011	Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment	2	3	18	✓	
H/602/0965	HSS/GEN023	Monitor own work practices in health, social care or children's and young people's settings	3	3	20		✓
A/602/3001	HSS/GEN025	Administer appointments in a healthcare environment	2	3	18	✓	
T/602/0968	HSS/GEN039	Contribute to effective multidisciplinary team working	3	3	20		✓
D/602/1029	HSS/GEN044	Liaise between primary, secondary and community teams	3	3	20		✓

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services
H/602/4028	HSS/GEN057	Collect blood/blood products from storage for transfusion	2	2	17	✓	
D/602/1032	HSS/GEN062	Collate and communicate health information to individuals	3	3	20		✓
F/602/3002	HSS/GEN076	Store and transport medical gas cylinders	2	3	18	✓	
H/602/1033	HSS/GEN077	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20		✓
K/602/4029	HSS/GEN080	Moving and transporting individuals within a healthcare environment	2	2	18	✓	
J/602/3003	HSS/GEN081	Collect linen and make beds in a healthcare environment	2	2	15	✓	
D/602/4030	HSS/GEN082	Checking, connecting and disconnecting medical gas cylinders in a healthcare setting	2	3	22	✓	
L/602/3004	HSS/GEN083	Deliver a trolley service in a healthcare environment	2	3	23	✓	
R/602/3005	HSS/GEN087	Provide a table/tray service in a healthcare environment	2	3	23	✓	
L/602/4878	HSS/GoSkills002	Drive community transport safely and efficiently	3	4	30	✓	
L/602/4881	HSS/GoSkills011	Move and transport individuals with special requirements who use community transport vehicles	3	4	31	✓	
K/602/4032	HSS/IPC004	Clean and store care equipment to minimise the risks of spreading infection	2	2	17	✓	

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services
A/602/4035	HSS/IPC008	Minimise the risk of infection when transporting and storing healthcare waste	2	3	20	✓	
J/602/4040	HSS/IPC009	Minimise the risk of infection during the removal of used linen	2	2	15	✓	
J/602/4765	HSS/IPC010	Minimise the risks of spreading infection when transporting linen	2	2	19	✓	
R/602/4767	HSS/IPC012	Minimise the risks of spreading infection when storing and using clean linen	2	2	11	✓	
H/602/3168	HSS/NOS/GEN018	Give presentations to groups	3	4	26		✓
H/602/4188	HSS/NOS/GEN019	Assist others to plan presentations	2	2	16		✓
J/602/4913	HSS/RM006	Administer the current records system	2	3	23	✓	
L/602/4914	HSS/SS034	Provide authorised access to records	2	3	23	✓	
Y/602/4916	HSS/SS035	Protect records	2	3	23	✓	
H/602/4918	HSS/SS036	Maintain the arrangements of records	2	3	23	✓	
L/601/0933	ICS A4 2010	Give customers a positive impression of yourself and your organisation	2	5	33	✓	✓
J/601/1515	ICS C5 2010-2014	Monitor and solve customer service problems	3	6	40		✓

	Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services
	Y/502/3674	MQS2	Maintaining quality standards in the health sector (Tech Cert)	2	1	8	✓	
	R/601/9469	PCVD 5	Provide professional customer service to passengers with additional needs on a bus or coach	2	4	19	✓	
	L/601/3430	Pharm unit 203	Contribute to the effectiveness of teams	2	3	5	✓	✓
	T/600/6312	QC 111	Clean surfaces using correct methods	1	3	18	✓	
	K/600/6324	QC2 05	Clean and maintain internal surfaces and areas	2	4	33	✓	
	J/600/6332	QC2 11	Clean food areas	2	4	32	✓	
	M/600/6342	QC2 15	Clean glazed surfaces and facades	2	3	23	✓	
	K/502/3680	SI2	Service improvement in the health sector (Tech Cert)	2	2	15	✓	
	L/601/9213	SLP 12	Deal with disorderly and aggressive behaviour	2	2	11		✓
 	J/502/1631	TBC	Contribute to the prevention of aggressive and abusive behaviour of people	3	4	26		✓
	F/502/3412	TBC	Maintaining quality standards in the health sector	3	2	13		✓
	J/502/3413	TBC	Service improvement in the health sector	3	3	20		✓

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services
J/502/1404	TBC	Transport physical resources within the work area	2	2	15	✓	
H/600/8847	Unit LDC 3c	Classify items and make up loads for cleaning	2	3	10	✓	
M/600/8849	Unit LDC 4c	Carry out the washing process	2	3	14	✓	
L/600/8857	Unit LDC 8c	Press and finish garments following laundry	2	2	10	✓	
D/600/8877	Unit LDC 16c	Repair, alter and maintain fabrics and materials	2	2	7	✓	
K/617/7591	K/617/7591	Understand social prescribing	3	2	12		✓



Section 2: Units

Unit Layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification

* *Additional information* and *Unit assessment guidance* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes and assessment criteria are linked to the additional guidance section where more information on them can be found.

207: Collect Mail

Unit reference F/600/6765

Unit level 2

Credit value 5

GLH 27

Unit aim The learner will need to be able to collect the mail from different collection points. They will need to confirm collection schedules, collect the mail, and secure it in containers. The learner will need to identify any problems with mail items, and take the appropriate action.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand how to collect mail.	1.1. Describe the health and safety risks in the relation to the collection of mail.		
	1.2. Describe methods to deal with suspicious or hazardous mail items.		
	1.3. Describe the relevant organisational procedures for the activities to be undertaken.		
	1.4. Identify types of mail that need to be collected.		
	1.5. Identify collection points for the mail.		
	1.6. Describe types of equipment and processes at collection points.		
	1.7. Identify containers to be used for different types of mail.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.8. Describe collection services that are available.		
2. Be able to collect mail.	2.1. Follow health and safety requirements and relevant organisational procedures at all times.		
	2.2. Confirm details of collection schedules and types of mail being collected.		
	2.3. Operate equipment and follow processes at the collection points correctly.		
	2.4. Collect the mail from the collection points according to the agreed schedule.		
	2.5. Communicate problems as they occur and follow reporting procedures so that the problem can be solved.		
	2.6. Use information systems to record the collection of mail.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 207

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

211: Deep cleaning of internal equipment, surfaces and areas

Unit reference T/502/2287

Unit level 2

Credit value 4

GLH 32

Unit aim Deep clean is the removal of all soil and protective finishes from surfaces, which could be walls, windows, furniture, floors and items of equipment.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment.			
1. Be able to prepare for deep cleaning of internal equipment, surfaces and areas.	1.1. Describe what is meant by deep cleaning.		
	1.2. List personal protective equipment for deep cleaning.		
	1.3. Explain the importance of thorough preparation before cleaning.		
	1.4. Assess the area and items to be cleaned.		
	1.5. Describe how to prepare work areas.		
	1.6. Explain the process for reporting damaged or deteriorating surfaces.		
	1.7. Describe correct cleaning methods, equipment and materials to use for different soil types and surfaces.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.8. Select the cleaning method, equipment and materials to use.		
	1.9. Explain the importance of pre-testing areas to be cleaned.		
	1.10. List the factors that might affect the cleaning method.		
	1.11. Explain the importance of isolating appropriate powered equipment before cleaning.		
	1.12. Explain the importance of ventilating the work area.		
	1.13. List personal protective equipment for deep cleaning.		
2. Be able to carry out deep cleaning of internal equipment, surfaces and areas.	2.1. Explain the importance of cleaning procedures.		
	2.2. Use correct cleaning methods for deep cleaning internal equipment, surfaces and areas.		
	2.3. Describe correct cleaning methods for deep cleaning internal equipment, surfaces and areas.		
	2.4. Explain the importance of removing dust and debris before deep cleaning.		
	2.5. Use correct procedures for pre-treating an area for heavy soiling or stains.		
	2.6. Explain the importance of cleaning to prescribed standards.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.7. Explain the consequences of using incorrect solution, equipment and cleaning methods.		
	2.8. Explain the importance of completing work in a timely manner.		
	2.9. Explain the importance of minimising the inconvenience to customers, colleagues and the general public.		
	2.10. Describe procedures that can be taken to minimise inconvenience.		
3. Be able to check cleaning and resources, dispose of waste and return equipment and items.	3.1. Explain the importance of checking area and items after deep cleaning.		
	3.2. Check deep cleaning and take any necessary actions.		
	3.3. Describe the procedures for reporting damage to equipment, surfaces and premises.		
	3.4. Explain the importance of returning all items after cleaning to their original position in a timely manner.		
	3.5. State procedures for reinstating rooms.		
	3.6. Return items to their original position.		
	3.7. Explain why equipment and materials should be returned in good order to a secure storage area.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.8. Return equipment in good order to storage areas.		
	3.9. Describe how to dispose of waste correctly.		
	3.10. Dispose of waste correctly.		
	3.11. Describe the procedures for ordering and replacing resources.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 211

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

211: Sort mail

Unit reference D/600/6773

Unit level 2

Credit value 5

GLH 26

Unit aim The learner will need to sort mail ready for further distribution or processing for delivery. This involves recognising the type of mail being sorted, reading the information on the mail, and then allocating the mail to the correct bundles or containers. The learner will also need to identify any problems with mail items and take the appropriate action.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand how to sort mail manually.	1.1. Describe the health and safety risks in relation to sorting mail manually.		
	1.2. Describe methods to deal with suspicious or hazardous mail items.		
	1.3. Describe the relevant organisational procedures for the activities to be undertaken.		
	1.4. Identify types of mail that need to be sorted.		
	1.5. Describe methods for removing mail from different types of container.		
	1.6. Identify the information displayed on the mail.		
	1.7. Identify the priority to give to different types of information.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.8. Describe actions to be taken if information cannot be read.		
	1.9. Identify organisational requirements for speed and accuracy for sorting mail.		
	1.10. Describe different special handling and sorting requirements.		
	1.11. Identify containers that should be used for different types of mail.		
	1.12. Identify capacities of the containers being used.		
2. Be able to sort mail manually.	2.1. Follow health and safety requirements and organisational procedures at all times.		
	2.2. Confirm the types of mail being sorted.		
	2.3. Remove the mail from the appropriate containers ready for sorting.		
	2.4. Read information on the mail correctly, taking appropriate action when the information is not available.		
	2.5. Sort the mail accurately at the appropriate rate.		
	2.6. Process mail requiring special handling or sorting.		
	2.7. Respond appropriately to any mail that appears to present a safety or security risk.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.8. Allocate the mail into its correct containers for distribution.		
	2.9. Communicate problems as they occur and follow reporting procedures so that the problem can be solved.		
	2.10. Use information systems to record the sorting of mail.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 211

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

212: Deliver mail

Unit reference H/600/6774

Unit level 2

Credit value 6

GLH 28

Unit aim The learner will need to deliver the mail to customers within the organisation or external to the organisation. They will need to confirm the delivery schedule and then sort and bundle the mail so that it can be delivered in the most suitable order. The learner will also need to take action to protect the mail during delivery and also identify any problems with the delivery and take the appropriate action.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand how to deliver mail.	1.1. Describe the health and safety risks in relation to the delivery of mail.		
	1.2. Describe handling risks involved in delivering different types of mail.		
	1.3. Describe the relevant organisational procedures for the activities to be undertaken.		
	1.4. Describe delivery schedules, including routes and timings.		
	1.5. Identify types of mail that need to be delivered.		
	1.6. Identify locations of containers with mail ready for delivery.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.7. Identify types of special treatment for different types of mail.		
	1.8. Describe relevant organisational guidelines for protecting mail.		
	1.9. Describe methods and procedures for delivering mail to different types of addresses.		
	1.10. Identify types of equipment and processes at delivery points.		
	1.11. Identify delivery services that are available.		
2. Be able to deliver mail.	2.1. Follow health and safety requirements and relevant organisational procedures at all times.		
	2.2. Check operational details of the delivery route, schedule, and types of mail being delivered.		
	2.3. Obtain mail from the correct locations.		
	2.4. Read information on the mail correctly taking appropriate action when the information is not available.		
	2.5. Sort and bundle the mail into a suitable order for the delivery route.		
	2.6. Deliver mail items requiring special treatment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.7. Protect the mail during delivery at all times.		
	2.8. Deliver the mail according to the types of mail and the agreed delivery schedule.		
	2.9. Operate equipment and processes at the delivery points correctly.		
	2.10. Ensure that all communications with people are conducted appropriately, and provide them with any relevant information on the delivery service.		
	2.11. Communicate problems as they occur and follow reporting procedures so that the problem can be solved.		
	2.12. Use information systems to record the delivery of mail.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 212

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

216: Periodic cleaning of soft floors and furnishings

Unit reference L/502/2294

Unit level 2

Credit value 3

GLH 22

Unit aim This unit is about cleaning of soft floors and furnishings including the removal of stains and applying treatments. The unit covers specialist cleaning methods such as hot water extraction, shampooing, dry powder and granule treatments.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment.			
1. Be able to prepare for cleaning of soft floors and furnishings.	1.1. Explain the purpose of a work schedule.		
	1.2. Explain the importance of thorough preparation before cleaning.		
	1.3. Assess the area and items to be cleaned.		
	1.4. Describe how to prepare work areas.		
	1.5. Explain the process for reporting damaged or deteriorating surfaces.		
	1.6. Describe the correct cleaning method, equipment and materials to use for different soil types and surfaces.		
	1.7. Select correct cleaning method, equipment and materials to use for periodic cleaning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.8. Explain the importance of following manufacturers' recommendations and instructions.		
	1.9. List personal protective equipment for periodic cleaning of soft floors and furnishings.		
	1.10. State procedures for pre-testing areas to be cleaned.		
	1.11. Explain importance of pre-testing areas to be cleaned.		
2. Be able to carry out cleaning of soft floors and furnishings.	2.1. State reasons for removing dust and debris before periodic cleaning.		
	2.2. Explain how and when to pre-treat an area for heavy soiling or stains.		
	2.3. State materials which are colourfast & shrink-resistant.		
	2.4. Use correct cleaning methods for soft floors and furnishings.		
	2.5. Describe cleaning methods for soft floors and furnishings.		
	2.6. Explain the importance of cleaning to prescribed standards.		
	2.7. Explain the consequences of using incorrect solutions, equipment and cleaning methods.		
	2.8. Explain the importance of completing work in a timely manner.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.9. Explain the importance of minimising the inconvenience to colleagues, customers and the general public.		
	2.10. Describe procedures that can be taken to minimise inconvenience.		
3. Be able to check cleaning and resources, dispose of waste and return equipment and items.	3.1. Explain the importance of checking area and items after cleaning.		
	3.2. Check periodic cleaning and take any necessary actions.		
	3.3. Describe the procedures for reporting damaged or deteriorating surfaces.		
	3.4. Explain the importance of returning all items after cleaning to their original position in a timely manner.		
	3.5. State procedures for reinstating rooms.		
	3.6. Return items to original positions.		
	3.7. Explain why equipment and materials should be returned in good order to a secure storage area.		
	3.8. Return equipment in good order to storage areas.		
	3.9. Describe how to dispose of waste correctly.		
	3.10. Dispose of waste correctly.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.11. Describe the procedures for ordering and replacing resources.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 216

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

Assessment requirements specified by Asset Skills.

Optional units - This unit is to be assessed by an externally set assessment covering skills and knowledge.

301: Introduction to the role and responsibilities of a health trainer

Unit reference	L/502/1212	Unit level	3
Credit value	4	GLH	20

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
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 well-being 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 301

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

302: Establishing and developing relationships with communities while working as a health trainer

Unit reference	R/502/1213	Unit level	3
Credit value	3	GLH	10

Unit aim This unit is concerned with helping to establish and develop joint working relationships between people, organisations and groups in the community. Building relationships within communities and organisations involves:

- making contacts within communities, organisations and groups
- developing working relationships with and within communities, organisations and groups
- building relationships with and within communities and organisations.

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

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 302

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

303: Communicate with individuals about promoting their health and well-being while working as a health trainer

Unit reference F/502/1224

Unit level 3

Credit value 3

GLH 15

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

- providing information to individuals about health and well-being
- providing information to individuals about the relationship between behaviours and health
- enable individuals to develop their knowledge and skills about health and well-being.

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Analyse concepts of health and well-being.	1.1. Explain the terms 'health and well-being'.		
	1.2. Define the term 'lifestyle'.		
	1.3. Explain the links between lifestyle and health and well-being.		
2. Understand factors influencing health and well-being.	2.1. Identify the factors influencing individuals' health and well-being.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Identify wider determinants of health and well-being.		
	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 well-being.		
3. Encourage individuals to address issues relating to their health and well-being.	3.1. Raise individual's awareness of the key issues relating to their health and well-being.		
	3.2. Describe a range of approaches that apply to promoting health and well-being.		
	3.3. Use a range of methods for providing information on health and well-being.		
	3.4. Help individuals identify factors affecting their health and well-being.		
	3.5. Explore individuals' knowledge and beliefs about health and well-being.		
	3.6. Encourage individuals to take responsibility for changing their behaviour.		
	3.7. Help individuals to get hold of reliable and up to date information and advice.		
	3.8. Help individuals access appropriate support.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 303

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

304: Enable individuals to change their behaviour to improve their health and well-being while working as a health trainer

Unit reference L/502/1226

Unit level 3

Credit value 5

GLH 25

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

The aim of this unit is to provide the learner with knowledge and understanding of approaches and techniques that can support individuals to:

- identify how their way of life and specific behaviours might affect their health and well-being
- develop an action plan to make the changes they want to
- initiate change in their behaviour and maintain the change
- monitor and evaluate their progress.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Encourage individuals to assess their behaviour.	1.1. Help individuals to assess how their behaviour is affecting their health and well-being.		
	1.2. Help individuals to identify the changes needed to improve their health and well-being.		
	1.3. Use behaviour changes techniques to encourage individuals to identify their motivation for change and opportunities for change.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 304

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

1FS4/10: Provide a counter and take-away service

Unit reference L/601/5016

Unit level 1

Credit value 3

GLH 30

Unit aim This unit is about taking customers' orders and serving food and drink on a counter or take-away basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 3 must be assessed in a real work environment.			
1. Be able to serve customers at the counter.	1.1. Give customers information that meets their needs, and promotes organisations' products and service.		
	1.2. Find out what customers require, and if necessary tell them about any waiting time.		
	1.3. Process the order promptly.		
	1.4. Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type.		
	1.5. Make sure there are appropriate condiments and accompaniments available for customers.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know how to serve customers at the counter.	2.1. Describe safe and hygienic working practices for serving customers and why these are important.		
	2.2. State why it is important to use separate serving equipment for each food item.		
	2.3. State why portions must be controlled when serving customers.		
	2.4. State why food and drink items must be served at the correct temperature.		
	2.5. State why information given to customers must be accurate.		
	2.6. Outline the types of unexpected situations that may occur when serving customers and how to deal with them.		
3. Be able to maintain counter and service areas.	3.1. Keep work area tidy, hygienic and free from rubbish and food debris during service.		
	3.2. Maintain enough stock of clean service items.		
	3.3. Restock with food and drink items when necessary.		
	3.4. Display and store food and drink items in line as required.		
	3.5. Clear work area of used and non-required service items at the appropriate times.		
	3.6. Dispose of rubbish, used disposable items and food waste as required.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Know how to maintain counter and service areas.	4.1. Describe safe and hygienic working practices for clearing and why these are important.		
	4.2. State why food which is prepared first should be served first.		
	4.3. State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service.		
	4.4. State why waste must be handled and disposed of correctly.		
	4.5. State why a constant stock of service items should be maintained.		
	4.6. State why maintaining food at the correct temperature is important and how this can be ensured.		
	4.7. Outline the types of unexpected situations that may occur when clearing away and how to deal with them.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 1FS4/10

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed against People 1st's assessment strategy and evidence requirements which can be found on People 1st's website:
www.people1st.co.uk

1GEN5/10: Clean and store crockery and cutlery

Unit reference A/601/5027

Unit level 1

Credit value 3

GLH 27

Unit aim This unit is about cleaning crockery and cutlery either by machine or by hand, disposing of broken or damaged items and waste and dirty water. It also covers storing cutlery and crockery, and polishing it where necessary.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 3 must be assessed in a real work environment.			
1. Be able to clean crockery and cutlery.	1.1. Prepare crockery and cutlery items ready for cleaning.		
	1.2. Ensure that cleaning equipment and machinery is clean, undamaged and ready for use.		
	1.3. Use cleaning materials according to manufacturers' instructions.		
	1.4. Clean items using the appropriate cleaning methods at the recommended temperature.		
	1.5. Ensure that finished items are clean, dry and free from damage.		
	1.6. Dispose of damaged or broken items correctly.		
	1.7. Dispose of waste or dirty water correctly.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.8. Leave cleaning equipment or machinery clean, undamaged and ready for future use.		
2. Know how to clean crockery and cutlery.	2.1. Describe the correct methods of preparing crockery and cutlery for cleaning.		
	2.2. Explain how to check cleaning equipment and machinery.		
	2.3. State dilution ratios for cleaning materials.		
	2.4. Describe the correct methods of cleaning crockery and cutlery.		
	2.5. Describe what the procedures are in the event of breakages of crockery.		
	2.6. Explain the importance of leaving cleaning equipment ready for future use.		
	2.7. Describe what types of unexpected situations may occur when cleaning crockery and cutlery and how to deal with these.		
3. Be able to store crockery and cutlery.	3.1. Ensure that items to be stored are dry and clean.		
	3.2. Keep storage areas clean, tidy and free from rubbish.		
	3.3. Stack crockery carefully and store it in the correct location ready for use.		
	3.4. Polish cutlery, where appropriate, and store it in the correct location ready for use.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Dispose of damaged or broken crockery following recommended procedures.		
4. Know how to store crockery and cutlery.	4.1. State why items should be clean and dry before storage.		
	4.2. State why storage areas should be clean, dry and free from rubbish.		
	4.3. State the correct storage locations for crockery and cutlery.		
	4.4. Explain why crockery and cutlery should be stored in the correct place.		
	4.5. Describe what types of unexpected situations may occur when storing crockery and cutlery and how to deal with these.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 1GEN5/10

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed against People 1st's assessment strategy and evidence requirements which can be found on People 1st's website:
www.people1st.co.uk

2010_BA_2_56: Meet and welcome visitors

Unit reference Y/601/2457

Unit level 2

Credit value 3

GLH 23

Unit aim This unit covers the procedures to follow and hospitality to offer when meeting and welcoming visitors to business premises.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand procedures for meeting and welcoming visitors.	1.1. Describe different reasons for people visiting a business, their requirements and how their needs may be met.		
	1.2. Explain the purpose of dealing with visitors promptly and courteously.		
	1.3. Explain the purpose of presenting a positive image of self and the organisation.		
	1.4. Explain the purpose of following health, safety and security procedures when dealing with visitors, including own responsibilities.		
	1.5. Describe different types of problems that may occur with visitors including, conflict and aggression.		
	1.6. Describe ways of dealing with different problems and when to refer them to an appropriate colleague.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.7. Explain the purpose of communicating with visitors.		
	1.8. Describe organisation structures and communication channels within the organisation.		
2. Be able to meet and welcome visitors.	2.1. Greet visitor(s) and make them feel welcome.		
	2.2. Identify visitors and the reason for their visit.		
	2.3. Use the organisation's systems to receive and record visitors, as appropriate.		
	2.4. Make sure visitors' needs are met.		
	2.5. Present positive image of self and the organisation.		
	2.6. Follow health, safety and security procedures, as required.		
	2.7. Inform others of visitors' arrival, as required, in line with appropriate communication channels.		
	2.8. Deal with any problems that may occur, or refer problems to the appropriate person.		
	2.9. Follow procedures for departing visitors, as required.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_56

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

2010_BA_2_01: Manage own performance in a business environment

Unit reference F/601/2467

Unit level 2

Credit value 2

GLH 9

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand how to plan work and be accountable to others.	1.1. Outline guidelines, procedures and 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to plan and be responsible for own work, supported by others.	3.1. Agree realistic targets and achievable timescales for own work.		
	3.2. Plan work tasks to make best use of own time and available resources.		
	3.3. Confirm effective working methods with others.		
	3.4. Identify and report problems occurring in own work, using the support of other people when necessary.		
	3.5. Keep other people informed of progress.		
	3.6. Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time.		
	3.7. Take responsibility for own work and accept responsibility for any mistakes made.		
	3.8. Follow agreed work guidelines, procedures and, where needed, codes of practice.		
4. Behave in a way that supports effective working.	4.1. Set high standards for own work and show commitment to achieving these standards.		
	4.2. Agree to take on new challenge(s) if they arise.		
	4.3. Adapt to new ways of working.		
	4.4. Treat other people with honesty, respect and consideration.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Help and support other people in work tasks.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

2010_BA_2_12: Produce documents in a business environment

Unit reference T/601/2482

Unit level 2

Credit value 4

GLH 15

Unit aim This unit is about preparing high-quality and attractive documents to agreed layouts, formats, and styles to meet agreed deadlines.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4 and 5 must be assessed in a real work environment.			
1. Understand the purpose of producing high quality and attractive documents in a business environment.	1.1. Outline different types of documents that may be produced and the different styles that could be used.		
	1.2. Describe different formats in which text may be presented.		
	1.3. Explain the purpose and benefits of producing high quality and attractive documents.		
2. Know the resources and technology available and how to use them when producing documents in a business environment.	2.1. Describe the types of resources available for producing high quality and attractive documents.		
	2.2. Outline ways of using different resources to produce documents.		
	2.3. Describe different types of technology available for inputting, formatting and editing text, and their main features.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand the purpose of following procedures when producing documents in a business environment.	3.1. Explain the benefits of agreeing the purpose, content, style, and deadlines for producing documents.		
	3.2. Outline different ways of organising content needed for documents.		
	3.3. Outline ways of integrating and laying out text and non-text.		
	3.4. Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so.		
	3.5. Explain the purpose of storing documents safely and securely, and ways of doing so.		
	3.6. Explain the purpose of confidentiality and data protection when preparing documents.		
	3.7. Explain the purpose and benefits of meeting deadlines.		
4. Be able to prepare for tasks.	4.1. Confirm the purpose, content, style and deadlines for documents.		
5. Be able to produce documents to agreed specifications.	5.1. Prepare resources needed to produce documents.		
	5.2. Organise the content required to produce documents.		
	5.3. Make use of technology, as required.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Format and produce documents to an agreed style.		
	5.5. Integrate non-text objects into an agreed layout, if required.		
	5.6. Check texts for accuracy.		
	5.7. Edit and correct texts, as required.		
	5.8. Clarify document requirements, when necessary.		
	5.9. Store documents safely and securely following organisational procedures.		
	5.10. Present documents to the required format and within the agreed deadlines.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_12

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

2010_BA_2_19: Store and retrieve information

Unit reference R/601/2490

Unit level 2

Credit value 3

GLH 17

Unit aim This unit is about storing and retrieving information securely and within the confidentiality requirements of the organisation.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand processes and procedures for storing and retrieving information.	1.1. Explain the purpose of storing and retrieving required information.		
	1.2. Describe different information systems and their main features.		
	1.3. Explain the purpose of legal and organisational requirements for the security and confidentiality of information.		
	1.4. Explain the purpose of confirming information to be stored and retrieved.		
	1.5. Describe ways of checking information for accuracy.		
	1.6. Explain the purpose of checking information for accuracy.		
	1.7. Explain the purpose of providing information to agreed format and timescales.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.8. Describe the types of information that may be deleted.		
	1.9. Describe problems that may occur with information systems and how to deal with them, when necessary.		
2. Be able to store information.	2.1. Identify, confirm and collect information to be stored.		
	2.2. Follow legal and organisational procedures for security and confidentiality of information to be stored.		
	2.3. Store information in approved locations.		
	2.4. Check and update stored information, if required.		
	2.5. Delete stored information, if required.		
	2.6. Deal with, or refer problems, if required.		
3. Be able to retrieve information.	3.1. Confirm and identify information to be retrieved.		
	3.2. Follow legal and organisational procedures for security and confidentiality of information.		
	3.3. Locate and retrieve the required information.		
	3.4. Check and update information, if required.		
	3.5. Provide information in the agreed format and timescale.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Deal with, or refer problems if required.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_19

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

2010_BA_2_20: Archive information

Unit reference Y/601/2491

Unit level 2

Credit value 2

GLH 13

Unit aim This unit is about deciding and agreeing the information to be archived and deleted within a business environment, including working with external archive systems if this function is outsourced from an organisation.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand procedures for archiving information.	1.1. Explain why and when required information should be archived.		
	1.2. Explain the purpose of agreeing retention periods for archiving information.		
	1.3. Describe procedures to be followed for archiving information, including legal requirements, if required.		
	1.4. Explain the purpose of organisational and legal requirements for the security and confidentiality of archived information.		
	1.5. Explain the purpose of deciding and agreeing information to be archived.		
	1.6. Describe procedures for recording and keeping archived information.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.7. Explain how to retrieve archived information.		
	1.8. Describe how to delete information from an archive system.		
	1.9. Describe problems that may occur with systems containing archived information and how to deal with them or refer them.		
	1.10. Describe the purpose of conforming to requirements of an external archive system, if outsourced from the organisation.		
2. Be able to archive information.	2.1. Decide and agree the information to be archived, retrieved and deleted.		
	2.2. Decide and agree on the retention period for information being archived.		
	2.3. Follow legal and organisational policies and procedures for security and confidentiality of information.		
	2.4. Archive information to the agreed brief and timescale.		
	2.5. Maintain and update a record of information archived.		
	2.6. Resolve or refer problems, if required.		
	2.7. Retrieve archived information on request.		
	2.8. Delete archived information, if required.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.9. Conform to requirements of external archive systems, if outsourced from the organisation.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_20

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

2010_BA_2_21: Use office equipment

Unit reference H/601/2493

Unit level 2

Credit value 4

GLH 18

Unit aim This unit is about using a variety of different office equipment following manufacturers' and organisational guidelines.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 7 must be assessed in a real work environment.			
1. Know about different types of office equipment and its uses.	1.1. Identify different types of equipment and their uses.		
	1.2. Describe the different features of different types of office equipment.		
	1.3. Explain why different types of equipment are chosen for tasks.		
2. Understand the purpose of following instructions and health and safety procedures.	2.1. Explain the purpose of following manufacturer's instructions when using equipment.		
	2.2. Explain the purpose of following organisational instructions when using equipment.		
	2.3. Identify health and safety procedures for using different types of equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain the purpose of following health and safety procedures when using equipment.		
	2.5. Explain the purpose of keeping equipment clean and hygienic.		
3. Understand how to use equipment in a way that minimises waste.	3.1. Give examples of waste when using equipment.		
	3.2. Give examples of ways to reduce waste.		
	3.3. Explain the purpose of minimising waste.		
4. Know about the different types of problems that may occur when using equipment and how to deal with them.	4.1. Give examples of equipment problems.		
	4.2. Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems.		
	4.3. Give examples of how to deal with problems.		
5. Understand the purpose of meeting work standards and deadlines.	5.1. Explain the purpose of meeting work standards and deadlines when using equipment.		
6. Understand the purpose of leaving equipment and the work area ready for the next user.	6.1. Explain the purpose of leaving equipment and the work area ready for the next user.		
7. Be able to use office equipment.	7.1. Locate and select equipment needed for a task.		
	7.2. Use equipment following manufacturer's and organisational guidelines.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	7.3. Use equipment minimising waste.		
	7.4. Keep equipment clean and hygienic.		
	7.5. Deal with equipment problems following manufacturer's and organisational procedures.		
	7.6. Refer problems, if required.		
	7.7. Make sure final work product meets agreed requirements.		
	7.8. Make sure that product is delivered to agreed timescale.		
	7.9. Make sure equipment, resources and work area are ready for the next user.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_21

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

2010_BA_3_22: Plan and organise meetings

Unit reference D/601/2542

Unit level 3

Credit value 5

GLH 25

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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 The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and 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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_3_22

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

2BS8/10: Prepare and serve hot drinks using specialist equipment

Unit reference F/601/4932

Unit level 2

Credit value 4

GLH 36

Unit aim This unit is about preparing specialist equipment such as espresso machines, bean grinders and cafetières. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate, and giving customers accurate information about them. Finally, the unit covers the maintenance of drink-making equipment and checking the levels of stocks.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 3 must be assessed in a real work environment.			
1. Be able to prepare work area and equipment for service.	1.1. Make sure that preparation, service and other equipment is clean, free from damage and ready for service.		
	1.2. Clean work areas, leaving them tidy and ready for use.		
	1.3. Arrange promotional and display materials correctly.		
	1.4. Store sufficient drink ingredients and accompaniments ready for use.		
2. Know how to prepare work area and equipment for service.	2.1. Describe safe and hygienic working practices when preparing preparation and service areas.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. State why drink ingredients and accompaniments must be available and ready for immediate use.		
	2.3. State why it is important to check for damage in all work areas and service equipment before taking orders.		
	2.4. Outline the types of unexpected situation that may occur when preparing preparation and service areas and how to deal with them.		
3. Be able to prepare and serve hot drinks.	3.1. Identify customer requirements.		
	3.2. Provide customers with accurate information on drinks as required.		
	3.3. Maximise sales through up-selling.		
	3.4. Make drinks using recommended equipment and ingredients.		
	3.5. Serve the drink in company style, offering the correct accompaniments.		
	3.6. Clean and maintain preparation and service equipment.		
	3.7. Maintain stocks of drink ingredients and accompaniments.		
4. Know how to prepare and serve hot drinks.	4.1. Describe safe and hygienic working practices when preparing and serving hot drinks.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. State why information about products given to customers should be accurate.		
	4.3. Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements are.		
	4.4. State why and to whom all customer incidents should be reported		
	4.5. Describe how to deal safely with breakages and spillages.		
	4.6. State why and to whom all breakages/spillages must be reported.		
	4.7. Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment.		
	4.8. Outline the types of unexpected situation that may occur when preparing and serving hot drinks and how to deal with them.		
	4.9. Describe safe and hygienic working practices when maintaining hot drink making equipment.		
	4.10. State why a constant level of stock must be maintained.		
	4.11. State to whom any stock deficiencies should be reported.		
	4.12. Describe how to use cleaning materials correctly.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.13. State the dangers of misusing cleaning equipment.		
	4.14. State what tests should be carried out after cleaning preparation equipment.		
	4.15. Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2BS8/10

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed against People 1st's assessment strategy and evidence requirements which can be found on People 1st's website:
www.people1st.co.uk

2GEN4/10: Maintain food safety when storing, holding and serving food

Unit reference A/601/5030

Unit level 2

Credit value 4

GLH 31

Unit aim This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food. Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 4, 6 and 8 must be assessed in a real work environment.			
1. Be able to maintain food safety.	1.1. Describe what might happen if significant food safety hazards are not controlled.		
	1.2. Describe the types of significant food safety hazards likely to come across when handling and storing food.		
	1.3. Describe how these hazards should be controlled by person hygiene, cleaning, safe storage and the avoidance of cross-contamination.		
	1.4. State why some hazards are more important than others in terms of food safety.		
	1.5. State who to report significant food safety hazards to.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to keep self clean and hygienic.	2.1. Wear clean and suitable clothes appropriate to the jobs to be done.		
	2.2. Only wear jewellery and other accessories that do not cause food safety hazards.		
	2.3. Change clothes when necessary to prevent bacteria spreading.		
	2.4. Wash hands thoroughly at appropriate times.		
	2.5. Avoid unsafe behaviour that could contaminate the food.		
	2.6. Report any cuts, grazes, illness and infections promptly to the proper person.		
	2.7. Make sure any cuts and grazes are treated and covered with an appropriate dressing.		
3. Know how to keep self-clean and hygienic.	3.1. State why clean and suitable clothes appropriate to job must be worn.		
	3.2. State what types of clothes are appropriate to different jobs in the handling and serving of food.		
	3.3. Describe how jewellery and accessories can cause food safety hazards.		
	3.4. State when to change clothes to prevent bacteria spreading and why this is important.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food.		
	3.6. State the importance of not handling food with an open wound.		
	3.7. State how to deal with open wounds when handling food.		
	3.8. State the importance of reporting illnesses and infections promptly.		
	3.9. State why it is important to reporting stomach illnesses in particular.		
	3.10. State the importance of avoiding touching face, nose, or mouth, chewing gum, eating or smoking when working with food.		
4. Be able to keep working area clean and hygienic.	4.1. Make sure surfaces and equipment for displaying and serving food are clean and in good condition.		
	4.2. Use clean and suitable cloths and equipment for wiping and cleaning between tasks.		
	4.3. Remove from use any surfaces and equipment that are damaged or have loose parts.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety.		
	4.5. Dispose of waste promptly, hygienically and appropriately.		
	4.6. Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings furniture and fittings.		
	4.7. Identify, take appropriate action on and report to appropriate person any signs of pests.		
5. Know how to keep working area clean and hygienic.	5.1. State why surfaces and equipment must be clean before beginning a new task and how to do so.		
	5.2. State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so.		
	5.3. State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety.		
	5.4. List the types of damaged surfaces and equipment that can cause food safety hazards.		
	5.5. Describe how to deal with damaged surfaces and equipment that are dangerous to food safety.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.6. State the importance of clearing and disposing of waste promptly and safely.		
	5.7. Describe how to clear and dispose of waste safely.		
	5.8. State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards.		
	5.9. State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards		
	5.10. List the types of pests that could be found in catering operations.		
	5.11. Describe how to identify the signs that pests are present.		
6. Be able to store food safely.	6.1. Check that food is undamaged and within its 'use-by date' once it has been received.		
	6.2. Prepare food for storage.		
	6.3. Put food in the correct storage area as quickly as necessary to maintain its safety.		
	6.4. Make sure storage areas are clean and maintained at the correct temperature for the type of food.		
	6.5. Store food so that cross-contamination is prevented.		
	6.6. Follow stock rotation procedures.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.7. Safely dispose of food that is beyond 'use-by date'.		
	6.8. Keep necessary records up-to-date.		
7. Know how to store food safely.	7.1. State the importance of making sure food deliveries are undamaged and within their 'use-by date'.		
	7.2. State why it is important that food is stored at the correct temperature.		
	7.3. Describe how to ensure food is stored at the correct temperature.		
	7.4. State the importance of preparing food for storage whilst retaining important labelling information.		
	7.5. State why food must be put in the correct storage area.		
	7.6. State what temperature different foods should be stored at.		
	7.7. State the importance of clean storage areas		
	7.8. Describe what do to if storage areas are not kept clean.		
	7.9. Describe how to check food is stored at the correct temperature.		
	7.10. State the importance of separating raw and ready-to-eat food.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	7.11. List what types of food are raw and which are ready-to-eat.		
	7.12. Explain why stock rotation procedures are important.		
	7.13. State why food beyond its 'use-by-date' must be disposed of.		
8. Be able to hold and serve food safely.	8.1. Handle food in a way that protects it from hazards.		
	8.2. Follow organisational procedures for items that may cause allergic reactions.		
	8.3. Use methods, times and temperatures that maintain food safety.		
	8.4. Keep necessary records up-to-date.		
9. Know how to hold and serve food safely.	9.1. Describe how to check food during holding and serving.		
	9.2. State the importance of knowing that certain foods can cause allergic reactions.		
	9.3. State what procedure to follow to deal with food that can cause allergic reactions.		
	9.4. State what to do if a customer asks if a particular dish is free from a certain food allergen.		
	9.5. Describe how cross contamination can happen between raw food and food that is ready to eat.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	9.6. Describe how to avoid cross contamination between raw and ready to eat food.		
	9.7. State the holding temperature and times that must be used for the food.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2GEN4/10

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit should be assessed against People 1st's assessment strategy and evidence requirements which can be found on People 1st's website: www.people1st.co.uk

2GEN9/10: Maintain and deal with payments

Unit reference M/601/5039

Unit level 2

Credit value 4

GLH 30

Unit aim This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 1 must be assessed in a real work environment.			
1. Be able to maintain and deal with payments.	1.1. Make sure payment point is working and that all materials needs are available.		
	1.2. Maintain the payment point and restock it when necessary.		
	1.3. Enter/scan information into the payment point correctly.		
	1.4. Tell the customer how much they have to pay.		
	1.5. Acknowledge the customer's payment and validate it where necessary.		
	1.6. Follow correct procedure for chip and pin transactions.		
	1.7. Put the payment in the right place according to organisational procedures.		
	1.8. Give correct change for cash transactions.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.9. Carry out transactions without delay and give relevant confirmation to the customer.		
	1.10. Make the payment point content available for authorised collection when asked to.		
2. Know how to maintain and deal with payments.	2.1. State the legal requirements for operating a payment point and taking payments from customers.		
	2.2. Describe organisational security procedures for cash and other types of payments.		
	2.3. Describe how to set up a payment point.		
	2.4. Describe how to get stocks of materials needed to set up and maintain the payment point.		
	2.5. State the importance of telling the customer of any delays and how to do so.		
	2.6. Describe the types of problems that might happen with a payment point and how to deal with these.		
	2.7. Describe how to change till/debit/credit machine rolls.		
	2.8. Describe the correct procedures for handling payments.		
	2.9. Describe what to do if there are errors in handling payments.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.10. Describe the procedures for dealing with hand held payment devices at tables.		
	2.11. State what procedure must be followed with regards to a payment that has been declined.		
	2.12. State what might happen if errors are not reported.		
	2.13. Describe the types of problems that may happen when taking payments and how to deal with these.		
	2.14. Describe the procedure for collecting the content of payment point and who should hand payments over to.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2GEN9/10

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed against People 1st's assessment strategy and evidence requirements which can be found on People 1st's website:
www.people1st.co.uk

2SfL25: Receive goods in logistics operations

Unit reference K/601/7923

Unit level 2

Credit value 3

GLH 15

Unit aim This unit is about receiving goods into logistics facilities. It deals with ensuring the correct goods are received and are handled safely ensuring any risks are identified, and that records are kept up-to-date.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Know how to receive goods in logistics operations.	1.1. Explain the relevant organisational policies and procedures on the goods being received in logistics operations, that relate to: <ul style="list-style-type: none"> • health, safety and security • environmental factors • special requirements • operational requirements • stock control. 		
	1.2. Describe the different sources and types of information required for receiving the goods.		
	1.3. Describe the equipment and facilities required in the area receiving goods.		
	1.4. Explain the correct handling methods for different types of goods.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain the correct procedure for unloading vehicles.		
	1.6. Identify problems that can occur when receiving goods.		
	1.7. Explain appropriate action when dealing with identified problems.		
2. Be able to receive goods in logistics operations.	2.1. Check the goods received match the specifications provided in the information.		
	2.2. Check that any equipment to be used has been prepared correctly in accordance with manufacturer's instructions, work requirements, operational and organisational procedures and practices.		
	2.3. Check that the area to be used for receiving the goods is clean and free from obstructions and hazards.		
	2.4. Demonstrate the correct method for handling, moving and setting down the goods.		
	2.5. Use the correct handling equipment for lifting, moving and setting down the goods in accordance with organisational procedures and practices.		
	2.6. Check the goods have been unloaded safely in accordance with storage requirements.		
	2.7. Complete all required documentation accurately.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2SfL25

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

2SfL30: Assemble orders for dispatch in logistics operations

Unit reference J/601/7931

Unit level 2

Credit value 3

GLH 12

Unit aim This unit is about assembling goods and making them ready for dispatch to customers. It deals with identifying the goods, any problems with the goods and special instructions affecting delivery.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Know how to assemble orders for dispatch in logistics operations.	1.1. Explain the relevant organisational policies and procedures for assembling orders for dispatch in logistics operations, that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • environmental factors • special requirements • stock recording systems • scheduling. 		
	1.2. Describe the characteristics of the order to be assembled.		
	1.3. Explain the handling methods and equipment to be used when assembling the orders.		
	1.4. Identify problems that can occur when assembling orders for dispatch.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain appropriate action when dealing with identified problems.		
2. Be able to assemble the orders for dispatch in logistics operations.	2.1. Obtain information to assemble the orders for dispatch.		
	2.2. Check that the area used to dispatch goods is clean and clear of obstructions and hazards.		
	2.3. Check that the goods are in stock and accessible for assembly.		
	2.4. Assemble the order with the correct type and quantity of goods ready for dispatch, in accordance with the information obtained.		
	2.5. Demonstrate how to maintain the condition of the goods whilst the order is being assembled.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 2SfL30

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Common Unit 1: Protecting from the risk of violence at work

Unit reference	J/601/9050	Unit level	2
Credit value	3	GLH	22
Unit aim	The learner will develop the knowledge, understanding and skills necessary to protect themselves from the risk of violence at work.		

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand the job role, responsibilities and limitations.	1.1. Describe the legal duties for an individual to ensure well-being and health and safety in the workplace as explained by relevant legislation.		
	1.2. Describe the job role, including the responsibilities and limitations.		
	1.3. Describe personal capabilities and limitations in terms of protection in potentially violent situations.		
2. Be able to use verbal and non-verbal communication to help calm a potentially violent situation.	2.1. Describe the importance of showing respect for people, their property and rights.		
	2.2. Describe when it is appropriate and possible to maintain a safe distance and avoid physical contact.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour.		
	2.4. Maintain a safe distance and avoid physical contact.		
	2.5. Avoid behaviour or language that may be discriminatory or oppressive when communicating with other people.		
	2.6. Interpret simple body language and the importance of acknowledging other people's personal space.		
	2.7. Explain clearly to the people involved: <ul style="list-style-type: none"> • what you will do • what they should do and • the likely consequences if the present situation continues. 		
	2.8. Communicate with those presenting unacceptable behaviour in a way that: <ul style="list-style-type: none"> • shows respect for them, their property and their rights • is free from discrimination and oppressive behaviour. 		
3. Be able to dynamically risk assess a potentially violent situation.	3.1. Describe the main signs that a situation could escalate to violent behaviour.		
	3.2. Describe the importance of remaining alert to triggers of violent behaviour.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Describe the importance of planning how to leave a situation if there is a physical risk including identifying where the nearest exit routes are located.		
	3.4. Demonstrate how to keep the situation under review.		
	3.5. Act to reduce the risks to the safety of all those affected by the incident.		
4. Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety.	4.1. Describe the types of action and behaviour that can be taken to calm situations.		
	4.2. Describe when to leave the scene of the incident, when to seek help and safe techniques for leaving the situation.		
	4.3. Act to calm the situation which will: <ul style="list-style-type: none"> not make the situation worse follow the organisation's policy and procedures and legal responsibilities minimise the risk of injury to all those involved. 		
	4.4. Get assistance promptly when the situation is not being resolved.		
	4.5. Demonstrate how to end contact with those presenting unacceptable behaviour and leave the situation if the threat to safety cannot be effectively managed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to review an incident and support processes.	5.1. Review the sequence of events leading up to the incident.		
	5.2. Discuss with relevant people whether organisational procedures helped or hindered the incident.		
	5.3. Assess organisation and personal risk assessments relevant to the activities and their adequacy for dealing with similar incidents.		
	5.4. Identify areas of personal development.		
	5.5. Describe the importance of making use of available support and advice to help prevent any incident-related health problems.		
	5.6. Describe the importance of having the opportunity to talk to someone about the incident afterwards.		
6. Be able to accurately report an incident.	6.1. Describe the organisation's procedures for dealing with violent behaviour.		
	6.2. Identify the reports that have to be made and the records that have to be kept about a potential or actual incident of violence.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Complete records in accordance with organisational requirements in respect of: <ul style="list-style-type: none"> personal actions at the time of the incident the circumstances and severity of the incident the measures taken to ensure personal safety and that of other people the action taken to try to calm the situation down. 		
	6.4. Produce recommendations for the relevant people in order to reduce the risk of further similar incidents.		
	6.5. Contribute to good practice by sharing relevant non-confidential information with others in similar roles.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Common Unit 1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Assessment criteria should be assessed through naturally occurring evidence from the workplace.

CU16: Assist with maintaining structures and surfaces

Unit reference K/502/4098

Unit level 1

Credit value 2

GLH 18

Unit aim The candidate will be able to describe how to maintain structures and surfaces by cleaning, rubbing down and applying surface protection, using hand tools and comply with all health and safety requirements.

Learner name:

Centre no:

PIN:

ULN:

Learning outcome 1 must be assessed in a real work environment.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to assist with maintaining structures and surfaces.	1.1. Correctly prepare the necessary tools and materials for the maintenance operation.		
	1.2. Prepare the area for the work in a manner appropriate for the maintenance operation.		
	1.2. Maintain structures and surfaces effectively and completely in accordance with the instructions, to include: <ul style="list-style-type: none"> • cleaning • rubbing down • surface protection. 		
	1.4. Use tools safely and correctly.		
	1.5. Report any problems that arise without delay.		
	1.6. Maintain the health and safety of self and others at all times.		

	1.7. Handle and dispose of waste safely and correctly.		
	1.8. Leave the site in a safe condition.		
	1.9. Clean tools after use in an appropriate manner.		
	1.10. Store tools and materials after use in an agreed and safe location.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: CU16

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

FLT21: Assist with the maintenance of grass surfaces

Unit reference D/502/4177

Unit level 1

Credit value 3

GLH 27

Unit aim The learner will be able to maintain surfaces by mowing, edging and watering; using pedestrian operated machinery and hand tools; and comply with all health and safety requirements.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 2 must be assessed in a real work environment.			
1. Be able to assist with maintaining grass surfaces.	1.1. Ensure that conditions and the surface are suitable for maintenance in accordance with instruction.		
	1.2. Ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained.		
	1.3. Use appropriate methods for maintaining grass surfaces safely and in accordance with instructions.		
	1.4. Carry out the work so that the grass height and edges meet requirements.		
	1.5. Report any problems as soon as possible to the appropriate person.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Minimise any damage to grass, features, services and wildlife on the site.		
	1.7. Dispose of grass cuttings correctly.		
	1.8. Leave the site in a clean and tidy condition.		
	1.9. Clean and store tools and equipment promptly and securely.		
2. Be able to work safely.	2.1. Maintain the health and safety of self and others at all times.		
	2.2. Select, prepare and use tools and equipment safely, efficiently, and correctly.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: FLT21

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

GEN26: Carry out transactions in a health facility

Unit reference Y/602/2678

Unit level 3

Credit value 4

GLH 30

Unit aim This unit covers dealing with financial transactions within your work area. This involves receiving payments in, making withdrawals and dealing with payment schemes. You will be expected to keep accurate account of the money under your responsibility. This unit is applicable to you if you are required to deal with financial transactions such as petty cash, patient accounts, voluntary and charity shops in a health environment.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the carrying out of transactions in a health facility.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for carrying out transactions in a health facility.		
2. Carry out financial transactions.	2.1. Check monies are available and within the limits of responsibility before making a withdrawal.		
	2.2. Complete transactions in line with local policy and protocol to ensure cash flow.		
	2.3. Store monies and documentation according to local policy and protocols.		
	2.4. Bank monies according to local policy and protocols.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Check completed financial transactions for accuracy.	3.1. Balance book-keeping entries in line with local policy and protocol.		
	3.2. Record and receipt received and withdrawn monies using book-keeping methods in accordance with local policy and protocol.		
	3.3. Check all transactions comply with the local policy and protocols		
	3.4. Explain the potential consequences of failing to check payments and withdrawals.		
4. Deal with any discrepancies in transactions.	4.1. Identify any discrepancies in transactions.		
	4.2. Deal with any discrepancies in transactions in accordance with local policy and protocol.		
	4.3. Describe actions to take in line with local policy and protocol if there is any possibility of theft or fraud.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: GEN26

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

GEN64: Manage the availability of physical resources to meet service delivery needs in a health setting

Unit reference T/602/4521

Unit level 3

Credit value 5

GLH 33

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 3 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: GEN64

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

GEN65: Make recommendations for the use of physical resources in a health setting

Unit reference D/602/4013

Unit level 3

Credit value 5

GLH 33

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: GEN65

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

GEN66: Control the use of physical resources in a health setting

Unit reference H/602/4014

Unit level 3

Credit value 3

GLH 25

Unit aim This unit is aimed at those who are responsible for controlling the use of physical resources in a health service. The learner will have the opportunity to develop knowledge, understanding and skills required to manage and monitor expenditure and resource usage, in line with local policy and protocol.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Describe the importance of effective expenditure control.		
	1.7. Describe the importance of accurate and comprehensive record keeping for 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.		
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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: GEN66

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

GEN78: Conduct routine maintenance on clinical equipment

Unit reference M/602/2685

Unit level 3

Credit value 4

GLH 30

Unit aim This unit is about the carrying out of routine preventative and/or first line corrective maintenance activities for clinical equipment within the individual's own working context. It ensures that clinical equipment in use remains safe and fit for its intended purpose.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for conducting routine maintenance on clinical equipment.		
2. Understand the procedures involved in conducting routine maintenance on clinical equipment.	2.1. Describe the frequency of maintenance for clinical equipment in own scope of activity.		
	2.2. Explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment.		
	2.3. Explain the requirements for routine preventative and/or first line corrective maintenance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain the factors affecting decisions on maintenance activity.		
	2.5. Explain a fault and error message diagnosis and actions to take.		
	2.6. Explain the type and range of records required for maintenance of equipment.		
3. Prepare to carry out routine maintenance on clinical equipment.	3.1. Prioritise action based on maintaining services.		
	3.2. Access relevant data from technical or supporting manuals to assist with routine maintenance.		
	3.3. Apply standard precautions for infection control prior to maintenance.		
	3.4. Confirm equipment is correctly set up for preventive and/or first line corrective maintenance/fault diagnosis activities.		
4. Carry out routine maintenance on clinical equipment.	4.1. Notify any issues affecting the preventive and/or first line corrective maintenance and their impact on delivery of services to colleagues in line with local policy and protocol.		
	4.2. Assess decontamination status and requirements of the equipment to be maintained.		
	4.3. Conduct planned preventive and/or first line corrective maintenance in line with local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Check equipment is functioning against operational parameters to confirm operational status.		
	4.5. Seek advice or support when preventive and/or first line corrective maintenance activity falls outside own level of expertise.		
	4.6. Dispose of waste materials in accordance with local policy and protocol.		
5. Report and record on routine maintenance carried out on clinical equipment.	5.1. Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule.		
	5.2. Update/maintain records in line with local policy and protocol.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: GEN78

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

GEN79: Coordinate the progress of individuals through care pathways

Unit reference A/602/2687

Unit level 3

Credit value 4

GLH 30

Unit aim This unit is about coordinating the effective management of individuals through care or patient pathways within any health or social care environment or context. Pathways are determined by the specific needs of the individual and their condition.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 3 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to coordinating the progress of individuals through care pathways.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the coordination of the progress of individuals through care pathways.		
	1.2. Explain the roles and responsibilities of self and others involved in the delivery of care pathways.		
	1.3. Explain why individuals' priorities are reviewed and the frequency with which this should be undertaken.		
	1.4. Describe the protocols for prioritising care and treatment in relation to own role.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the requirements for the coordination of individuals through care pathways.	2.1. Describe the stages of an individual's care pathway.		
	2.2. Describe ways in which individuals accessing services can be managed and optimised.		
	2.3. Describe ways to maintain individual safety when supporting the operation of care pathways.		
	2.4. Identify the resources required for the transfer of individuals along care pathways.		
	2.5. Identify any actions required to overcome these problems.		
3. Be able to coordinate the progress of individuals through care pathways.	3.1. Communicate accurate information regarding the individual, their needs and treatment as the individual is transferred to the care of colleagues, other departments or services.		
	3.2. Identify actions required when there is any deviation from the planned pathway.		
	3.3. Update records, store and share documentation and information in line with local policy and protocol.		
	3.4. Coordinate aspects of the care pathway in line with local policy and protocol.		
	3.5. Assess any problems that arise as an individual moves along the care pathway.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: GEN79

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HI11: Produce coded clinical data for external audit purposes

Unit reference A/602/2690

Unit level 3

Credit value 5

GLH 38

Unit aim This unit is about producing coded clinical data to comply with an external audit of data and information. Clinical data can include patient, subject or research information. The standard does not cover carrying out an audit, which is dealt with separately.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to producing coded clinical data for an external audit.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for clinical coding at local and national levels.		
2. Understand procedures involved in producing clinical data.	2.1. Explain the meaning of a range of clinical terminology.		
	2.2. Describe the importance of the sequence of codes, the primary diagnosis and procedures/interventions.		
	2.3. Describe a range of uses of clinical coded data.		
	2.4. Describe ways in which health records are assembled and used.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Describe where to find a range of sources of clinical data.		
3. Prepare to produce coded clinical data.	3.1. Explain how and where to access information relating to clinical terminology.		
	3.2. Describe how rules and conventions are applied to clinical data to achieve clinical codes.		
	3.3. Explain the ways in which classifications and nomenclatures are used in clinical coding.		
	3.4. Agree a timescale for producing coded clinical data.		
	3.5. Identify clinical data after searching the health records.		
	3.6. Extract the clinical data identified.		
	3.7. Identify any requirements for additional clinical data.		
	3.8. Access any additional clinical data.		
4. Be able to carry out the production of coded clinical data.	4.1. Explain when and how to refer any issues concerning the clarity and accuracy of the clinical data to the appropriate person for resolution.		
	4.2. Evaluate any procedures, interventions and investigations carried out to establish the primary procedure and any relevant secondary procedures.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Establish the level of detail of clinical data to meet national standards.		
5. Complete the production procedure.	5.1. Establish the correct sequence and order of codes related to a single episode in accordance with national standards.		
	5.2. Record data in line with local policy and protocol.		
	5.3. Enter data into the system in line with local policy and protocol.		
	5.4. Complete the process of assigning the correct codes from clinical data within agreed timescales.		
	5.5. Select the classification cross map in accordance with national rules and standards from an identified clinical concept.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HI11

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HI12: Prepare, conduct and report the results of a clinical coding audit

Unit reference J/602/2692

Unit level 3

Credit value 5

GLH 38

Unit aim This unit is about conducting a clinical coding audit. You will need to be able to prepare for the audit by carrying out pre-audit interviews, analysing pre-audit questionnaires and agreeing aims and objectives with health professionals. You will then need to implement agreed audit methodologies looking at both the clinical coding and the supporting operational processes that facilitate the coding function. Analysis of the audit findings will inform the outline of conclusions and recommendations.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to reporting on the results of a clinical coding audit.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the production of a clinical coding audit at local and national levels.		
	1.2. Describe the clinical coding audit process in accordance with local and national standards.		
	1.3. Describe the impact of the clinical audit process on data validation.		
2. Prepare to carry out a clinical coding audit.	2.1. Conduct pre-interviews with health professionals.		
	2.2. Analyse pre-audit questionnaires.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Agree the scope of the piece of work with health professional(s).		
	2.4. Agree a timescale for the piece of work.		
	2.5. Define the audit methodologies.		
	2.6. Implement the audit methodologies.		
	2.7. Locate and abstract the specified audit data according to national standards.		
	2.8. Describe how clinical data is indexed, stored and cross mapped to clinical terms within classification systems.		
	2.9. Describe how to use information systems and technologies to analyse and present data.		
	2.10. Explain the importance of sequence codes and the primary diagnosis.		
3. Be able to carry out a clinical coding audit.	3.1. Carry out data validation according to national standards.		
	3.2. Examine supporting operational processes.		
	3.3. Analyse the audit data.		
	3.4. Complete auditing processes within the agreed timescale.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Describe where the best sources of clinical data may be found.		
4. Be able to record and present the results of a clinical coding audit.	4.1. Complete records in line with local policy and protocol.		
	4.2. Explain how health records are assembled and used.		
	4.3. Present the audit data.		
	4.4. Produce a final report in line with local policy and protocol.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HI12

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HI6: Identify information requirements in a health context

Unit reference K/602/2684

Unit level 3

Credit value 4

GLH 30

Unit aim This unit is about identifying and specifying data and information requirements. The work covered in this unit could be carried out on a routine basis or could be for ad hoc requirements. The data and information provided is specific to clinical and health environments.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to identifying data requirements in a health context.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for information management in a health context.		
	1.2. Describe the health and business context for data and information requirements.		
	1.3. Explain the different ways in which routine and ad hoc data and information are used in a health context.		
2. Be able to find and select data requirements in a health context.	2.1. Respond to the target audience's needs for the data and information.		
	2.2. Consult with colleagues and the target audience to identify requirements for data and information.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Describe the objectives and purpose of the data.		
	2.4. Describe any sensitivity of the data and information involved.		
	2.5. Identify the data and information available.		
	2.6. Gain agreement to access the sources of data and information identified.		
	2.7. Select the data and information relevant to the target audience.		
	2.8. Describe any data limitations which may constrain the audience's requirements.		
	2.9. Describe any system limitations which may constrain the audience's requirements.		
3. Be able to prepare resources to retrieve the agreed data and information.	3.1. Identify any variables that may affect the data and information to be provided.		
	3.2. Check the audience understands the meaning and significance of any variables.		
	3.3. Agree conformity with information governance in line with local policy and protocol.		
	3.4. Identify the resources required and the limitations, assumptions, costs and timescales that will affect the work to be carried out.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Record the details required for the specification in line with local policy and protocol.		
	3.6. Agree reporting responsibilities and mechanisms with the target audience.		
	3.7. Describe the classification systems, coding classifications and terminology used in a health context.		
	3.8. Explain how to identify audience requirements for data and information.		
	3.9. Describe ways in which it is or is not possible to meet requirements for data and information.		
	3.10. Describe ways in which data and information is grouped in a health context.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HI6

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HI8: Analyse and present health related data and information

Unit reference T/602/2686

Unit level 3

Credit value 4

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
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 to analyse data and information.		
	2.2. Assess the available tools and techniques for their relevance and applicability to the work being carried out.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Select a presentation method that is appropriate to the data and information and audience.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HI8

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

HSS/GEN009: Prepare vehicles for the transport of people, materials and/or equipment within the health sector

Unit reference R/602/2999

Unit level 2

Credit value 3

GLH 18

Unit aim This unit covers the checking and preparation of vehicles for the transport of people, material and equipment on public roads.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to transporting people, materials and equipment.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for preparing vehicles for the transport of: <ul style="list-style-type: none"> people materials and/or equipment. 		
	1.2. Identify materials that may be considered to be hazardous and/or require special transportation needs.		
	1.3. Describe the precautions that need to be taken when transporting materials that are hazardous or require special storage conditions or transport.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Identify own role, responsibilities and accountability when preparing vehicles.		
2. Be able to prepare the vehicle prior to use.	2.1. Confirm the suitability of the vehicle for the transportation of people, materials and equipment.		
	2.2. Check the following aspects of the vehicle to confirm that they are safe for use: <ul style="list-style-type: none"> • vehicle systems • vehicle appearance and cleanliness • vehicle fixtures. 		
	2.3. Describe the basic maintenance and repair tasks required to correct any defects or faults in the vehicle or specialist equipment, tools and equipment.		
	2.4. Top up and replace all vehicle consumables as and when required.		
	2.5. Check and confirm the suitability and condition of any specialist equipment, tools and materials required.		
	2.6. Apply health and safety measures relevant to the procedure and environment.		
3. Be able to record and report faults and problems with the vehicle.	3.1. Keep a log of information on vehicle faults and problems in line with local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Explain how to report faults and problems with the vehicle in order to ensure safety.		
4. Be able to safely load materials and equipment prior to transport.	4.1. Check that all materials and equipment to be transported in line with local protocol.		
	4.2. Explain how to report any shortfalls in, or damage to materials and equipment to be transported.		
	4.3. Demonstrate safe moving and handling techniques at all times when loading materials and equipment.		
	4.4. Check that the materials and equipment are stable and securely loaded for transport.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN009

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN010: Transporting passengers, materials, and equipment within the health sector

Unit reference	D/602/4027	Unit level	2
Credit value	3	GLH	21
Unit aim	<p>This unit covers the operation and control of vehicles for the transport of people, material and equipment on public roads. It also covers collecting, transporting and setting down passengers and/or materials and equipment.</p> <p>The vehicles could include articulated vehicles, coaches, vans, minibuses or cars. It is for those that hold a valid and appropriate driving licence. It does not cover emergency driving skills ('blue light driving').</p>		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand own responsibilities and accountability in relation to legislation, local policy and protocol.	1.1. Outline the legislation, policies and protocols affecting work practice.		
	1.2. Identify own responsibilities to others and in relation to legislation, policies and protocols.		
	1.3. Explain why it is important to work within the limits of own competence and seek advice when required.		
2. Know how to collect, transport and set down passengers and materials and equipment.	2.1. Describe the vehicle capability and handling characteristics required for the transport of passengers, materials and equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Describe how the capability and handling characteristics affect the way vehicles should be driven in different traffic, weather and light conditions.		
	2.3. Describe vehicle controls, equipment and their function.		
	2.4. Explain the importance of providing a positive image of the service when driving a vehicle with employer's logo.		
	2.5. Explain the reasons for reporting any delays and to whom.		
	2.6. Describe what is meant by defensive driving techniques.		
	2.7. Describe the assistance passengers may need if they experience any of the following: <ul style="list-style-type: none"> • limited mobility • sensory impairment • feeling unwell • delays to journey. 		
	2.8. Describe the storage and security requirements for different materials and equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.9. Explain the action to be taken when there are actual or potential: <ul style="list-style-type: none"> hazards in the driving environment problems with the vehicle problems with the vehicle loads. 		
3. Be able to operate and control vehicles.	3.1. Drive the vehicle safely and legally.		
	3.2. Park and position the vehicle safely and legally.		
	3.3. Carry out all vehicle manoeuvres safely and legally.		
	3.4. Check any passengers are seated and have seatbelts fastened.		
	3.5. Check that pedestrians and passengers are clear of the vehicle before setting off.		
	3.6. Check that doors are closed securely before setting off.		
	3.7. Drive in a way that: <ul style="list-style-type: none"> optimises fuel consumption minimises wear and tear and risk of accidental damage shows courtesy to other road users. 		
	3.8. Use a route in accordance with local policy and protocol and traffic and road conditions.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.9. Monitor the condition of the vehicle.		
	3.10. Secure the vehicle when left unattended.		
4. Be able to support passengers throughout collection, transport and setting down.	4.1. Assist any passengers to board and alight according to their needs and wishes.		
	4.2. Use moving and handling techniques in accordance with local policy and protocol.		
	4.3. Support the comfort of any passengers in the vehicle in relation to heating, lighting and ventilation.		
	4.4. Communicate accurate information to any passengers about progress of journey, arrival times and delays in a way that is sensitive to the requirements and preferences of the individual.		
	4.5. Respond to any queries raised by any passengers.		
	4.6. Explain the arrangements to be made for any passengers who need further transport or an escort to complete their journey.		
	4.7. Communicate any delays or problems to others in accordance with local policy and protocols.		
5. Be able to load, unload and carry materials and specialist equipment.	5.1. Use specialist equipment for loading and unloading and assisting any passengers to board and alight.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Load and unload any passenger belongings, materials and equipment in line with local policy and protocol.		
	5.3. Maintain compliance with health and safety guidance at all times.		
	5.4. Check that any passenger belongings, materials and equipment being carried are secured and stable.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN010

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN011: Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment

Unit reference	T/602/3000	Unit level	2
Credit value	3	GLH	18
Unit aim	This unit covers dealing with accidents, breakdowns and emergencies that may occur during the transportation of people, materials and equipment on public roads. It does not cover emergency driving skills ('blue light driving').		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand how to assess and respond to accidents, breakdowns and incidents.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for assessing and responding to accidents, breakdowns and incidents involving: <ul style="list-style-type: none"> • people • materials and/or equipment. 		
	1.2. Identify own role, responsibilities and accountability in relation to assessing and responding to accidents, breakdowns and incidents.		
	1.3. Describe how to assess the seriousness of different hazards and prioritise those which should be dealt with first.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Describe the types of assistance and support that are available in the case of accidents or incidents.		
	1.5. Describe how and when to report incidents.		
	1.6. Explain why it is important to collect and communicate key information accurately.		
	1.7. Describe how to communicate with other parties in incidents to obtain necessary information, and minimising tension and anger.		
2. Be able to assess risk following an accident, breakdown or incident.	2.1. Assess promptly the actual and potential hazards caused by an accident, breakdown or incident.		
	2.2. Assess the risk to self, others and the environment.		
	2.3. Assess whether any additional support or assistance is required.		
3. Be able to respond to accidents, breakdowns and incidents.	3.1. Take immediate action to maximise the safety and security of passengers, other road users or self, within the constraints of the situation.		
	3.2. Make safe hazardous loads where possible.		
	3.3. Provide full and accurate information to others on the nature of the accident, breakdown or incident.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Record and report accidents, breakdowns and incidents according to local policy and protocol.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN011

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN023: Monitor own work practices in health, social care, or children's and young people's settings

Unit reference	H/602/0965	Unit level	3
Credit value	3	GLH	20
Unit aim	This unit is about carrying out a review of work practice. It involves monitoring and evaluating the quality of work activities and outcomes and taking appropriate actions to support continuous improvement.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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 accordance with local policies and protocols.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN023

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN025: Administer appointments in a healthcare environment

Unit reference A/602/3001

Unit level 2

Credit value 3

GLH 18

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand how to administer and receive individuals for appointments.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for administering appointments and receiving individuals.		
	1.2. Give examples of situations that may arise when administering appointments and receiving individuals and how these can be resolved.		
2. Be able to make appointments for individuals in line with local policy and protocol.	2.1. Obtain the information for appointments.		
	2.2. Record information to make the appointment.		
	2.3. Communicate details of the appointment to the individual and others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Ensure the individual's records are up-to-date and available for the appointment.		
3. Be able to receive individuals for appointments.	3.1. Receive an individual at reception.		
	3.2. Record the individual's arrival.		
	3.3. Confirm the individual's identity and amend any details on their records.		
	3.4. Communicate with the individual in a way that is sensitive to their needs and preferences.		
	3.5. Pass the individual's records on as and when required.		
4. Be able to process completed appointments.	4.1. Record the administrative outcome of appointments.		
	4.2. Record appointments attended against those scheduled.		
	4.3. Update records in accordance with the appointment outcome.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN025

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN039: Contribute to effective multidisciplinary team working

Unit reference T/602/0968

Unit level 3

Credit value 3

GLH 20

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN025

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit must be assessed in line with Skills for Health's Assessment Principles.

HSS/GEN044: Liaise between primary, secondary and community teams

Unit reference D/602/1029

Unit level 3

Credit value 3

GLH 20

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN044

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit must be assessed in line with Skills for Health's Assessment Principles.

HSS/GEN057: Collect blood/blood products from storage for transfusion

Unit reference H/602/4028

Unit level 2

Credit value 2

GLH 17

Unit aim This unit enables the learner to develop competence in collecting blood or blood products from the hospital blood bank or satellite fridge for a patient who needs a transfusion. It is relevant to learners who are required to collect and deliver blood or blood products to support safe transfusion.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand own role in relation to legislation and guidelines when collecting blood or blood products for transfusion.	1.1. Outline the legislation, national guidelines and local policy and protocol in accordance with clinical/ corporate governance for collecting blood for transfusion.		
	1.2. Describe own responsibilities.		
	1.3. Define the term accountability in relation to own role.		
2. Understand the precautions to be taken when collecting and transporting blood/ blood products for transfusion.	2.1. Explain the precautions to be taken when storing and transporting blood/blood products.		
	2.2. Explain why blood should not be left unattended.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Give examples of adverse events and potential incidents that could affect patient safety when collecting blood/blood products from the fridge.		
	2.4. Describe the actions to be taken if there are problems identifying the unit to be collected.		
3. Be able to collect blood/ blood products for transfusion from the storage fridge.	3.1. Check that patient documentation includes the minimum dataset for the blood request in line with local policy and protocol.		
	3.2. Remove the corresponding unit of blood/blood product from the storage fridge.		
	3.3. Check that the fridge door is closed securely.		
	3.4. Confirm that the label on the blood/blood product selected matches the details on the patient documentation.		
	3.5. Describe the action to be taken if there is a discrepancy.		
	3.6. Record the removal of blood/blood product from the fridge according to local policy and protocol.		
4. Be able to deliver blood or blood products for transfusion to a clinical area.	4.1. Transport the blood/blood product in line with local policy and protocol.		
	4.2. Deliver the blood/blood product to the relevant staff member.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Confirm with the relevant staff member that the details on the delivered blood/blood product match those on the patient documentation.		
	4.4. Complete records in line with local policy and protocol.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN057

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN062: Collate and communicate health information to individuals

Unit reference	D/602/1032	Unit level	3
Credit value	3	GLH	20
Unit aim	This unit covers collating and communicating health information to individuals, their family or significant others in response to queries or as part of health promotion and giving advice.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
	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 recipient's reactions to information provided and clarify any issues raised.		
	3.5. Confirm that the information needs of the recipient have been met.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Record the outcome of the communication by updating records in line with policies and protocols.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN062

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN076: Store and transport medical gas cylinders

Unit reference F/602/3002

Unit level 2

Credit value 3

GLH 18

Unit aim This unit covers the safe storage and transportation of medical gas cylinders.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand how to store and transport medical gas cylinders safely and securely.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for storing and transporting medical gas cylinders safely.		
	1.2. Give examples of the potential dangers involved in storing and transporting cylinders.		
	1.3. Outline the purpose of different colour coding and symbols used on cylinders.		
	1.4. Give examples of how to comply with health and safety guidance when storing and transporting cylinders.		
	1.5. Explain why it is important to comply with reporting and recording procedures.		
2. Be able to store medical gas cylinders safely.	2.1. Check that all cylinders are stored securely in accordance with local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Check that all cylinders are securely stored in safe environmental conditions.		
	2.3. Monitor stock levels and report low numbers in line with local policy and protocol.		
	2.4. Check the cylinder for leaks or damage and report any problems.		
3. Be able to transport medical gas cylinders safely.	3.1. Check that the cylinder label is intact.		
	3.2. Check that the correct cylinder is being transported.		
	3.3. Apply health and safety measures relevant to the procedure and environment when securing, lifting, moving and transporting cylinders.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN076

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit must be assessed in line with Skills for Health's Assessment Principles.

HSS/GEN077: Perform first line calibration on clinical equipment to ensure it is fit for use

Unit reference	H/602/1033	Unit level	3
Credit value	3	GLH	20
Unit aim	This unit relates to first line calibration of specific equipment prior to clinical use. Individuals will be able to calibrate equipment for use in their own healthcare context. Individuals can use the standard for each type of equipment within the scope of their normal work activity. This is not intended for use following major repair or service.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect clinical practice in relation to first line calibration.		
	1.2. Describe the standard operating procedures and policies and explain their importance.		
2. Understand the procedures involved in the calibration of equipment.	2.1. Explain the importance of accuracy and precision when calibrating equipment.		
	2.2. Explain how to check for validity and reliability when calibrating equipment.		
	2.3. Identify the common faults in equipment and explain the corrective action that should be taken.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain how to recognise the factors which could affect safety or pose a risk associated with the use of equipment.		
	2.5. Identify the corrective action that should be taken.		
3. Be able to run tests on equipment.	3.1. Undertake tests/checks to confirm the operational status of equipment.		
	3.2. Select reference material to calibrate equipment for operation.		
	3.3. Use standards to undertake the calibration of equipment for the intended purpose.		
	3.4. Follow procedures to confirm the accuracy, precision and operational effectiveness of equipment.		
	3.5. Confirm the equipment is suitable and ready to use.		
4. Be able to conclude and report on tests on equipment.	4.1. Record the validity and reliability of the calibration procedure.		
	4.2. Identify any equipment that does not meet calibration standards and take action to prevent accidental use.		
	4.3. Notify the appropriate person of the status of equipment following calibration, seeking advice as necessary.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN077

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN080: Moving and transporting individuals within a healthcare environment

Unit reference K/602/4029

Unit level 2

Credit value 2

GLH 18

Unit aim This unit is about moving and transporting individuals within healthcare work areas. It enables the learner to develop competence to move the individual safely and securely, and maintain their privacy and dignity during the move.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand own responsibilities and accountability in relation to policies and protocols in relation to moving and transporting individuals.	1.1. Identify local policies and protocols affecting work practice.		
	1.2. Describe own responsibilities.		
	1.3. Define the term accountability in relation to own role.		
	1.4. Explain why it is important to work within the limits of own competence and seek advice when required.		
2. Know how to move and transport individuals.	2.1. Describe safe techniques to be used when moving and handling an individual.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Explain how take into account the following when moving and transporting an individual: <ul style="list-style-type: none"> the nature of illness and injury types of records or documentation accompanying them types of medical equipment accompanying them. 		
	2.3. Describe the types of transportation equipment available.		
	2.4. Describe the geography of the work area and how it effects own role in moving and transporting.		
	2.5. Explain how and when to use personal protective equipment.		
	2.6. Describe circumstances under which an individual escort may be required.		
3. Be able to prepare to move and transport individuals.	3.1. Confirm the individual's identity and gain valid consent.		
	3.2. Communicate with relevant staff to confirm: <ul style="list-style-type: none"> the purpose of the move needs of the individual in relation to the move. 		
	3.3. Check all details and documentation with relevant people prior to the move		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Communicate with the individual to introduce self, the purpose of the move and agree how this will be done.		
	3.5. Assess transportation equipment for safety and function.		
	3.6. Support the individual to move onto transportation equipment in line with local policy and protocol and maintaining their dignity.		
	3.7. Secure medical equipment and accompanying documentation for transportation.		
4. Be able to move and transport individuals.	4.1. Use the most suitable route in line with the individual's needs and preferences.		
	4.2. Support the individual throughout the move in accordance with: <ul style="list-style-type: none"> • their preferences • the nature of illness or injury • their dignity, privacy and comfort. 		
	4.3. Maintain compliance with health and safety guidance at all times.		
	4.4. Use transportation equipment in line with local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Explain the action to be taken in accordance with local policy or protocol if any problems arise.		
	4.6. Apply standard precautions for infection control.		
5. Be able to complete the move.	5.1. Hand over the individual to others in line with local policy and protocol.		
	5.2. Pass on documentation and information in line with local policy and protocol.		
	5.3. Assist with any further movement of the individual.		
	5.4. Return any transportation equipment to its location.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN080

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN081: Collect linen and make beds in a healthcare environment

Unit reference	J/602/3003	Unit level	2
Credit value	2	GLH	15
Unit aim	This unit is about stripping and making beds, handling linen and bed coverings, as well as collecting bed coverings and moving them to the rooms.		

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand the processes involved in collecting linen and making beds.	1.1. Outline why it is important to check linen to make sure it is clean and fit for use.		
	1.2. Explain why it is important to use the right type and size of linen.		
	1.3. Explain why it is important to handle soiled linen safely and keep it separate from clean linen.		
	1.4. Give examples of the problems that might be faced when choosing and collecting linen.		
	1.5. Give examples of the problems that might be faced when stripping and making beds.		
	1.6. Outline how problems choosing and collecting linen and stripping and making beds could be addressed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to collect linen needed to complete the work schedule.	2.1. Choose and collect linen.		
	2.2. Maintain compliance with health and safety guidance at all times when collecting linen.		
3. Be able to make beds following all local policy and protocol.	3.1. Make the bed following local policy and protocol to include: <ul style="list-style-type: none"> stripping all linen from the bed making sure the mattress is clean and undamaged choosing the correct linen to meet the individual's needs leaving the bed smooth, neat and ready for use. 		
	3.2. Apply standard precautions for infection control including the use of any personal protective equipment required when making beds.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN081

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit must be assessed in line with Skills for Health's Assessment Principles.

HSS/GEN082: Checking, connecting and disconnecting medical gas cylinders in a healthcare setting

Unit reference	D/602/4030	Unit level	2
Credit value	3	GLH	22
Unit aim	This unit covers the safe connection and disconnection of medical gas cylinders to other medical devices within a healthcare setting.		

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand health and safety guidelines for handling medical gas cylinders and associated equipment.	1.1. Outline health and safety legislation and local policy and protocol in relation to: <ul style="list-style-type: none"> • medical gas safety and storage • manual handling • reporting leaking or damaged cylinders or associated equipment. 		
2. Know the safety requirements for storing and handling medical gas cylinders.	2.1. Explain why it is important to store medical gas cylinders in line with local policy and protocol.		
	2.2. Identify how and where medical gas cylinders should be stored.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Describe the purpose of the following in relation to medical gas cylinders: <ul style="list-style-type: none"> • colour coding • symbols • flowmeter / regulator gauge readings. 		
	2.4. Give examples of different types of valve assemblies and seals and how they are connected.		
	2.5. Identify a range of potential dangers when handling medical gas cylinders.		
	2.6. Explain the procedure for reporting any leaking or damaged medical gas cylinders and associated equipment.		
3. Be able to carry out routine checks on medical gas cylinders in use.	3.1. Carry out a check on cylinders for: <ul style="list-style-type: none"> • fill status • leakage • date of currency • correct positioning and temperature. 		
	3.2. Recognise when a cylinder needs to be exchanged in line with local policy and protocol.		
4. Be able to exchange cylinders.	4.1. Apply health and safety measures relevant to the procedure and the environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Disconnect flowmeter / regulators while checking there is no gas escaping.		
	4.3. Check that the cylinder to be connected contains the same medical gas.		
	4.4. Reconnect cylinder to flowmeters / regulators using valve assemblies and seals in line with local policy and protocol.		
	4.5. Check pressure gauges are in working order and recording the level of content within cylinder.		
5. Be able to record and report on the procedure carried out.	5.1. Complete records in line with local policy and protocol.		
	5.2. Report any faulty cylinders, pipe work or gauges.		
	5.3. Label any faulty cylinders, pipe work or gauges.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN082

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit must be assessed in line with Skills for Health's Assessment Principles.

HSS/GEN083: Deliver a trolley service in a healthcare environment

Unit reference L/602/3004

Unit level 2

Credit value 3

GLH 23

Unit aim This unit is about preparing service equipment and products in order to deliver a trolley service. It also covers serving products from the trolley and cleaning the trolley after service.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment.			
1. Be able to apply infection control measures during all aspects of the trolley service.	1.1. Apply standard precautions for infection control for the trolley service in relation to: <ul style="list-style-type: none"> • personal hygiene • handling products • preparation and use of the trolley • cleaning the trolley. 		
2. Be able to prepare the trolley for service.	2.1. Check that the trolley is clean, undamaged and can be wheeled safely.		
	2.2. Check that equipment is clean, undamaged and prepared ready for use.		
	2.3. Display and stack trolley products safely in line with local procedure.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to provide the trolley service for individuals.	3.1. Maintain compliance with health and safety guidance at all times when providing the trolley service.		
	3.2. Give an individual accurate information about the products available from the trolley service to meet their needs.		
	3.3. Respond to an individual's requests about the trolley service and products available.		
	3.4. Collect, sort and stack used items onto the trolley safely in line with local procedure.		
4. Be able to maintain and store the trolley for next use.	4.1. Describe how and when to report any damage or operational issues that may occur.		
	4.2. Clean the trolley in accordance with local policies and guidelines.		
	4.3. Outline how to store the trolley safely and securely when not in use.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN083

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN087: Provide a table/tray service in a healthcare environment

Unit reference	R/602/3005	Unit level	2
Credit value	3	GLH	23

Unit aim This unit is about greeting individuals, answering any questions they may have, and taking their orders for food/beverages. It also covers serving individuals and maintaining the area by clearing away crockery and cutlery and maintaining the levels of condiments.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand how to provide a table/tray service.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for providing customer care and service.		
	1.2. Explain why it is important to determine the individual's food requirements when providing the service.		
	1.3. Give examples of situations that may occur when taking orders and serving food and how these could be dealt with.		
2. Be able to greet individuals and take orders.	2.1. Confirm that the individual has access to the correct menu.		
	2.2. Describe how to ensure that the individual's dining requirements are met.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Communicate information about the products available in a way that is sensitive to an individual's preferences.		
	2.4. Respond to any enquiries or requests from the individual about the service and products available.		
3. Be able to serve orders to individuals.	3.1. Record and process an individual's order.		
	3.2. Provide the individual with the service items appropriate to their needs.		
	3.3. Ensure food and drink items are served using hygienic and undamaged equipment.		
	3.4. Apply health and safety measures relevant to the procedure and environment when serving orders to individuals.		
	3.5. Apply standard precautions for infection control in all aspects of the service.		
4. Be able to maintain dining and food service areas.	4.1. Keep dining and service areas tidy, hygienic and rubbish free.		
	4.2. Maintain stock levels of service items throughout the service.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN087

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GoSkills002: Drive community transport safely and efficiently

Unit reference L/602/4878

Unit level 3

Credit value 4

GLH 30

Unit aim This unit is about driving community transport safely and efficiently and the safe pick up, transport and set down of passengers.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment.			
1. Understand legislation, policy and good practice related to driving community transport safely and efficiently.	1.1. Summarise current legislation, national guidelines, licensing requirements and good practice guidelines related to driving community transport.		
	1.2. Describe local policy and protocols impacting on own role in relation to driving community transport.		
2. Understand the effects of personal driving style.	2.1. Describe how personal driving style affects other road users.		
	2.2. Describe how to adapt personal driving style to different road and traffic conditions.		
	2.3. Describe how personal driving style affects how efficiently the vehicle runs and how it contributes to protecting the environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand the importance of maintaining physical and mental fitness when driving community transport.	3.1. Explain the importance of being physically and mentally fit.		
	3.2. Describe how alcohol, drugs or any other substances are likely to affect behaviour.		
	3.3. Describe the effects of tiredness and stress and the importance of rest periods.		
4. Be able to prepare to drive the vehicle.	4.1. Collate the information needed relating to starting duty and confirm that it is complete.		
	4.2. List the requirements of pre-drive checks to the vehicle and carry them out in line with organisational procedures.		
	4.3. Report any faults or problems with the vehicle in line with organisational procedures.		
	4.4. Describe the technical characteristics and operation of the safety controls and how to use them to control the vehicle, minimise wear and tear and prevent them from failing to work.		
	4.5. Make visual checks around the vehicle to decide on the safety of the immediate environment.		
	4.6. Ensure passengers can be carried safely in line with relevant regulations.		
5. Be able to drive the vehicle safely and efficiently.	5.1. Describe why it is important to consider the passengers while driving.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Use the driver's seatbelt correctly.		
	5.3. Move off while considering other road users and ensuring passengers are comfortable and safe at all times.		
	5.4. Drive the vehicle in a way that does not put other road users at risk.		
	5.5. Respond to the anticipated actions of other road users in a safe way.		
	5.6. Give timely and clear signals if a change in direction or the position of the vehicle is planned.		
	5.7. Maintain the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions.		
	5.8. Avoid possible dangerous situations caused by other vehicles and obstacles.		
6. Be able to pick up and set down passengers.	6.1. Pick up and set down passengers in a friendly and helpful way in line with organisational procedures.		
	6.2. Describe how to deal with possible problems in situations where passengers cannot be accepted.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Recognise when it is not appropriate to pick up passengers and communicate this information in a friendly and helpful way in line with organisational procedures.		
	6.4. Check passengers use seatbelts correctly.		
	6.5. Take account of the safety and comfort of passengers, pedestrians and other road users.		
	6.6. Make stops where practical and possible.		
	6.7. Keep to regulations, signs and directions relating to stopping and waiting.		
	6.8. Describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping.		
7. Be able to complete driving duty.	7.1. Describe how to respond to lost property queries and the identification of any suspect packages.		
	7.2. Park or hand over the vehicle in line with organisational procedures.		
	7.3. Leave the driver's area/seat in a clean condition and free from personal property.		
	7.4. Inspect for, and report, damage or defects to the vehicle in line with organisational procedures.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	7.5. Arrange for the vehicle to be cleaned, refuelled or serviced in line with organisational procedures.		
	7.6. Fill in all documents relating to the duty (including tachograph charts where fitted) and file or hand them in according to local policy and protocol.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GoSkills002

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GoSkills011: Move and transport individuals with special requirements who use community transport vehicles

Unit reference	L/602/4881	Unit level	3
Credit value	4	GLH	31
Unit aim	This unit is about the transportation of passengers with special requirements including passengers that cannot be moved without additional support.		

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand legislation, policy and good practice related to the rights of individuals with special requirements.	1.1. Describe the equal opportunities and rights of individuals with special requirements to travel safely, comfortably and with dignity.		
	1.2. Outline the requirements of legislation and codes of practice relating to providing help to individuals with special requirements.		
2. Understand how to move and transport individuals with special requirements and their equipment.	2.1. Describe how to recognise the differences in individuals' special requirements.		
	2.2. Explain the importance of providing help to individuals with special requirements and, where relevant, their carer.		
	2.3. Describe the limits of own responsibility when providing help to individuals with special requirements.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe how to transport individuals with special requirements safely.		
	2.5. Give examples of the types of problems likely to arise when moving and transporting individuals and ways that these can be overcome.		
	2.6. Describe the effect certain road conditions can have on severely disabled individuals.		
	2.7. Describe how to check that an individual's support equipment can be moved safely.		
	2.8. Describe how to transport the special equipment and systems needed by individuals with special requirements.		
3. Be able to use equipment when moving and transporting individuals with special requirements.	3.1. Confirm that the correct type and amount of equipment for moving, seating and securing individuals and/or wheelchairs, stretchers or trolleys is available before starting the journey.		
	3.2. Carry out approved safety checks on the equipment available to seat and secure and move individuals.		
	3.3. Demonstrate how to use different types of equipment for safely seating and securing individuals and wheelchairs, stretchers or trolleys.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to prepare for the movement of individuals with special requirements.	4.1. Explain clearly to the individual, and where relevant their carer(s), the procedures for moving them.		
	4.2. Check, where relevant, that any necessary accompanying documents are available.		
	4.3. Maintain an individual's privacy and dignity at all times.		
	4.4. Describe the problems that may arise and how these may affect the way that passengers are transported.		
5. Be able to move and transport individuals with special requirements.	5.1. Assist individuals and their carers when entering the vehicle, during transportation and when leaving the vehicle, in line with their needs.		
	5.2. Check that individuals are safe and secure throughout the move.		
	5.3. Cooperate with other carers to move individuals as safely and as comfortably as possible.		
	5.4. Select the most appropriate route for the individuals being transported.		
	5.5. Confirm that individuals receive the appropriate level of support at the end of the journey.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GoSkills011

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/IPC004: Clean and store care equipment to minimise the risks of spreading infection

Unit reference	K/602/4032	Unit level	2
Credit value	2	GLH	17

Unit aim This unit enables the learner to develop competence in cleaning, but not disinfecting or sterilising, care equipment to minimise the risks of spreading infection. It covers activity in all health settings, including community and domiciliary settings and ambulance vehicles. It does not include specialised settings, such as laboratories, pharmacies or operating theatres, where more specialised methods may be required.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the guidelines to follow to reduce the risk of spreading infection.	1.1. Outline own role and responsibilities in relation to the following: <ul style="list-style-type: none"> • standard infection control precautions • health and safety regulations • regulations covering hazardous substances. 		
	1.2. Explain how infection control procedures can help to break the chain of infection.		
2. Know the cleaning and storage requirements for different types of care equipment.	2.1. Identify a range of different types of care equipment relevant to own role.		
	2.2. Identify when cleaning of care equipment should be carried out.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	<p>2.3. Describe the requirements for safe storage, cleaning and disposal of the following types of equipment:</p> <ul style="list-style-type: none"> • single-use • single-patient use • reusable. 		
3. Be able to carry out preparations for cleaning care equipment.	<p>3.1. Apply health and safety measures relevant to the procedure and environment including:</p> <ul style="list-style-type: none"> • hand hygiene. 		
	<p>3.2. Select the correct cleaning agent in relation to the:</p> <ul style="list-style-type: none"> • type of equipment • cleaning required • manufacturer's instructions. 		
4. Be able to carry out cleaning of care equipment to minimise the risks of spreading infection.	<p>4.1. Carry out cleaning of the care equipment according to:</p> <ul style="list-style-type: none"> • type of equipment • cleaning required • manufacturer's instructions. 		
	4.2. Assess equipment during cleaning for repair or damage.		
	4.3. Describe the action to be taken to report and replace damaged equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Demonstrate how to dispose the following safely: <ul style="list-style-type: none"> • single-use equipment • single-patient use equipment • personal protective equipment • spent or unused cleaning solutions. 		
	4.5. Store cleaning solutions in line with local policy and protocol.		
5. Be able to maintain the cleaning equipment storage area	5.1. Maintain the storage environment in line with local policy and protocol.		
	5.2. Assess equipment before it is stored or re-used to ensure it is: <ul style="list-style-type: none"> • clean • fit for use. 		
	5.3. Describe how to report problems with facilities and supplies for cleaning or storing care equipment.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC004

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/IPC008: Minimise the risk of infection when transporting and storing healthcare waste

Unit reference A/602/4035

Unit level 2

Credit value 3

GLH 20

Unit aim This unit is about the transporting of healthcare waste, including sharps to a place of final destruction. It applies to all health settings, including community and domiciliary settings and ambulance vehicles.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand national and local policy and protocol relating to minimising the risk of spreading infection.	1.1. Describe own role and responsibilities in relation to: <ul style="list-style-type: none"> • standard infection control precautions • health and safety regulations • regulations covering hazardous waste. 		
	1.2. Identify how following infection control procedures can help break the chain of infection.		
2. Know how to transport and store waste containers in line with national and local policy and protocol.	2.1. Describe different types of waste.		
	2.2. Explain why waste containers or colour-coded bags should be used in relation to each type of waste.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Describe the uses for the waste containers or colour-coded bags.		
	2.4. Describe the action to take in the following circumstances: <ul style="list-style-type: none"> • exposure of self or others to potentially infectious waste • problems with the facilities and supplies for hand hygiene. 		
3. Be able to handle and transport waste containers safely.	3.1. Use personal protective clothing in line with local policy and protocol.		
	3.2. Assess containers prior to removal to ensure they are: <ul style="list-style-type: none"> • securely sealed • sufficiently full • correctly documented • colour-coded • tagged using recognised codes. 		
	3.3. Handle and transport different types of waste containers in a way that: <ul style="list-style-type: none"> • avoids contamination or injury to self • minimises risks of breakage or tearing • complies with approved moving and handling guidelines. 		
	3.4. Transport waste containers to a designated storage area.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Demonstrate how to use equipment specifically designed for transporting waste if required.		
4. Be able to store healthcare waste in line with local policy and protocol.	4.1. Segregate waste according to local policy and protocol.		
	4.2. Place waste containers in position for storage within a segregated, lockable area and in line with local policy and protocol.		
5. Be able to minimise the risk of infection after transporting and storing healthcare waste.	5.1. Explain how and when any spillages should be safely cleaned and removed.		
	5.2. Clean equipment after use.		
	5.3. Remove and dispose of any personal protective equipment used.		
	5.4. Carry out hand hygiene following handling of waste.		
	5.5. Describe how to report adverse events, incidents or accidents.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC008

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/IPC009: Minimise the risk of infection during the removal of used linen

Unit reference J/602/4040

Unit level 2

Credit value 2

GLH 15

Unit aim This unit enables learners to develop competence in minimising the risk of infection when removing linen. It applies in all health settings, including community and domiciliary settings, and ambulance vehicles. This unit does not cover the removal of radioactive linen or linen from patients with known infectious diseases.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the guidelines to be followed in relation to infection prevention and control.	1.1. Outline own role and responsibilities in relation to: <ul style="list-style-type: none"> • standard infection control precautions. • health and safety regulations • regulations covering hazardous waste. 		
	1.2. Explain how following infection control procedures can help break the chain of infection.		
	1.3. Identify the responsibilities of others in minimising the risks of spreading infection.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know how to remove linen for collection and disposal whilst minimising the risk of infection.	2.1. Identify how to separate and bag different types of soiled linen.		
	2.2. Outline the requirements for safe disposal, of the following types of linen: <ul style="list-style-type: none"> • single-use • single-patient use • reusable. 		
3. Be able to prepare to remove used linen in a way that minimises the risk of spreading infection.	3.1. Apply standard precautions for infection control including hand hygiene.		
	3.2. Use personal protective clothing in line with local policy and protocol.		
	3.3. Assemble and position the equipment and supplies needed for removal of used linen, as close as possible to the point of use.		
	3.4. Communicate with patient, if present, to explain what you are planning to do.		
4. Be able to remove used linen while reducing the risk of infection.	4.1. Remove linen in a way that: <ul style="list-style-type: none"> • maintains the patient's dignity and safety • avoids shaking the linen • avoids contact with clothing, the floor or other surfaces. 		
	4.2. Check that patient belongings, used sharps or other clinical equipment are not discarded with the linen.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Place linen in the designated receptacle.		
	4.4. Explain how linen contaminated with body fluids should be handled, bagged and prepared for collection.		
	4.5. Place filled bags in the designated area for collection.		
5. Be able to minimise the risk of infection after removing used linen.	5.1. Check that the individual is comfortable before leaving.		
	5.2. Remove and dispose of personal protective equipment.		
	5.3. Carry out hand hygiene following procedure.		
	5.4. Check used linen is collected in line with local policy and protocol.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC009

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit must be assessed in line with Skills for Health's Assessment Principles.

HSS/IPC010: Minimise the risks of spreading infection when transporting linen

Unit reference J/602/4765

Unit level 2

Credit value 2

GLH 19

Unit aim This unit is about the transportation of both used and clean linen and how to minimise the risk of transmitting infection during the transportation process. It does not cover the transportation of radioactive linen or linen from patients with known infectious diseases.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the transportation of linen.	1.1. Describe current legislation, national guidelines, local policies and protocols which relate to the transportation of linen.		
2. Understand the precautions to be taken to reduce the spread of infection when transporting linen.	2.1. Explain why hand hygiene must be maintained when transporting linen.		
	2.2. Describe how to maintain hand hygiene.		
	2.3. List the personal protective equipment which may be used when transporting linen.		
	2.4. Describe how to safely put on, remove and dispose of personal protective equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Describe the difference between single use, single patient use and reusable equipment and how each should be laundered/cleaned, stored or disposed of.		
	2.6. Describe how linen should be segregated into different bags and waste containers and the procedures to follow at points of collection and delivery.		
	2.7. Describe how to report any adverse events which may occur during the transportation of used or clean linen in accordance with local policy.		
3. Be able to take steps to minimise the spread of infection when transporting used and clean linen.	3.1. Perform hand hygiene before and after each operation or task.		
	3.2. Cover cuts and abrasions and use personal protective equipment in line with local policies.		
4. Be able to transport used linen.	4.1. Collect bagged used linen from designated areas in accordance with local policies and protocols.		
	4.2. Securely transport and deliver bags of used linen to the laundry, using a trolley or vehicle designated for used linen and avoiding areas where clean linen is handled.		
	4.3. Clean any equipment used to transport used linen after use, ensuring it is fit for re-use and isolating and reporting any that is not.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Dispose of personal protective equipment following the correct procedure immediately after use.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC010

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/IPC012: Minimise the risks of spreading infection when storing and using clean linen

Unit reference R/602/4767

Unit level 2

Credit value 2

GLH 11

Unit aim This unit is about the storage and use of clean linen to minimise the risk of contamination and cross infection.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Know current legislation, national guidelines, policies, protocols and good practice related to the storage and use of clean linen.	1.1. Identify current legislation, national guidelines, local policies and protocols which relate to the storage and use of clean linen.		
2. Understand the precautions to be taken to reduce the spread of infection when storing and using clean linen.	2.1. Explain why hand hygiene must be maintained when transporting clean linen.		
	2.2. Outline how to maintain hand hygiene.		
	2.3. State why linen should be stored in designated areas.		
3. Be able to take steps to minimise the spread of infection when storing and using clean linen.	3.1. Perform hand hygiene and cover any cuts and abrasions before handling clean linen.		
	3.2. Sort and store clean linen in a designated area on shelving to prevent contamination.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Check clean linen to ensure it is clean and free of stains, removing and reporting any items that are not fit for use.		
	3.4. Outline why it is important to minimise the number of times a linen trolley is decanted when being used to transport clean linen to the location of use.		
	3.5. Use clean linen immediately or directly from the trolley taking steps to reduce the risk of infection.		
4. Be able to provide clean linen for individuals.	4.1. Collect the clean linen required for the task.		
	4.2. State the procedure to be undertaken clearly to the individual.		
	4.3. Check that the individual's privacy and dignity is maintained at all times.		
	4.4. Use the clean linen to perform the required task taking steps to reduce the spread of infection.		
	4.5. Ensure the individual is made comfortable at the end of the procedure.		
5. Be able to maintain stock levels of clean linen.	5.1. Maintain an adequate stock of clean linen and report unanticipated high usage to ensure stock is replenished.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC012

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/NOS/GEN018: Give presentations to groups

Unit reference H/602/3168

Unit level 3

Credit value 4

GLH 26

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to group presentations.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in giving presentations.		
2. Understand factors which contribute to effective group presentations.	2.1. Explain how to devise aims and objectives for a presentation.		
	2.2. Explain how to choose from a range of presentation techniques to meet the needs of the audience.		
	2.3. Appraise emerging developments in e-technology and its relevance to presentation techniques and materials.		
3. Be able to plan a presentation to facilitate learning.	3.1. Explain how to structure presentations to maximise understanding.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Explain how to anticipate barriers to understanding and how they can be overcome.		
	3.3. Plan presentation delivery taking account of the audience's needs and context of delivery.		
	3.4. Choose and prepare materials and resources.		
	3.5. Adapt presentation content to suit the needs of the audience.		
4. Be able to present information to a group.	4.1. Use materials and resources to support understanding.		
	4.2. Present clear information in a manner and pace in line with the group's needs.		
	4.3. Encourage the group to ask questions.		
	4.4. Reiterate key points at suitable intervals.		
	4.5. Monitor the groups understanding and adapt own presentation style in line with audience responses.		
	4.6. Summarise information to conclude the presentation.		
	4.7. Gain feedback from the audience and evaluate their understanding from the presentation to inform future delivery.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/NOS/GEN018

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/NOS/GEN019: Assist others to plan presentations

Unit reference H/602/4188

Unit level 2

Credit value 2

GLH 16

Unit aim This unit develops the learner's abilities to assist in the planning of presentations. An understanding of the planning process is required as well as the ability to assess information, materials and resources.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand techniques and resources involved in planning presentations.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in assisting others to plan presentations.		
	1.2. Explain the importance of developing aims and objectives for the presentation and how these impact on delivery.		
	1.3. Identify the range of materials and equipment which can be used in presentations.		
	1.4. Assess the appropriateness of using visual aids and e-technology within a presentation.		
2. Be able to assist others to plan presentations.	2.1. Describe the process of planning a presentation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Describe what is required to deliver a presentation.		
	2.3. Explain how to modify the plan to take account of changes to requirements.		
	2.4. Help others to identify the aims and objectives of the presentation.		
	2.5. Identify sources of information which could inform presentations in presenter's area of expertise.		
	2.6. Work with others to identify the background information needed in the presentation.		
	2.7. Work with others to gather resources for the presentations.		
	2.8. Assist others to prepare and organise equipment, materials and the venue.		
	2.9. Explain the importance of seeking advice and assistance on issues beyond own competence.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/NOS/GEN019

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/RM006: Administer the current records system

Unit reference J/602/4913

Unit level 2

Credit value 3

GLH 23

Unit aim This unit is about administering records in a records centre, including procedures for recall and withdrawal from use.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Know current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to administering records systems.	1.1. Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to administering records systems.		
	1.2. Outline own responsibilities and accountability in relation to administering records systems.		
2. Understand how to administer the records system.	2.1. Explain what to do when a record is required by a customer.		
	2.2. Identify when a record is due for return.		
	2.3. Explain when a record will be available to a customer.		
	2.4. Explain how to withdraw records from current use according to local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to maintain access to records.	3.1. Recall a record when required by a customer.		
	3.2. Inform customers when a record will become available		
	3.3. Record the return and re-issue of records in line with local policy and protocol.		
4. Be able to withdraw records from current use.	4.1. Confirm the criteria for the withdrawal of a record according to local policy and protocol.		
	4.2. Identify records which match the criteria for withdrawal in line with local policy and protocol.		
	4.3. Carry out the withdrawal of the records in line with local policy and protocol.		
	4.4. Determine whether to store or dispose of withdrawn records in line with local policy and protocol.		
	4.5. Determine the format used to record the withdrawal.		
	4.6. Record the action taken with regards to withdrawal in line with local policy and protocol.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/RM006

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/SS034: Provide authorised access to records

Unit reference L/602/4914

Unit level 2

Credit value 3

GLH 23

Unit aim This unit is aimed at those who authorise and supply access to records.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Know current legislation, national guidelines, policies, protocols and good practice related to providing authorised access to records.	1.1. Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to providing authorised access to records.		
	1.2. Outline own responsibilities and accountability in relation to providing authorised access to records.		
	1.3. Outline how data protection issues affect own role.		
2. Know how to provide authorised access to records.	2.1. Describe how to establish a user's status.		
	2.2. Outline how and when to refer a lack of authorisation or identification.		
	2.3. Describe actions to be taken if records are damaged and/or not fit for issue.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe the system requirements for details to issue a record.		
	2.5. Describe how to implement security procedures.		
3. Be able to prepare to provide individuals with authorised access to records.	3.1. Confirm the individual's identity.		
	3.2. Establish authorisation in line with local policy and protocol.		
	3.3. Explain security procedures to an individual.		
	3.4. Check that the access requested and the access authorised match.		
4. Be able to select records.	4.1. Select search and finding aids to use to identify a record.		
	4.2. Identify a record and establish its location.		
	4.3. Inspect the condition of a record.		
5. Be able to issue and record authorised access to records.	5.1. Bring a record to the dispatch point.		
	5.2. Issue the record in line with local policy and protocol, explaining any requirements and security procedures to the user.		
	5.3. Record the issue in line with local policy and protocol.		
	5.4. Store the record of issue in line with local policy and protocol.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/SS034

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/SS035: Protect records

Unit reference Y/602/4916

Unit level 2

Credit value 3

GLH 23

Unit aim This unit is aimed at individuals that protect records in the workplace. It includes minimising risks to the safety of stored records and the storage area.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Know current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to protecting records.	1.1. Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to protecting records.		
	1.2. Outline own responsibilities and accountability in relation to protecting records.		
2. Be able to protect records.	2.1. Explain why it is important to handle records safely.		
	2.2. Protect records from damage and incorrect handling in line with local policy and protocol.		
	2.3. Check that the records are protected by covers that are fit for purpose.		
	2.4. Keep records tidy and in order according to local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to handle records according to local policy and protocol.	3.1. Undertake safe handling of records in line with local policy, protocol and good lifting practice.		
	3.2. Describe the safety procedures relevant to own work area.		
	3.3. Describe working practices and aspects of the workplace which could damage records		
	3.4. Take action to minimise risks to the safety of records.		
	3.5. Report risks to the safety of records and the storage area in line with local policy and protocol.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/SS035

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/SS036: Maintain the arrangements of records

Unit reference H/602/4918

Unit level 2

Credit value 3

GLH 23

Unit aim This unit is about maintaining the arrangement of files. The learner is expected to:

- identify returned records and check their condition
- recover the record of issue
- record the return on the system
- sort and replace records.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 3 must be assessed in a real work environment.			
1. Know current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to maintaining the arrangement of records.	1.1. Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to maintaining the arrangement of records.		
	1.2. Outline own responsibilities and accountability in relation to maintaining the arrangement of records.		
2. Know how to maintain and store returned records.	2.1. Describe the basic procedures for the inspection of returned records.		
	2.2. Outline the action to take when records are not returned.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Outline how to deal with the return of damaged or disordered records.		
	2.4. Outline the types of problems which may occur during the maintenance of records and how these should be resolved.		
	2.5. Describe how to obtain assistance to resolve difficulties in replacing records.		
3. Be able to maintain and store records.	3.1. Identify a returned record and note the details in line with local policy and protocol.		
	3.2. Follow procedures for the return of an overdue record.		
	3.3. Record the return of records on the system in line with local policy and protocol.		
	3.4. Inspect the condition of a record for signs of damage and loss, taking action in line with local policy and protocol.		
	3.5. Sort and replace records in the correct place, noting and correcting sequencing errors.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSS/SS036

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

ICS A4 2010: Give customers a positive impression of yourself and your organisation

Unit reference	L/601/0933	Unit level	2
Credit value	5	GLH	33

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment.			
1. Establish rapport with customers.	1.1. Meet their organisation's standards of appearance and behaviour.		
	1.2. Greet their customer respectfully and in a friendly manner.		
	1.3. Communicate with their customer in a way that makes them feel valued and respected.		
	1.4. Identify and confirm their customer's expectations.		
	1.5. Treat their customer courteously and helpfully at all times.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Keep their customer informed and reassured.		
	1.7. Adapt their behaviour to respond to different customer behaviour.		
2. Respond appropriately to customers.	2.1. Respond promptly to a customer seeking help.		
	2.2. Choose the most appropriate way to communicate with their customer.		
	2.3. Check with their customer that they have fully understood their expectations.		
	2.4. Respond promptly and positively to their customer's questions and comments.		
	2.5. Allow their customer time to consider their response and give further explanation when appropriate.		
3. Communicate information to customers.	3.1. Quickly find information that will help their customer.		
	3.2. Give their customer information they need about the services or products offered by their organisation.		
	3.3. Recognise information that their customer might find complicated and check whether they fully understand.		
	3.4. Explain clearly to their customers any reasons why their expectations cannot be met.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand how to give customers a positive impression of themselves and the organisation.	4.1. Describe their organisation's standards for appearance and behaviour.		
	4.2. Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately.		
	4.3. Identify their organisation's rules and procedures regarding the methods of communication they use.		
	4.4. Explain how to recognise when a customer is angry or confused.		
	4.5. Identify their organisation's standards for timeliness in responding to customer questions and requests for information.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: ICS A4 2010

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

ICS C5 2010-2014: Monitor and solve customer service problems

Unit reference	J/601/1515	Unit level	3
Credit value	6	GLH	40

Unit aim The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment.			
1. Solve immediate customer service problems.	1.1. Respond positively to customer service problems following organisational guidelines.		
	1.2. Solve customer service problems when they have sufficient authority.		
	1.3. Work with others to solve customer service problems.		
	1.4. Keep customers informed of the actions being taken.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Check with customers that they are comfortable with the actions being taken.		
	1.6. Solve problems with service systems and procedures that might affect customers before customers become aware of them.		
	1.7. Inform managers and colleagues of the steps taken to solve specific problems.		
2. Identify repeated customer service problems and options for solving them.	2.1. Identify repeated customer service problems.		
	2.2. Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.		
	2.3. Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation.		
3. Take action to avoid the repetition of customer service problems.	3.1. Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.		
	3.2. Action their agreed solution.		
	3.3. Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Monitor the changes they have made and adjust them if appropriate.		
4. Understand how to monitor and solve customer service problems.	4.1. Describe organisational procedures and systems for dealing with customer service problems.		
	4.2. Describe the organisational procedures and systems for identifying repeated customer service problems.		
	4.3. Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers.		
	4.4. Explain how to negotiate with and reassure customers while their problems are being solved.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: ICS C5 2010-2014

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

MQS2: Maintaining quality standards in the health sector



Unit reference Y/502/3674

Unit level 2

Credit value 1

GLH 8

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know how legislation, policies and procedures determine quality standards of work.	1.1. Identify how quality standards link to legislation, policy and procedures.		
	1.2. Describe how personal attitudes and behaviours in a work role impact on service quality.		
2. Know the limits of own expertise and knowledge and when to refer to others.	2.1. Describe what is meant by being competent.		
	2.2. Identify examples of when to seek help from others.		
	2.3. State why it is important to seek help and report issues to others.		
	2.4. Describe the benefits of learning from others.		
3. Know how to use resources efficiently to support quality standards.	3.1. Describe the importance of using and maintaining resources properly.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. State why it is necessary to report issues related to resources.		
	3.3. Identify how efficient use of resources contributes to the quality of service.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: MQS2

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

PCVD 5: Provide professional customer service to passengers with additional needs on a bus or coach

Unit reference R/601/9469

Unit level 2

Credit value 4

GLH 19

Unit aim The purpose of this unit is for learners to demonstrate occupational competence in helping passengers who have additional needs, for example passengers who have a disability, passengers carrying heavy loads and passengers with pushchairs. This unit is suitable for learners who drive buses and coaches.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 3 must be assessed in a real work environment.			
1. Be able to recognise the access needs of passengers with additional needs.	1.1. Recognise when someone needs help.		
	1.2. Offer help promptly and in a manner that is in line with legal guidelines.		
	1.3. Treat passengers who need help in a manner that promotes good customer service in line with organisational guidelines.		
	1.4. Decide on the type and amount of help that will be given.		
	1.5. Take action when the help needed cannot be provided.		
	1.6. Keep to relevant legislation and codes of practice when deciding on the help to be given.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know how to recognise the access needs of passengers with additional needs.	2.1. Describe the importance of providing help to passengers to ensure comfort and safety.		
	2.2. Identify the access needs of passengers.		
	2.3. Identify the requirements of relevant legislation and codes of practice when providing help.		
	2.4. Identify the limits of own personal ability and responsibility when providing help to passengers.		
	2.5. Describe how to communicate with passengers who need additional help.		
	2.6. Describe the importance of equal opportunities and the rights of all passengers to travel in safety and comfort.		
3. Be able to meet the access needs of passengers with additional needs.	3.1. Give help to passengers in line with relevant legislation and codes of practice.		
	3.2. Give help promptly and in a way that promotes good customer service in line with organisational guidelines.		
	3.3. Give help to passengers, keeping within the limits of own personal ability and responsibility.		
	3.4. Use special equipment or systems as needed in line with approved methods.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Confirm that passengers' needs are met after giving help.		
	3.6. Get advice or help when passengers' needs cannot be met.		
4. Know how to meet the access needs of passengers with additional needs.	4.1. Describe how to use special equipment and systems for giving help to passengers.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: PCVD 5

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony and questioning.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6>

Pharm Unit 203: Contribute to the effectiveness of teams

Unit reference L/601/3430

Unit level 2

Credit value 3

GLH 5

Unit aim The aim of this unit is to introduce learners to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The unit also addresses time management, legislations and policies.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
4. Establish effective working relationships with all members of the team.	4.1. Behave towards other team members in a way that supports the effective functioning of the team.		
	4.2. Resolve differences of opinion and conflicts within the team in ways which respect other team members' points of view.		
	4.3. Select appropriate advice and guidance in order to resolve issues with other team members.		
	4.4. Support other team members in the completion of activities or objectives.		
5. Comply with organisational, national and European legislation.	5.1. Comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Pharm Unit 203

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

QC 111: Clean surfaces using correct methods

Unit reference T/600/6312

Unit level 1

Credit value 3

GLH 18

Unit aim This unit is about applying various cleaning methods to different surfaces. It is designed for cleaning operatives undertaking basic tasks. It is suitable for cleaning furniture, floors, fixtures and fittings.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
1. Know how to prepare for cleaning the work area.	1.1. State the uses of different types of personal protective equipment.		
	1.2. State the importance of ventilating the work area.		
	1.3. State the meaning of different warning signs.		
	1.4. Describe how to prepare the surface for cleaning.		
2. Know how to prepare equipment and surfaces for cleaning.	2.1. Identify equipment that is suitable for cleaning different types of surfaces.		
	2.2. State the importance of using the correct colour coded equipment.		
	2.3. State how to check that equipment is safe for use.		
	2.4. Identify cleaning agents that are suitable for different types of surfaces.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. State the correct method for preparing cleaning solutions.		
3. Know how to clean surfaces and reinstate the work area.	3.1. Describe the correct technique for using different types of equipment.		
	3.2. State how to ensure full coverage of the surface to be cleaned.		
	3.3. State what to look for when carrying out a post-cleaning inspection of the surface.		
	3.4. Describe how to reinstate the work area.		
	3.5. Identify where equipment should be stored.		
4. Be able to prepare for cleaning the work area.	4.1. Select and wear appropriate personal protective equipment for the task.		
	4.2. Ventilate the area as appropriate.		
	4.3. Select and display appropriate warning signs clearly.		
5. Be able to prepare equipment and surfaces for cleaning.	5.1. Select appropriate equipment for the task.		
	5.2. Perform safety checks on the cleaning equipment.		
	5.3. Prepare the surface for cleaning.		
	5.4. Select the appropriate cleaning agent for the task.		
	5.5. Prepare a cleaning solution.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to clean surfaces and reinstate the work area.	6.1. Use correct techniques to clean different types of surface and soiling.		
	6.2. Clean the surface in a way which ensures full coverage.		
	6.3. Carry out a post-cleaning check of the surface.		
	6.4. Dispose of left over cleaning agents correctly.		
	6.5. Reinstate the work area.		
	6.6. Clean and test used equipment.		
	6.7. Return equipment to the correct storage area.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: QC 111

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance –
provided by the sector

This unit is subject to Asset Skills principles of assessment which
can be found at:

[http://www.assetskills.org/QualificationsAndStandards/Qualifications.
asp](http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp)

QC2 05: Clean and maintain internal surfaces and areas

Unit reference K/600/6324

Unit level 2

Credit value 4

GLH 33

Unit aim This unit is about working efficiently in a routine, low risk environment and following relevant processes and procedures. It covers assessing the area to see what work has to be done, selecting the most appropriate equipment for the task and dealing with spillages and accidents.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
1. Understand how to prepare to clean and maintain internal surfaces and areas.	1.1. Describe the sequence for cleaning to avoid re-soiling.		
	1.2. List the permits and checks that may be required to work on the premises.		
	1.3. State the procedures for entering and leaving the workplace.		
	1.4. State the standards of appearance and behaviour required in the workplace.		
	1.5. State the importance of personal hygiene when cleaning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Describe how the following factors can influence the cleaning method used: <ul style="list-style-type: none"> • manufacturer's instructions • risk • efficiency • access • time • surface • type of soiling. 		
	1.7. State how to inspect a work area to decide what cleaning needs to be carried out.		
	1.8. State the importance of wearing the required personal protective equipment and for others to see it being worn.		
	1.9. State the importance of following a work schedule.		
	1.10. Describe the best methods and materials for carrying out a specific task identifying possible alternatives.		
	1.11. State why different equipment should be used for different tasks.		
	1.12. State the importance of using the correct colour coded equipment.		
2. Understand how to clean and maintain internal surfaces.	2.1. Describe how to avoid causing injury or damage when cleaning.		
	2.2. State the amount of time allowed for completing the activity.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. State what results are expected from each cleaning activity		
	2.4. State the techniques to use with chosen equipment and materials.		
	2.5. Describe the consequences of: <ul style="list-style-type: none"> • using wrong equipment • using wrong materials • not following manufacturer's instructions. 		
	2.6. State how to change between cleaning methods to cope with different types of soiling and surface.		
	2.7. Describe methods that can be used for different types of soiling and surface.		
	2.8. State how to identify pest infestation and the action needed to deal with it.		
	2.9. State which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this.		
	2.10. State the importance of checking the quality of work as it is being done.		
	2.11. State tasks that are outside of own responsibility.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.12. Describe the organisational requirements for dealing with and reporting accidental damage.		
3. Know how to complete the cleaning activity.	3.1. State why tools and equipment should be cleaned after use.		
	3.2. State the location of the storage areas for equipment and materials.		
	3.3. State why storage areas should be kept clean, safe and secure.		
	3.4. Describe the organisational requirements for organising replacement and extra resources.		
4. Be able to prepare to clean and maintain internal surfaces and areas.	4.1. Follow the correct procedure for entering and leaving the workplace.		
	4.2. Identify the area to be cleaned and taking into account different types of surfaces and areas.		
	4.3. Inform appropriate people know when cleaning is taking place and when it will be completed.		
	4.4. Select the appropriate equipment and materials for each cleaning task taking into account surface and type of soiling.		
	4.5. Select and wear appropriate personal protective equipment for the task.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.6. Ensure that all surfaces are accessible and can be reached to carry out adequate cleaning.		
	4.7. Deal with unattended items following organisational requirements.		
	4.8. Ventilate the area.		
5. Be able to clean and maintain internal surfaces.	5.1. Remove loose dirt, debris and detritus prior to cleaning.		
	5.2. Use the correct cleaning method for the work area, type of soiling and surface.		
	5.3. Follow the sequence for cleaning in order to avoid re-soiling.		
	5.4. Assess the actions required to prevent disturbance to others when cleaning.		
	5.5. Avoid obstructions to access when using cleaning equipment and power leads.		
	5.6. Select and display appropriate warning signs.		
	5.7. Adapt the cleaning method according to the available equipment, materials and problems identified.		
	5.8. Report any difficulties in carrying out the work in line with organisational requirements.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.9. Deal with spillages using the equipment, materials and method appropriate to the surface and type of spillage.		
	5.10. Report any additional cleaning required that is outside own responsibility or skill.		
6. Be able to complete the cleaning process.	6.1. Replenish supplies or consumables.		
	6.2. Leave the area clean and dry.		
	6.3. Secure cleaning equipment, materials and personal protective equipment in the correct storage area.		
	6.4. Organise replacement resources as required.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: QC2 05

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance –
provided by the sector

This unit is subject to Asset Skills principles of assessment which
can be found at:

[http://www.assetskills.org/QualificationsAndStandards/Qualifications.
asp](http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp)

QC2 11: Clean food areas

Unit reference J/600/6332

Unit level 2

Credit value 4

GLH 32

Unit aim This unit is about conducting routine cleaning in food areas, including kitchens, food service areas, food manufacturing premises, food production and food retailing. This unit also covers identifying signs of pest control.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 6, 7 and 8 must be assessed in a real work environment.			
1. Understand how to prepare to clean food areas.	1.1. Explain the importance of having an up to date cleaning specification and where it can be found.		
	1.2. State the importance of maintaining levels of personal hygiene when working in food areas.		
	1.3. State types of health conditions that must be reported.		
	1.4. Describe why it is important to report health conditions to the relevant person.		
	1.5. State the importance of wearing the required personal protective equipment and for others to see it being worn.		
	1.6. Explain why food items must be moved or protected during cleaning operations.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.7. Describe the consequences of not moving or protecting food items during cleaning.		
	1.8. Explain the importance of ventilating food production areas during cleaning.		
2. Understand how to identify signs of pest infestation.	2.1. State the main types of pest infestations common to food areas.		
	2.2. Describe how to identify signs of pest infestation.		
	2.3. State the organisational procedures for dealing with any incidences of infestation.		
	2.4. Explain the importance of reporting pest infestations.		
3. Understand how to clean food areas.	3.1. State the types of cleaning equipment available for use.		
	3.2. Describe how to check that the cleaning equipment is safe to use.		
	3.3. State the types of cleaning agents that are suitable for the surfaces in the food area.		
	3.4. Describe the consequences of using the wrong cleaning agents on surfaces.		
	3.5. State methods of checking for chemical residues when they have been used.		
4. Understand how to clean food production equipment.	4.1. Describe how to recognise faulty or damaged food production equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Explain the importance of labelling and reporting faulty and damaged equipment.		
	4.3. Explain the importance of safely isolating powered equipment before cleaning.		
	4.4. Explain the importance of following manufacturer's and workplace instructions for: <ul style="list-style-type: none"> • disassembling • cleaning • re-assembling of food production equipment. 		
	4.5. State the location of the holding area for food production equipment parts.		
	4.6. Describe methods for de-scaling and cleaning food production equipment.		
5. Understand how to complete cleaning of food areas.	5.1. Describe the importance of assessing how the work is progressing.		
	5.2. Explain why it is important to leave food areas free of deposits, residue and foreign objects.		
	5.3. Describe the consequences of food areas not being left free of deposits, residue and foreign objects.		
	5.4. Describe the importance of returning all food and equipment to the correct place once cleaning is completed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.5. Explain why surfaces and vents should be left dry on completion of cleaning.		
	5.6. Describe the organisational requirements for disposing of waste and slurry.		
	5.7. Explain the importance of cleaning the cleaning equipment.		
	5.8. State where cleaning equipment should be stored.		
6. Be able to clean food areas.	6.1. Remove and store personal items safely.		
	6.2. Select and wear appropriate personal protective equipment for the task.		
	6.3. Select and protect relevant items, including food, before cleaning begins.		
	6.4. Identify suitable cleaning equipment and check it is safe to use.		
	6.5. Label faulty or damaged cleaning equipment and report according to organisational requirements.		
	6.6. Prepare food production plant, equipment and materials for cleaning.		
	6.7. Isolate food equipment from power supplies.		
	6.8. Clean the area without damaging in-place plant and equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
7. Be able to clean food production equipment.	7.1. Follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment.		
	7.2. Dismantle food production equipment and place in the right holding area before cleaning.		
	7.3. Ventilate the working area and check that there are no chemicals on the area before de-scaling equipment.		
	7.4. De-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination.		
	7.5. Check that individual parts of food production equipment are clean before re-assembly.		
	7.6. Re-assemble food production equipment after cleaning.		
	7.7. Check equipment is in correct working order once reassembled.		
	7.8. Record and report faults with food production equipment according to organisational requirements.		
8. Be able to complete cleaning of food areas.	8.1. Assess cleaning performance against the business' food safety management procedures.		
	8.2. Leave equipment and working areas free of deposits, cleaning residues and foreign objects.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	8.3. Check that ventilation systems and surfaces are clean and dry when cleaning has been completed.		
	8.4. Dispose of waste and slurry following organisational requirements.		
	8.5. Clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: QC2 11

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit is subject to Asset Skills principles of assessment which can be found at:

<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>

QC2 15: Clean glazed surfaces and facades

Unit reference M/600/6342 **Unit level** 2

Credit value 3 **GLH** 23

Unit aim This unit is about cleaning surfaces, which must be carried out carefully in order to prevent causing accidental damage such as chips, scratches and other marks. Many exterior surfaces have a shiny finish, therefore it is important that upon completion of cleaning, surfaces are left dry and glass, in particular, is left free of smears and cleaning residue. The term glazed can refer to other highly polished exterior surfaces e.g. marble or cladding.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand how to clean glazed surfaces and façades.	1.1. Describe the procedures for entering and leaving the workplace.		
	1.2. Describe how to inspect surfaces.		
	1.3. Describe the importance of reporting defects on surfaces.		
	1.4. State why the equipment should be clean before use.		
	1.5. Describe procedures for closing windows and openings before cleaning.		
	1.6. Describe the importance of windows and openings being closed before cleaning.		
	1.7. Describe advantages of treating surfaces before applying cleaning agents.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.8. State organisational requirements for: <ul style="list-style-type: none"> • cleaning glazed surfaces and façades • equipment that should be used for cleaning glazed surfaces and façades. 		
	1.9. Describe the techniques that should be used to avoid personal injury or strain.		
	1.10. State where to find the manufacturer's instructions for operating equipment or machinery.		
	1.11. State organisational requirements for reporting faults and emergencies.		
2. Understand how to finish cleaning glazed surfaces and façades, and reinstate the work area.	2.1. State the techniques and equipment for removing excess water.		
	2.2. Describe different treatments that can be applied to surfaces upon completion of cleaning.		
	2.3. Describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning.		
	2.4. State the importance of reinstating the area.		
	2.5. State the organisational requirements for disposing of waste.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. State the importance of cleaning equipment and machinery after use.		
	2.7. State the organisational requirements for cleaning equipment and machinery after use.		
	2.8. State where cleaning equipment and machinery should be stored.		
3. Be able to clean glazed surfaces and façades.	3.1. Follow procedures for entering the work area.		
	3.2. Inspect the surface to identify any defects prior to cleaning.		
	3.3. Report defects on surfaces according to organisational requirements.		
	3.4. Check that all cleaning equipment is clean and free of residue.		
	3.5. Check that all windows and openings are closed before cleaning.		
	3.6. Select and display appropriate warning signs clearly.		
	3.7. Treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents.		
	3.8. Use approved methods and equipment to carry out cleaning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.9. Use techniques that reduce risks of personal strain and injury.		
	3.10. Use cleaning equipment according to manufacturer's instructions and organisational requirements.		
	3.11. Report any previously unidentified damage.		
	3.12. Check that the work area is not over-wetted.		
	3.13. Follow organisational requirements in the event of a fault or emergency.		
4. Be able to finish cleaning of glazed surfaces and façades, and reinstate the work area.	4.1. Remove excess water from the surface and leave it streak free.		
	4.2. Check that all surfaces are dry upon completion of cleaning.		
	4.3. Apply treatments or protective coatings to surfaces following cleaning.		
	4.4. Check that accessories, fittings, frames and furniture are free of cleaning residue.		
	4.5. Reinstate the work area.		
	4.6. Dispose of waste in accordance with organisational requirements.		
	4.7. Check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.8. Return tools and equipment to the correct storage area.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: QC2 15

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit is subject to Asset Skills principles of assessment which can be found at:

<http://www.assetskills.org/QualificationsAndStandards/Qualifications.asp>

SI2: Service improvement in the health sector



Unit reference K/502/3680

Unit level 2

Credit value 2

GLH 15

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know how to carry out evaluation of services.	1.1. State the importance of evaluating service provision.		
	1.2. Describe evaluation tasks to be carried out.		
2. Know how to pass on constructive ideas for improving service provision.	2.1. Identify factors affecting the service.		
	2.2. Describe factors that could improve service provision.		
	2.3. State how to raise issues and make suggestions about service provision.		
3. Know how to make changes to own practice to improve service provision.	3.1. Describe circumstances when support may be required to make changes to own practice.		
	3.2. State the importance of keeping to timelines to implement effective improvements.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SI2

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

SLP12: Deal with disorderly and aggressive behaviour

Unit reference L/601/9213

Unit level 2

Credit value 2

GLH 11

Unit aim This unit provides for the development of the knowledge, understanding and skills for dealing with adverse behaviour, which could be criminal or anti-social. This is more than just reacting to unacceptable behaviour; it is also about deterring adverse behaviour.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 2 must be assessed in a real work environment.			
1. Be able to deter adverse behaviour through visible security presence.	1.1. State the organisation's instructions for discouraging and dealing with adverse behaviour.		
	1.2. Provide a visible presence in designated areas that deters adverse behaviour.		
	1.3. Comply with the required company and customer standards for appearance and behaviour.		
	1.4. Recognise adverse behaviour promptly.		
	1.5. Discourage adverse behaviour before it escalates, using professional judgement and skills to defuse conflict situations.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Take appropriate action to reduce risks to security or safety whilst maintaining own health, safety and welfare, and that of others.		
	1.7. Describe how to recognise criminal activity, including drug handling.		
	1.8. Describe the layout and geography of the locations where security services are provided in line with assignment instructions.		
2. Be able to deal with adverse behaviour.	2.1. Respond promptly to adverse behaviour in a polite, professional and calming manner.		
	2.2. Demonstrate how to recognise and defuse aggressive or abusive behaviour, using both verbal and non-verbal communication.		
	2.3. Demonstrate how to politely encourage people involved to refrain from adverse behaviour.		
	2.4. Segregate individuals involved in adverse behaviour to minimise the effect on others.		
	2.5. Describe how to get immediate help from other people when it is needed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Take appropriate, prompt and permitted action to prevent further adverse behaviour, in line with legal constraints and instructions.		
	2.7. Record the details of situations of adverse behaviour, in line with legal requirements and within required timescales.		
	2.8. Explain how and when reasonable and necessary force can be used.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: SLP 12

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

Learners should demonstrate their competence through naturally occurring evidence.

TBC: Contribute to the prevention of aggressive and abusive behaviour of people

Unit reference J/502/1631

Unit level 3

Credit value 4

GLH 26

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 1 must be assessed in a real work environment.			
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: <ul style="list-style-type: none"> • is free from discrimination and oppression • is not likely to antagonise the situation • encourages an open exchange of information • is appropriate • acknowledges the rights of everyone present. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TBC

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

TBC: Maintaining quality standards in the health sector



Unit reference F/502/3412

Unit level 3

Credit value 2

GLH 13

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TBC

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

TBC: Service improvement in the health sector



Unit reference J/502/3413

Unit level 3

Credit value 3

GLH 20

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TBC

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

TBC: Transport physical resources within the work area

Unit reference J/502/1404

Unit level 2

Credit value 2

GLH 15

Unit aim The aim of this unit is to provide the learner with the knowledge and skills required to transport physical resources within the work area. The type of physical resources and methods of transportation can be applied to a number of environments.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment.			
1. Be able to transport physical resources within the work area.	1.1. Transport resources using powered or manual transportation equipment.		
	1.2. Minimise damage to the resources and environment during manoeuvres and transit.		
	1.3. Ensure that load is secure and protected from contamination and adverse weather conditions.		
	1.4. Monitor load during transit and take action if required.		
	1.5. Provide clear and accurate information for recording purposes.		
2. Be able to select, use and maintain relevant equipment.	2.1. Select appropriate equipment for this area of work.		
	2.2. Use equipment according to relevant legislation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Prepare, maintain and store equipment in a safe and effective working condition.		
3. Be able to work safely and minimise environmental damage.	3.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.		
4. Know how to transport physical resources within the work area.	4.1. Describe the ways of handling transportation equipment to minimise damage to resources in transit.		
	4.2. Describe the methods of protecting resources from contamination and adverse weather conditions during transit.		
	4.3. State the reasons for monitoring loads during transit and the actions to take in case of problems with: <ul style="list-style-type: none"> • imbalance • contamination • adverse weather. 		
5. Know the types of equipment required and how to maintain them.	5.1. Describe the equipment which will be required for the activity and relevant legal restrictions on operation.		
	5.2. Describe the methods of maintaining the equipment used.		
6. Know relevant health and safety legislation and environmental good practice.	6.1. Outline the current health and safety legislation, codes of practice and any additional requirements.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TBC

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Unit LDC 3c: Classify items and make up loads for cleaning

Unit reference	H/600/8847	Unit level	2
Credit value	3	GLH	10
Unit aim	This unit addresses the skills required to classify items and make up loads for cleaning.		

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.			
1. Be able to handle items with care and remove those which are unsuitable for the cleaning process.	1.1. Handle items carefully.		
	1.2. Redirect items which are unsuitable for the cleaning process.		
2. Be able to check for foreign objects and deal with them according to the organisation's procedures.	2.1. Check for foreign objects.		
	2.2. Deal with foreign objects according to the organisation's procedures.		
3. Be able to sort items according to the appropriate classifications.	3.1. Sort items according to appropriate classifications.		
	3.2. Identify items requiring stain removal.		
	3.3. Deal with foul and infected items.		
	3.4. Identify delicate/sensitive items.		
4. Be able to make up loads of the correct weight and label loads clearly.	4.1. Make up correct weight loads for the weight capacity of machines and types of items.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Label loads clearly.		
5. Be able to prioritise loads and store them carefully.	5.1. Prioritise loads.		
	5.2. Store loads carefully.		
6. Be able to keep accurate records, complete forms, reports and other documentation.	6.1. Keep up to date accurate records		
	6.2. Complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards.		
7. Be able to communicate effectively with colleagues and customers.	7.1. Communicate effectively with colleagues and customers using the most appropriate form of communication.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit LDC 3c

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking 'How to classify items and make up loads for cleaning.'

Unit LDC 4c: Carry out the washing process

Unit reference M/600/8849

Unit level 2

Credit value 3

GLH 14

Unit aim This unit addresses the skills required to carry out the washing process.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5, 6, 7 and 8 must be assessed in a real work environment.			
1. Be able to make services and machinery ready for use.	1.1. Make services and machines ready for safe use.		
2. Be able to select work required for washing processes.	2.1. Plan how to carry out instructions making best use of resources.		
	2.2. Identify any problems which may arise in carrying out the work.		
3. Be able to load machines.	3.1. Check loads for classification and process requirements.		
	3.2. Identify and redirect unsuitable items.		
	3.3. Use appropriate detergents, chemicals and additives as required.		
	3.4. Select correct programme for classification.		
	3.5. Load machines in accordance with operating procedures.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to control the washing process.	4.1. Control the washing process.		
	4.2. Operate machinery in accordance with supervisor's instructions.		
	4.3. Check the progress of selected work.		
5. Be able to unload machines.	5.1. Unload machines and handle items with care in accordance with operating procedures.		
6. Be able to check that work has been carried out as planned.	6.1. Remove any items that are not washed satisfactorily or have been damaged.		
	6.2. Identify and report any machine faults.		
7. Be able to keep accurate records, complete forms, reports and other documentation.	7.1. Keep up to date accurate records.		
	7.2. Complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards.		
8. Be able to communicate effectively with colleagues and customers.	8.1. Communicate effectively with colleagues and customers using the most appropriate form of communication.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit LDC 4c

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking 'How to carry out the washing process.'

Unit LDC 8c: Press and finish garments following laundry

Unit reference L/600/8857

Unit level 2

Credit value 2

GLH 10

Unit aim This unit addresses the skills required to press and finish garments following laundry.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.			
1. Be able to make machinery and equipment ready for use.	1.1. Decide which machines will be used i.e. rotary presses, scissor presses, iron and/or rotary iron.		
	1.2. Make machines and equipment safe and ready for use.		
	1.3. Check and adjust the locking pressure on scissor presses as appropriate.		
	1.4. Evaluate the efficiency of the vacuum as appropriate.		
	1.5. Check thermostat settings.		
2. Be able to select the work for pressing.	2.1. Select the work for pressing.		
	2.2. Plan the work to make the best use of resources available.		
	2.3. Check that garments are ready for pressing.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to correctly and safely operate presses.	3.1. Follow procedures to set up and close down machine.		
	3.2. Press items to the required standard of finish.		
	3.3. Inspect items for stains, repairs, creasing, shrinkage, etc.		
4. Be able to identify any problems which may arise.	4.1. Identify and deal with any problems/faults which may occur.		
	4.2. Take the appropriate action if safety mechanisms malfunction.		
5. Be able to check that work has been carried out as planned.	5.1. Identify unsatisfactorily pressed garments and direct to the appropriate locations as required by company procedures.		
	5.2. Pass items for packing and dispatch.		
6. Be able to keep accurate records, complete forms and other documentation.	6.1. Keep up to date accurate records.		
	6.2. Complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards.		
7. Be able to communicate effectively with colleagues and customers.	7.1. Communicate effectively with colleagues and customers using the most effective form of communication.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit LDC 8

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking 'How to press and finish garments following laundry.'

Unit LDC 16c: Repair, alter and maintain fabrics and materials

Unit reference D/600/8877

Unit level 2

Credit value 2

GLH 7

Unit aim This unit enables learners to repair, alter and maintain fabrics and materials, identify and correctly use the relevant equipment, and effectively keep records, communicate with others and identify any problems that might arise.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Be able to make equipment ready for use.	1.1. Prepare and check that equipment is safe and ready to use.		
	1.2. Conduct routine maintenance of machinery.		
2. Be able to select the work required.	2.1. Select and classify work for repair or alteration.		
	2.2. Count and record items for repair.		
	2.3. Sort items so that the best use is made of time.		
	2.4. Identify and redirect items which are unsuitable for repair or alteration.		
	2.5. Remove any extraneous objects and dispose of them or forward them for return to the customer.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Identify items that have priority for repair.		
	2.7. Store items prior to repair.		
3. Be able to repair and alter items to the required standard safely.	3.1. Operate repair equipment.		
	3.2. Make any necessary adjustments to the sewing machine.		
	3.3. Repair items using an appropriate method.		
	3.4. Alter items according to requirements.		
	3.5. Repair items using a method appropriate to the damage sustained and the type of fabric.		
	3.6. After inspection, return items to the correct place.		
4. Be able to identify any problems which may occur.	4.1. Identify any problems/faults which may arise in carrying out the work.		
	4.2. Follow the appropriate procedures to report and rectify any problems which may arise.		
5. Be able to keep accurate records, complete forms and other documentation.	5.1. Keep up to date accurate records.		
	5.2. Complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to communicate effectively with colleagues and customers.	6.1. Communicate effectively with colleagues and customers using the most effective form of communication.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit LDC 16c

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking 'How to repair, alter and maintain fabrics and materials.'

HSC 3007: Support the development of community partnerships

Unit reference M/601/9494

Level 4

Credit value 5

GLH 33

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand the role of community partnerships.	1.1. Explain the concept of community partnerships.		
	1.2. Analyse the benefits of community partnerships.		
	1.3. Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships.		
2. Be able to identify where community partnerships could inform and support practice.	2.1. Work with others to identify needs that could be met through community partnerships.		
	2.2. Gather and disseminate information about existing community partnerships that may meet identified needs.		
	2.3. Contribute to evaluating information about existing community partnerships and identifying gaps.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Work with others to determine how a community partnership could fill a gap in provision.		
3. Be able to bring people together to set up community partnerships.	3.1. Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision.		
	3.2. Disseminate information about the proposed partnership to those identified.		
	3.3. Invite participation in the proposed partnership.		
4. Be able to support the setting up of community partnerships.	4.1. Gather information about good practice from partnerships with similar purposes.		
	4.2. Gather information on potential costs and sources of funding for the partnership.		
	4.3. Provide information gathered to potential members of the partnership.		
	4.4. Work with others to agree: <ul style="list-style-type: none"> • membership of the partnership • aims and objectives • roles and responsibilities • activities and practices. 		
5. Be able to contribute to the running of community partnerships.	5.1. Carry out own responsibilities to support the purpose of the partnership.		
	5.2. Support the community partnership to operate effectively .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Describe ways to support the partnership when a member disengages.		
6. Be able to contribute to the review of community partnerships.	6.1. Support members of the partnership to monitor its activities.		
	6.2. Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives.		
	6.3. Contribute to evaluating the partnership.		
	6.4. Contribute to agreeing changes to the partnership's practice.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3007

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 3101, HSC 3102, HSC 3104.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others may include:</p> <ul style="list-style-type: none">• individuals• families and friends of individuals• colleagues within the organisation• colleagues outside the organisation. <p>Roles and responsibilities may include:</p> <ul style="list-style-type: none">• contribution of resources• commitment of time• allocation of tasks. <p>Operating effectively will include:</p> <ul style="list-style-type: none">• working inclusively• respecting and valuing all members• supporting members to participate• abiding by agreements• resolving conflicts.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>

HSC 3010: Support individuals to develop and run support groups

Unit reference H/601/9492 **Level** 3

Credit value 3 **GLH** 24

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
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: <ul style="list-style-type: none"> • 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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3010

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 394.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Support to set up a group may include:</p> <ul style="list-style-type: none"> • putting individuals in touch with others who have the same interests and purpose • accessing resources • providing advice and encouragement. <p>Support to run the group may include:</p> <ul style="list-style-type: none"> • providing advice and sharing expertise • developing guidelines on roles and responsibilities • developing ground rules • giving advice on respecting and valuing all members. <p>Operating safely may need to take account of:</p> <ul style="list-style-type: none"> • health and safety • the environment • equipment and materials • use and abuse of power • risk of harm or abuse. <p>Conflicts may include those relating to:</p> <ul style="list-style-type: none"> • rights and responsibilities • health and safety • managing risk • costs • ethical concerns • interpersonal relationships. <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

HSC 3013: Support individuals to access and use services and facilities

Unit reference F/601/7927

Level 3

Credit value 4

GLH 25

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand factors that influence individuals' access to services and facilities.	1.1. Describe how accessing a range of services and facilities can be beneficial to an individual's well-being.		
	1.2. Identify barriers that individuals may encounter in accessing services and facilities.		
	1.3. Describe ways of overcoming barriers to accessing services and facilities.		
	1.4. Explain why it is important to support individuals to challenge information about services that may present a barrier to participation.		
2. Be able to support individuals to select services and facilities.	2.1. Work with an individual to identify a range of services and facilities likely to meet their assessed needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Agree with an individual their preferred options for accessing services and facilities.		
	2.3. Work with an individual to select services or facilities that meet their assessed needs and preferences.		
3. Be able to support individuals to access and use services and facilities.	3.1. Identify with an individual the resources, support and assistance required to access and use selected services and facilities.		
	3.2. Carry out agreed responsibilities to enable the individual to access and use services and facilities.		
	3.3. Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities.		
4. Be able to support individuals' to review their access to and use of services and facilities.	4.1. Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences.		
	4.2. Support an individual to provide feedback on their experience of accessing and using services or facilities.		
	4.3. Work with an individual to evaluate the support provided for accessing and using services or facilities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3013

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 330.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Services and facilities may include:</p> <ul style="list-style-type: none"> • services provided within an individual's home • services to enable an individual to meet their social care needs • community facilities. <p>An individual is someone requiring care or support.</p> <p>Information to be challenged may include information that is:</p> <ul style="list-style-type: none"> • misleading • inaccurate • discriminatory • inaccessible • excluding individuals.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

HSC 3038: Work in partnership with families to support individuals

Unit reference H/601/8147

Level 3

Credit value 4

GLH 27

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to exchange and record information about partnership work with families.	5.1. Exchange information with the individual and family members about: <ul style="list-style-type: none"> • implementation of the plan • changes to needs and preferences. 		
	5.2. Record information in line with agreed ways of working about: <ul style="list-style-type: none"> • progress towards outcomes • effectiveness of partnership working. 		
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 feedback 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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3038

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

HSC 387 and 388.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

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.

<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.</p>
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HSC 3062: Interact with and support individuals using telecommunications

Unit reference Y/601/8825 **Level** 3

Credit value 5 **GLH** 36

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to engage with individuals using telecommunications.	3.1. Engage with the individual without face to face interaction including: <ul style="list-style-type: none"> • 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. 		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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: <ul style="list-style-type: none"> 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. 		
5. Be able to terminate the interaction.	5.1. Demonstrate how to end interactions including: <ul style="list-style-type: none"> 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3062

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 353 (GEN21).
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

ASM 24: Develop and sustain effective working relationships with staff in other agencies

Unit reference R/601/3526

Level 3

Credit value 4

GLH 24

Unit aim This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and of 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.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	2.4. Confirm arrangements for joint work which are: <ul style="list-style-type: none"> • 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: ASM 24

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit is directly related to the Skills for Justice National Occupational Standard:
F403 Develop and sustain effective working relationships with staff in other agencies.

Guidance for developing assessment arrangements for the unit:

Additional unit assessment requirements - provided with the unit

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

Unit assessment guidance – provided by the sector

The evidence for this unit is likely to come from:

- the observation of the candidate working with staff from other agencies
- minutes of meetings, and
- the candidate's explanation of their work with staff in other agencies recorded either through professional discussion or a reflective account.

DEM 301: Understand the process and experience of dementia



Unit reference J/601/3538

Level 3

Credit value 3

GLH 22

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the neurology of dementia.	1.1. Describe a range of causes of dementia syndrome .		
	1.2. Describe the types of memory impairment commonly experienced by individuals with dementia.		
	1.3. Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia.		
	1.4. Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.		
	1.5. Explain why the abilities and needs of an individual with dementia may fluctuate.		
2. Understand the impact of recognition and diagnosis of dementia.	2.1. Describe the impact of early diagnosis and follow up to diagnosis.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.		
	2.3. Explain the process of reporting possible signs of dementia within agreed ways of working.		
	2.4. Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none"> • the individual • their family and friends. 		
3. Understand how dementia care must be underpinned by a person-centred approach.	3.1. Compare a person-centred and a non-person-centred approach to dementia care.		
	3.2. Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.		
	3.3. Describe how myths and stereotypes related to dementia may affect the individual and their carers .		
	3.4. Describe ways in which individuals and carers can be supported to overcome their fears.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: DEM 301

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

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

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

Carers e.g.:

- partner
- family
- friends
- neighbours.

Additional unit assessment requirements - provided with the unit

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

CMH 301: Understand mental well-being and mental health promotion



Unit reference F/602/0097

Level 3

Credit value 3

GLH 14

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span.	1.1. Evaluate two different views on the nature of mental well-being and mental health.		
	1.2. Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: <ul style="list-style-type: none"> • biological factors • social factors • psychological factors. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	<p>1.3. Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health:</p> <ul style="list-style-type: none"> • risk factors including inequalities, poor quality social relationships • protective factors including socially valued roles, social support and contact. 		
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups.	2.1 Explain the steps that an individual may take to promote their mental well-being and mental health.		
	2.2. Explain how to support an individual in promoting their mental well-being and mental health.		
	2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health.		
	2.4. Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community.		
	2.5. Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: CMH 301

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit has links to HSC 3112, HSC 3119 and MH 25.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

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

CMH 302: Understand mental health problems



Unit reference J/602/0103

Level 3

Credit value 3

GLH 14

Unit aim

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the main forms of mental ill health.	1.1. Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders.		
	1.2. Explain the key strengths and limitations of the psychiatric classification system.		
	1.3. Explain two alternative frameworks for understanding mental distress.		
	1.4. Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know the impact of mental ill health on individuals and others in their social network.	2.1. Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.		
	2.2. Explain how mental ill health may have an impact on the individual including: <ul style="list-style-type: none"> • psychological and emotional • practical and financial • the impact of using services • social exclusion • positive impacts. 		
	2.3. Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: <ul style="list-style-type: none"> • psychological and emotional • practical and financial • the impact of using services • social exclusion • positive impacts. 		
	2.4. Explain the benefits of early intervention in promoting an individual's mental health and well-being.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: CMH 302

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit has links to HSC 3111 and MH14.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit.

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

D 5: Plan, allocate and monitor work of a team

Unit reference Y/600/9669

Level 3

Credit value 5

GLH 25

Unit aim This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to plan work for a team.	1.1. Agree team objectives with own manager.		
	1.2. Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.		
2. Be able to allocate work across a team.	2.1. Discuss team plans with a team.		
	2.2. Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.		
	2.3. Agree standard of work required by team.		
3. Be able to manage team members to achieve team objectives.	3.1. Support all team members in order to achieve team objectives.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to monitor and evaluate the performance of team members.	4.1. Assess team members' work against agreed standards and objectives.		
	4.2. Identify and monitor conflict within a team.		
	4.3. Identify causes for team members not meeting team objectives.		
5. Be able to improve the performance of a team.	5.1. Identify ways of improving team performance.		
	5.2. Provide constructive feedback to team members to improve their performance.		
	5.3. Implement identified ways of improving team performance.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: D 5

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	MSC D5 Allocate and check work in your team
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>This unit needs to be assessed in line with Training and Development Agency for Schools (TDA) Assessment Principles.</p> <p>Learning outcomes 1, 2, 3, 4 and 5 must be assessed in relation to the real work environment.</p>

IC01: The principles of infection prevention and control

Unit reference L/501/6737

Level 2

Credit value 3

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and 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 of 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		
	5.4. 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: IC01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

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

IC02: Causes and spread of infection



Unit reference H/501/7103 **Level** 2

Credit value 2 **GLH** 20

Unit aim This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between 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.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: IC02

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

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

IC03: Cleaning, decontamination and waste management



Unit reference	R/501/6738	Level	2
Credit value	2	GLH	20

Unit aim To explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials.

This unit does not cover the decontamination of surgical instruments.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: IC03

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. General Healthcare Competence GEN3. Maintain health and safety in a clinical/therapeutic environment (K5). Knowledge and Skills Framework Core 3 Health safety and Security. Health and Social Care NOS HSC246, 230, 0032 Infection Prevention and Control NOS IPC1, 3,4,6,7.

HSC 024: Principles of safeguarding and protection in health and social care



Unit reference A/601/8574

Level 2

Credit value 3

GLH 26

Unit aim

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others. 		
	1.2. Identify the signs and / or symptoms associated with each type of abuse.		
	1.3. Describe factors that may contribute to an individual being more vulnerable to abuse.		
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the actions to take if there are suspicions that an individual is being abused.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Explain the actions to take if an individual alleges that they are being abused.		
	2.3. Identify ways to ensure that evidence of abuse is preserved.		
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and local systems that relate to safeguarding and protection from abuse.		
	3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.		
	3.3. Identify reports into serious failures to protect individuals from abuse.		
	3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.		
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person-centred values • encouraging active participation • promoting choice and rights. 		
	4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.		
5. Know how to recognise and report unsafe practices.	5.1. Describe unsafe practices that may affect the wellbeing of individuals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Explain the actions to take if unsafe practices have been identified.		
	5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 024

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 24, HSC 240 Content recurs throughout HSC NOS knowledge requirements.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Factors may include:</p> <ul style="list-style-type: none"> • a setting or situation • the individual. <p>An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.</p> <p>The actions to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:</p> <ul style="list-style-type: none"> • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others. <p>A setting where there is no formal duty of care includes adult health or social care settings.</p> <p>Local systems may include:</p> <ul style="list-style-type: none"> • employer / organisational policies and procedures • multi-agency adult protection arrangements for a locality. <p>Person-centred values include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership.

	<p>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.</p> <p>Unsafe practices may include:</p> <ul style="list-style-type: none">poor working practicesresource difficultiesoperational difficulties.
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

HSC 036: Promote person-centred approaches in health and social care

Unit reference Y/601/8145

Level 3

Credit value 6

GLH 41

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to promote individuals well-being.	6.1. Explain the links between identity, self-image and self-esteem.		
	6.2. Analyse factors that contribute to the well-being 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 well-being.		
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 declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 036

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 35, HSC 332, HSC 350 Content recurs throughout HSC NOS.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Person-centred values include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership. <p>A care plan may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.</p> <p>An individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • team members and colleagues • other professionals • individuals who require care or support • families, friends, advocates or others who are important to individuals. <p>Complex or sensitive situations may include those that are:</p> <ul style="list-style-type: none"> • distressing or traumatic • threatening or frightening • likely to have serious implications or consequences • of a personal nature • involving complex communication or cognitive needs.

	<p>Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.</p> <p>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.</p> <p>Well-being may include aspects that are:</p> <ul style="list-style-type: none">• spiritual• emotional• cultural• religious• social• political.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>



K/617/7591: Understand social prescribing

Unit reference K/617/7591 **Unit level** 3

Credit value 2 **GLH** 12

Unit aim The aim of this unit is to provide learners with knowledge and understanding of social prescribing.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand factors which impact on health and well-being	1.1 Define <ul style="list-style-type: none"> health inequality health inequity 		
	1.2 Describe factors which impact on health and well-being		
	1.3 Explain the impact of social determinants on: <ul style="list-style-type: none"> an individual's health and well-being communities 		
	1.4 Compare and contrast models of health and well-being		
2. Understand the policy for social prescribing	2.1 Identify the aims of social prescribing		
	2.2 Describe drivers in relation to social prescribing		
3. Understand social prescribing in practice	3.1 Identify individuals who may benefit from accessing social prescribing schemes		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2 Describe components of a social prescribing scheme		
	3.3 Explain the role and responsibilities of the link worker		
4. Understand the role and responsibilities of the frontline health and care practitioner in relation to social prescribing	4.1 Explain the role and responsibilities of the frontline health and care practitioner in relation to social prescribing		
5. Understand outcomes of social prescribing	5.1 Analyse outcomes of social prescribing for the individual, the community groups and the health and care system		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: K/617/7591

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with the Joint Skills for Care and Skills for Health assessment principles
Unit guidance	<p>Factors to include:</p> <ul style="list-style-type: none"> • social • economic • environmental <p>Social determinants may include:</p> <ul style="list-style-type: none"> • experiences • education • employment • disability • food security • health services • housing • finances • discrimination • social support <p>Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p>Models of health and well-being to include:</p> <ul style="list-style-type: none"> • medical model • social model <p>Drivers may include:</p> <ul style="list-style-type: none"> • demographics • personalisation • co-production • integration including the role of third sector organisations • community capacity • whole-system approach • prevention and well-being • early intervention • values-based • wider government objectives <p>Individuals who may benefit from accessing social prescribing schemes to include:</p> <ul style="list-style-type: none"> • individuals who have social, emotional or practical needs

	<p>Components of a social prescribing scheme to include:</p> <ul style="list-style-type: none"> • referring practitioner • link worker • local voluntary and community sector organisations <p>Role and responsibilities of the link worker may include:</p> <ul style="list-style-type: none"> • receive and action referrals • personalised holistic support planning • connect individuals to voluntary and community groups or services • referral to other practitioners • co-production and collaborative working • supporting accessibility, development and sustainability of community groups and assets • manage a caseload <p>Role and responsibilities of the frontline health and care practitioner in relation to social prescribing may include:</p> <ul style="list-style-type: none"> • holistic, person-centred practice to address non-clinic needs • motivational interviewing and health coaching • community centred approach, knowledge of local services • awareness of social prescribing schemes and referral criteria <p>Outcomes of social prescribing may include:</p> <ul style="list-style-type: none"> • common outcomes framework • engagement, active participation, promotion of health and well-being • better outcomes and experiences • benefit from community and informal support • increasing health literacy • reduce health inequalities, targeting wider determinants • behaviour change, empowerment, informed choice, self-care • developing community networks, assets and resilience • integration, value, sustainability, reduced demand <p>Useful websites:</p> <p>www.england.nhs.uk</p> <p>www.gov.uk/government/organisations/public-health-england</p>
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Summary of changes

This section summarises the changes to this qualification specification – optional units document since the last version

Version	Publication Date	Summary of amendments
v5.0	July 2019	Removal of withdrawn Clinical Healthcare qualifications. Optional units statement added.
v6.0	November 2019	Added unit K/617/7591 – Understand social prescribing