# Qualification specification

**NCFE CACHE Level 3 Diploma in Healthcare Support**
**QN: 603/2414/4**

**Please note: This document is over 800 pages long; you may prefer to select the individual units you require rather than printing the whole document.**

*Meets Skills for Health qualification design criteria*

**Contents**

**Summary of changes** **8**

**Section 1: General introduction** **11**

About this Qualification Specification 12
How the qualification works 12
Total Qualification Time/Guided Learning: Definitions 13
Barred units 13
Recognition of Prior Learning (RPL) 13
Understanding learning outcomes 14
Our website 15
The Public Website 15
The Centre Secure Website 15
Plagiarism 16
Equal opportunities 16
Diversity, access and inclusion 16

**Section 2: About this qualification** **17**

Qualification summary 18
Qualification support 20

**Section 3: Units** **21**

**Unit achievement log – Level 3 Diploma in Healthcare Support** **22**

Mandatory units 22
Optional units 25
Barred unit combinations 59
Unit layout 60
Explanation of terms used at Level 3: (not all verbs are used in this qualification) 61

**Mandatory Units** **64**

DHS 1: Promote communication in care settings 65
DHS 2: Promote effective handling of information in care settings 70
DHS 3: Promote personal development in care settings 73
DHS 4: Promote person-centred approaches in care settings 77
DHS 5: Promote equality and inclusion in care settings 83
DHS 6: Promote health, safety and well-being in care settings 86
DCHS 7: Responsibilities of a care worker 92
DHS 8: Duty of care in care settings 95
DCHS 9: Safeguarding and protection in care settings 98
DHS 10: The principles of infection prevention and control 104
DHS 11: Causes and spread of infection 108
DHS 12: Cleaning, decontamination and waste management 111
DHS 13: Understand mental health problems 114
DHS 14: Understand mental well-being and mental health promotion 117
DHS 15: Study skills for senior healthcare support workers 120

DHS 15: Assessment guidance 125

**Option 1: Adult Nursing - Optional Units 129**

AN 1: Undertake physiological measurements 130
AN 2: Undertake personal hygiene activities with individuals 135
AN 3: Perform intravenous cannulation 139
AN 4: Obtain venous blood samples 144
AN 5: Obtain and test capillary blood samples 148
AN 6: Carry out arterial puncture and collect arterial blood 153
AN 7: Carry out blood collection from fixed or central lines 157
AN 8: Carry out intravenous infusion 162
AN 9: Insert and secure nasogastric tubes 166
AN 10: Care for individuals with nasogastric tubes 171
AN 11: Undertake urethral catheterisation processes 176
AN 12: Care for individuals with urethral catheters 180
AN 13: Undertake stoma care 185
AN 14: Prepare for and carry out extended feeding techniques 190
AN 15: Assist in the administration of medication 195
AN 16: Undertake tissue viability risk assessments 201
AN 17: Obtain and test specimens from individuals 205
AN 18: Undertake treatments and dressings of lesions and wounds 209
AN 19: Carry out wound drainage care 214
AN 20: Remove wound drains 219
AN 21: Remove wound closure materials 223
AN 22: Carry out vision screening 227
AN 23: Conduct hearing assessments 231
AN 24: Conduct external ear examinations 235
AN 25: Move and position individuals in accordance with their care plan 239
AN 26: Understand advance care planning 243
AN 27: Perform routine electrocardiograph (ECG) procedures 247
AN 28: Undertake agreed pressure area care 252
AN 29: Administer medication to individuals and monitor the effects 257
AN 30: Understand the administration of medication 261
AN 31: Assist in the administration of oxygen 265
AN 32: Administer oral nutritional products to individuals 269
AN 33: Support individuals to access and use services and facilities 274
AN 34: Obtain a client history 278
AN 35: Understand the process and experience of dementia 281
AN 36: Care for the elderly 284
AN 37: Understand long-term conditions and frailty 286
AN 38: Support independence in the tasks of daily living 290
AN 39: Awareness of the Mental Capacity Act 2005 295
AN 40: Understand the context of supporting individuals with learning disabilities 300
AN 41: Work in partnership with families to support individuals 304
AN 42: Support individuals to develop and run support groups 309
AN 43: Advise and inform individuals on managing their condition 313
AN 44: Coordinate the progress of individuals through care pathways 318
AN 45: Implement therapeutic group activities 322
AN 46: Support individuals to live at home 326
AN 47: Dementia Awareness 330
AN 48: End of life and dementia care 333

AN 49: Managing symptoms in end of life care 337
AN 50: Support individuals at the end of life 341
AN 51: Supporting individuals with loss and grief before death 346
AN 52: Support individuals who are bereaved 349
AN 53: Understand end of life care for individuals with specific health needs 353
AN 54: Support individuals during the last days of life 358
AN 55: Support individuals during emergency situations 363
AN 56: Support individuals during a period of change 367
AN 57: Support individuals to access and use information about services and facilities 371
AN 58: Support individuals to manage their finances 375
AN 59: Support individuals to access and manage direct payments 379
AN 60: Support individuals to access housing and accommodation services 384
AN 61: Support individuals to prepare for and settle in to new home environments 388
AN 62: Support individuals to access education, training or employment 392
AN 63: Support individuals to carry out their own health care procedures 396
AN 64: Support individuals to manage continence 400
AN 65: Support individuals who are distressed 404
AN 66: Support individuals to manage dysphagia 408
AN 67: Support the spiritual well-being of individuals 413
AN 68: Support individuals to meet personal care needs 417
AN 69: Support individuals to eat and drink 421
AN 70: Provide support to manage pain and discomfort 425
AN 71: Provide support for sleep 428
AN 72: Support individuals with specific communication needs 431
AN 73: Support individuals undergoing healthcare activities 435
AN 74: Provide support for leisure activities 440
AN 75: Collate and communicate health information to individuals 443
AN 76: Communicate with individuals about promoting their health and well-being 447
AN 77: Interact with and support individuals using telecommunications 451
AN 78: Promote positive behaviour 455
AN 79: Promotion of general health and well-being 460
AN 80: Human structure and functionality 462
AN 81: Prepare individuals for healthcare activities 465
AN 82: Select and wear appropriate personal protective equipment for work in healthcare settings 468
AN 83: Assist the practitioner to carry out health care activities 471
AN 84: Monitor and maintain the environment and resources during and after health care activities 475
AN 85: Contribute to the discharge of individuals to carers 479
AN 86: Inform an individual of discharge arrangements 483
AN 87: Contribute to the care of a deceased person 486
AN 88: Assist others to monitor individuals' progress in managing dysphagia 490
AN 89: Support carers to meet the care needs of individuals 494
AN 90: Perform first line calibration on clinical equipment to ensure it is fit for use 497
AN 91: Reprocess endoscopy equipment 500
AN 92: Conduct routine maintenance on clinical equipment 504
AN 93: Make recommendations for the use of physical resources in a health setting 508
AN 94: Manage the availability of physical resources to meet service delivery needs in a health setting 511
AN 95: Control the use of physical resources in a health setting 514
AN 96: Maintaining quality standards in the health sector 517
AN 97: Service improvement in the health sector 520
AN 98: Contribute to the effectiveness of teams 522

AN 99: Prepare and reproduce permanent radiographic images 525
AN 100: Assure the effective functioning of radiographic image processing equipment 529

**Option 2: Maternity Support - Optional Units 532**

MAT 1: Provide advice and information to enable parents to promote the health and well-being of their newborn babies 533
MAT 2: Care for a newborn baby 538
MAT 3: Support parents or carers to interact with and care for their newborn baby 543
MAT 4: Anatomy and physiology for maternity support workers 548
MAT 5: Develop and agree individualised care plans for babies and families 550
MAT 6: Support individuals with feeding babies 555

**Option 3: Theatre Support - Optional Units 561**

THEA 1: Perform the non-scrubbed circulating role for perioperative procedures 562
THEA 2: Receive and handle clinical specimens within the sterile field 566
THEA 3: Prepare anaesthetic environment and provide support for pre-and post-operative anaesthesia and recovery 569
THEA 4: Contribute to the safe use of medical devices in the perioperative environment 574
THEA 5: Provide support to the surgical team when preparing individuals for operative and invasive procedures 579
THEA 6: Assist in receiving, handling and dispatching clinical specimens 584
THEA 7: Transport, transfer and position individuals and equipment within the perioperative environment 587
THEA 8: Measure and record individuals' body fluid balance in a perioperative environment 592
THEA 9: Assist in the delivery of perioperative care and support to individuals 596
THEA 10: Prepare and dress for scrubbed clinical roles 600
THEA 11: Prepare and provide surgical instrumentation and supplementary items for the surgical team 604
THEA 12: Prepare equipment for intraoperative cell salvage blood processing 609
THEA 13: Prepare and apply dressings and drains to individuals in the perioperative environment 613
THEA 14: Operate equipment for intraoperative cell salvage blood collection 617
THEA 15: Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process 623
THEA 16: Prepare equipment for intraoperative cell salvage blood collection 629

**Option 4: Mental Health - Optional Units 633**

MH 1: Understand the legal, policy and service framework in mental health 634
MH 2: Support individuals to manage their own recovery from mental health problems 638
MH 3: Understanding suicide interventions 641
MH 4: Support positive risk-taking for individuals 644
MH 5: Enable individuals with mental health problems to develop alternative coping strategies 648
MH 6: Understand mental health interventions 652
MH 7: Effective communication and building relationships in mental health work 657
MH 8: Enable mental health service users and carers to manage change 662
MH 9: Assist individuals who have mental health problems when they are transferring between agencies and services 665
MH 10: Facilitate and monitor housing and accommodation services to support individuals with mental health needs 670
MH 11: Enable individuals to develop strategies to manage their behaviour 675

MH 12: Recognise indications of substance misuse and refer individuals to specialists 679
MH 13: Understand care and support planning and risk management in mental health 683
MH 14: Support children and young people with mental health conditions 687

**Option 5: Children and Young People Support - Optional Units 691**

CYP 1: Support parents/carers and those in a parental role to care for babies during their first year 692
CYP 2: Care for the physical and nutritional needs of babies and young children 698
CYP 3: Work with babies and young children to support their development and learning 702
CYP 4: Understand child and young person development 706
CYP 5: Develop positive relationships with children and young people 709
CYP 6: Support children and young people experiencing transitions 715
CYP 7: Enable children and young people to understand their health and well-being 718
CYP 8: Understand how to safeguard the well-being of children and young people 724
CYP 9: Communicate with children and young people in care settings 732
CYP 10: Understand risk management in the paediatric mental health setting 738
CYP 11: Understand mental health and behaviour management of children and young people 741
CYP 12: Support child and young person development 745
CYP 13: Support children and young people with additional needs 749

**Option 6: Allied Health Profession – Therapy Support - Optional Units 754**

AHP 1: Provide information and advice to individuals on eating to maintain optimum nutritional status 755
AHP 2: Monitor and review individuals' progress in relation to maintaining optimum nutritional status 759
AHP 3: Contribute to monitoring the health of individuals affected by health conditions 763
AHP 4: Principles of health promotion 767
AHP 5: Deliver training through demonstration and instruction 769
AHP 6: Monitor individuals' progress in relation to managing their body weight and nutrition 773
AHP 7: Assist in implementing treatment programmes for individuals with severely reduced movement/mobility 777
AHP 8: Assist in the implementation of programmes to increase mobility, movement and functional independence 782
AHP 9: Implement hydrotherapy programmes for individuals and groups 787
AHP 10: Deliver exercise sessions to improve individuals' health and well-being 791
AHP 11: Assist in testing individuals' abilities prior to planning physical activities 795
AHP 12: Collaborate in the assessment of environmental and social support in the community 799
AHP 13: Assist in planning and evaluating learning activities 803
AHP 14: Provide support to maintain and develop skills for everyday life 807
AHP 15: Support individuals with cognition or learning difficulties 811
AHP 16: Provide support to individuals to continue recommended therapies 816
AHP 17: Examine the feet of individuals with diabetes 821
AHP 18: Provide advice on foot care for individuals with diabetes 825
AHP 19: Adapt and fit healthcare equipment, medical devices, assistive technology or products to meet individuals' needs 828
AHP 20: Provide support for mobility 833
AHP 21: Provide agreed support for foot care 837
AHP 22: Provide support for individuals with communication and interaction difficulties 841
AHP 23: Support individuals with speech and language disorders to develop their communication skills 846
AHP 24: Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services 852

AHP 25: Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use 857
AHP 26: Assist and support individuals to use alternative and augmentative communication systems (AAC) 861
AHP 27: Develop activities and materials to enable individuals to reach specific communication goals 866
AHP 28: Give presentations to groups 871
AHP 29: Assist others to plan presentations 874
AHP 30: Support individuals in undertaking their chosen activities 877
AHP 31: Facilitate learning and development activities to meet individual needs and preferences 882
AHP 32: Manufacture equipment or medical devices for individuals within healthcare 887

**Section 4: Assessment and quality assurance information 891**

Recommended assessment methods 892
Skills for Health Assessment Principles 894

**Section 5: Documents and resources 895**

Useful documents 896
Mandatory documents 896
Resources 897
Resource requirements 897

**Summary of changes**

**This section summarises the changes to this qualification specification**

| Version | Publication Date | Summary of amendments |
|---|---|---|
| v1.0 | September 2017 | First publication |
| v2.0 | August 2018 | The following optional units have been added:<br>• K/602/2720 AN 99 Prepare and reproduce permanent radiographic images<br>• R/602/2680 AN 100 Assure the effective functioning of radiographic image processing equipment. |
| v2.1 | May 2019 | Updated unit aim to reflect the content for K/615/7244 AN 70 Provide support to manage pain and discomfort |
| v2.2 | October 2019 | Updated unit aim to reflect the skills within the learning outcome for D/615/7368 AN 30 Understand the administration of medication. |
| v2.3 | January 2020 | All units with skills based LOs now have the statement 'Learning outcome X, X and X must be assessed in a real work environment.<br><br>'Be able to' prefix added to skills learning outcomes for:<br>AN 29: Administer medication to individuals and monitor the effects – LO4 and LO5<br>AN 76: Communicate with individuals about promoting their health and well-being – LO1, LO3 and LO4<br>AN 79: Promotion of general health and well-being – LO2<br>AN 91: Reprocess endoscopy equipment – LO3 and LO4<br>AN 92: Conduct routine maintenance on clinical equipment – LO3, LO4 and LO5<br>AHP 4: Principles of health promotion – LO2<br><br>AN79 Promotion of general health and well-being<br>LO1 - 'Know the' prefix replaces 'Describe'<br>LO3 - 'Understand' prefix replaces 'Outline'<br><br>AHP 4: Principles of health promotion<br>LO1 - 'Know the' prefix replaces 'Describe'<br>LO3 - 'Know the' prefix replaces 'State the'<br><br>Section 5:<br>Resources section added – information regarding the well-being and safeguarding of learners.<br>Mandatory documents updated |
| v2.4 | June 2022 | Further information added to assessment methods section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. |

| | | |
|---|---|---|
| | | Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.<br><br>Unit CYP 8 – AC 1.4 Serious case reviews updated to child safeguarding practice reviews.<br><br>Information added to the mandatory documents section about how to access support handbooks. |

# Section 1: General introduction

## About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

## How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

| **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 substances which are commonly misused. | 1.1. List **categories** of substances which are commonly misused. | | |
| | 1.2. Identify substances which are commonly misused. | | |

## Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- GL and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

## Barred units

This qualification contains barred units. These will be identified in Section 3: Units.

## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

**Competence-/Skills-based learning outcomes:**

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

**Knowledge-based learning outcomes:**

- Begin with 'Know', 'Understand' or 'Know how to'.

For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

## The Public Website

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

## The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

**Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

## Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

## Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

# Section 2: About this qualification

## Qualification summary

| | | | |
|---|---|---|---|
| **Title** | NCFE CACHE Level 3 Diploma in Healthcare Support | | |
| **Qualification number** | 603/2414/4 | | |
| **Aim** | Healthcare support staff can work in a variety of different settings within the NHS and private care facilities. The role of the support staff is to provide assistance to healthcare professionals in diagnosing, treating and caring for patients.<br><br>The Level 3 Diploma in Healthcare Support provides learners with the knowledge, understanding and skills required to work in a range of healthcare support settings.<br><br>The qualification is formed of mandatory and optional units. The mandatory units cover core competencies while the optional units allow learners to choose from a variety of specialist areas to tailor the qualification to their needs, interests and to reflect the context of their work.<br><br>The content of the qualification also aligns with the knowledge and skills required for the **Senior Healthcare Support Worker Apprenticeship Standard**. The content is applicable to a variety of roles, examples of which are included below:<br>• Adult Nursing Support<br>• Maternity Support<br>• Theatre Support<br>• Mental Health Support<br>• Children and Young People's Support<br>• Allied Health Profession (Therapy Support). | | |
| **Purpose**<br>Ofqual code and description (where applicable) | D. Confirm occupational competence and/or 'licence to practice'. | | |
| **Total Qualification Time (hours)** | 650 | | |
| **Guided Learning (hours)** | 378 | | |
| **Credit value** | 65 | **Minimum credits at/above Level** | 37 |
| **Minimum age of learner** | 16 | | |

| | |
|---|---|
| **Real work environment (RWE) requirement / recommendation** | Learners will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills. |
| **Rules of combination** | Learners must achieve a minimum of 65 credits to gain this qualification. Learners must achieve 45 credits from the mandatory units and a minimum of 20 credits from the optional units. At least 37 of the credits must be achieved at level 3 or above. |
| **Apprenticeship standard** | This qualification can be undertaken as part of the **Senior Healthcare Support Worker** apprenticeship standard. If learners have not already achieved qualifications in English and Maths, Level 2 Functional Skills in English and Maths can also be taken.<br><br>For Apprenticeship standards, the latest standard and assessment plan documents, available from https://www.gov.uk/government/publications/apprenticeship-standard-senior-healthcare-support-worker should always be consulted to ensure that all mandatory qualifications, units, assessment, on-the-job hours and apprenticeship conditions are achieved and evidenced. |
| **Progression**<br>including job roles (where applicable) | The content of the qualification links with knowledge and skills required for the **Senior Healthcare Support Worker** Apprenticeship Standard.<br><br>The qualification content is applicable to a variety of roles, examples of which are included below:<br><br>Senior Healthcare Support Worker, Senior Healthcare Assistant, Maternity Support Worker, Theatre Support Worker, Mental Health Support Worker, Children and Young People Support Worker, Therapy Support worker, Rehabilitation assistant, Enablement worker<br><br>Units can also be a basis for continuing professional development in the learners chosen field. |
| **Assessment methods** | All units are internally assessed.<br><br>Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification through a portfolio of evidence. Methods of assessment could include:<br>• direct observation of learner by Assessor<br>• witness evidence when directed by the sector skills assessment strategy<br>• professional discussion<br>• reflection on own practice in real work environments<br>• written assignments<br>• learner's own work products. |

| | |
|---|---|
| | **Please note mandatory assessment for DHS 15 Study Skills for Senior Healthcare Support Workers' unit must provide evidence of a piece of extended writing or a project.**<br><br>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. |
| **Additional assessment requirements** | All units must be assessed in line with the Skills for Health's Assessment Principles. |
| **Grading system** | Achieved/Not Yet Achieved |
| **How long will it take to complete?** | Learners can usually complete the qualification within 18-24 months if taken as standalone or part of the Senior Healthcare Support Worker apprenticeship standard. |
| **Entry requirements / recommendations** | Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines. |
| **Geographical coverage** | This qualification has been regulated for use in England only. |

| **Qualification support** |
|---|
| This qualification meets the **Skills for Health** qualification design criteria and is supported by them. |

# Section 3: Units

Healthcare support staff can work in a variety of different settings within the NHS and private care facilities. The role of the support staff is to provide assistance to healthcare professionals in diagnosing, treating and caring for patients.

The Level 3 Diploma in Healthcare Support provides learners with the knowledge, understanding and skills required to work in a range of healthcare support settings.

The qualification is formed of mandatory and optional units. The mandatory units cover core competencies while the optional units allow learners to choose from a variety of specialist areas to tailor the qualification to their needs, interests and to reflect the context of their work.

The content of the qualification also aligns with the knowledge and skills required for the **Senior Healthcare Support Worker** Apprenticeship Standard.

**Mandatory and optional units**

This section is split into mandatory and optional units. The optional units have been split into smaller groups that reflect the **optional specialisms** within the **Senior Healthcare Support Worker Apprenticeship Standard**

**Optional unit groups:**

- Option 1: Adult Nursing Support
- Option 2: Maternity Support
- Option 3: Theatre Support
- Option 4: Mental Health Support
- Option 5: Children and Young People Support
- Option 6: Allied Health Profession – Therapy Support

The units within the groups are **indicative** of units that could be taken to meet a particular option within the standard; however, the actual combination of units selected remains the responsibility of the Centre. There is a mixture of skills/competence and knowledge-only units to select from.

Centres:

- must support learners/apprentices to select units based on their chosen option within the standard reflecting the context in which they work
- can select optional units **across** any of the groups within the qualification
- must ensure that the qualification's rules of combination is met
- can use the Unit achievement log on the next page to help with the selection of units.

**In addition, Skills for Health has also provided guidance to support with unit selection to meet the Senior Healthcare Support Worker apprenticeship standard. This guidance document can be found on the qualification's webpage.**

# Unit achievement log – Level 3 Diploma in Healthcare Support

**Mandatory units**

| Aligned to app'ship standard | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|
| Core | DHS1 | H/615/7145 | Promote communication in care settings | Knowledge/Skills | 3 | 3 | 25 | |
| Core | DHS2 | K/615/7146 | Promote effective handling of information in care settings | Knowledge/Skills | 3 | 2 | 16 | |
| Core | DHS3 | M/615/7147 | Promote personal development in care settings | Knowledge/Skills | 3 | 3 | 10 | |
| Core | DHS4 | M/615/7150 | Promote person-centred approaches in care settings | Knowledge/Skills | 3 | 6 | 39 | |
| Core | DHS5 | T/615/7151 | Promote equality and inclusion in care settings | Knowledge/Skills | 3 | 2 | 18 | |
| Core | DHS6 | A/615/7152 | Promote health, safety and well-being in care settings | Knowledge/Skills | 3 | 6 | 45 | |

| Aligned to app'ship standard | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|
| Core | DCHS7 | R/615/7142 | Responsibilities of a care worker | Knowledge/Skills | 2 | 2 | 16 | |
| ☆ Core | DHS8 | F/615/7153 | Duty of care in care settings | Knowledge | 3 | 1 | 8 | |
| ☆ Core | DCHS9 | D/615/7144 | Safeguarding and protection in care settings | Knowledge | 2 | 3 | 26 | |
| ☆ Core | DHS10 | J/615/7154 | The principles of infection prevention and control | Knowledge | 2 | 3 | 30 | |
| ☆ Core | DHS11 | L/615/7155 | Causes and spread of infection | Knowledge | 2 | 2 | 20 | |
| ☆ Core | DHS12 | R/615/7156 | Cleaning, decontamination and waste management | Knowledge | 2 | 2 | 20 | |

| Aligned to app'ship standard | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|
| Core | DHS13 | Y/615/7157 | Understand mental health problems | Knowledge | 3 | 3 | 16 | |
| Core | DHS14 | D/615/7158 | Understand mental well-being and mental health promotion | Knowledge | 3 | 3 | 20 | |
| n/a | DHS15 | T/616/3015 | Study skills for senior healthcare support workers | Knowledge/Skills | 3 | 4 | 15 | |

**Optional units**

**Key**

| | | | |
|---|---|---|---|
| OP 1 AN = | Option 1: Adult nursing support | OP 4 MH = | Option 4: Mental Health Support |
| OP 2 MAT = | Option 2: Maternity support | OP 5 CYP = | Option 5: Children and Young People Support |
| OP 3 THEA = | Option 3: Theatre support | OP 6 AHP = | Option 6: Allied Health Profession – Therapy Support |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Clinical care/ Dietetics support | AN 1 | J/615/7297 | Undertake physiological measurements | Knowledge/ Skills | 3 | 3 | 23 | |
| OP 1 AN | Clinical care | AN 2 | K/615/7177 | Undertake personal hygiene activities with individuals | Knowledge/ Skills | 2 | 3 | 24 | |
| OP 1 AN | Clinical care | AN 3 | A/615/7281 | Perform intravenous cannulation | Knowledge/ Skills | 4 | 5 | 36 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Clinical care | AN 4 | R/615/7187 | Obtain venous blood samples | Knowledge/ Skills | 3 | 3 | 24 | |
| OP 1 AN | Clinical care | AN 5 | K/615/7325 | Obtain and test capillary blood samples | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | Clinical care | AN 6 | J/615/7350 | Carry out arterial puncture and collect arterial blood | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | Clinical care | AN 7 | F/615/7301 | Carry out blood collection from fixed or central lines | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | Clinical care | AN 8 | T/615/7263 | Carry out intravenous infusion | Knowledge/ Skills | 3 | 4 | 22 | |
| OP 1 AN | Clinical care | AN 9 | D/615/7175 | Insert and secure nasogastric tubes | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | Clinical care | AN 10 | F/615/7251 | Care for individuals with nasogastric tubes | Knowledge/ Skills | 3 | 3 | 19 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Clinical care | AN 11 | T/615/7232 | Undertake urethral catheterisation processes | Knowledge/ Skills | 3 | 4 | 28 | |
| OP 1 AN | Clinical care | AN 12 | F/615/7282 | Care for individuals with urethral catheters | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | Clinical care | AN 13 | J/615/7302 | Undertake stoma care | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | Clinical care | AN 14 | L/615/7169 | Prepare for and carry out extended feeding techniques | Knowledge/ Skills | 3 | 4 | 27 | |
| OP 1 AN | Clinical care | AN 15 | Y/615/7174 | Assist in the administration of medication | Knowledge/ Skills | 2 | 4 | 25 | |
| OP 1 AN | Clinical care | AN 16 | H/615/7338 | Undertake tissue viability risk assessments | Knowledge/ Skills | 3 | 3 | 16 | |
| OP 1 AN | Clinical care | AN 17 | M/615/7231 | Obtain and test specimens from individuals | Knowledge/ Skills | 2 | 2 | 15 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Clinical care | AN 18 | L/615/7236 | Undertake treatments and dressings of lesions and wounds | Knowledge/ Skills | 3 | 4 | 23 | |
| OP 1 AN | Clinical care | AN 19 | A/615/7247 | Carry out wound drainage care | Knowledge/ Skills | 3 | 4 | 23 | |
| OP 1 AN | Clinical care | AN 20 | T/615/7327 | Remove wound drains | Knowledge/ Skills | 3 | 4 | 34 | |
| OP 1 AN | Clinical care | AN 21 | T/615/7358 | Remove wound closure materials | Knowledge/ Skills | 2 | 3 | 24 | |
| OP 1 AN | Clinical care | AN 22 | L/615/7205 | Carry out vision screening | Knowledge/ Skills | 3 | 4 | 34 | |
| OP 1 AN | Clinical care | AN 23 | D/615/7211 | Conduct hearing assessments | Knowledge/ Skills | 3 | 4 | 15 | |
| OP 1 AN | Clinical care | AN 24 | J/615/7221 | Conduct external ear examinations | Knowledge/ Skills | 3 | 4 | 28 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Clinical care | AN 25 | T/615/7229 | Move and position individuals in accordance with their care plan | Knowledge/ Skills | 2 | 4 | 26 | |
| ☆ OP 1 AN | Clinical care | AN 26 | M/615/7164 | Understand advance care planning | Knowledge | 3 | 3 | 25 | |
| OP 1 AN | Clinical care | AN 27 | F/615/7234 | Perform routine electrocardiograph (ECG) procedures | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | Clinical care | AN 28 | H/615/7324 | Undertake agreed pressure area care | Knowledge/ Skills | 2 | 4 | 30 | |
| OP 1 AN | Administration | AN 29 | R/615/7335 | Administer medication to individuals, and monitor the effects | Knowledge/ Skills | 3 | 5 | 30 | |
| OP 1 AN | Administration | AN 30 | D/615/7368 | Understand the administration of medication | Knowledge/ Skills | 3 | 3 | 24 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Administration | AN 31 | H/615/7372 | Assist in the administration of oxygen | Knowledge/ Skills | 3 | 5 | 40 | |
| OP 1 AN | Administration | AN 32 | R/615/7240 | Administer oral nutritional products to individuals | Knowledge/ Skills | 3 | 4 | 23 | |
| OP 1 AN | Health navigation | AN 33 | A/615/7202 | Support individuals to access and use services and facilities | Knowledge/ Skills | 3 | 4 | 25 | |
| OP 1 AN | Health navigation | AN 34 | J/615/7333 | Obtain a client history | Knowledge/ Skills | 3 | 3 | 22 | |
| ☆ OP 1 AN | Elderly care | AN 35 | M/615/7228 | Understand the process and experience of dementia | Knowledge | 3 | 3 | 22 | |
| OP 1 AN | Elderly care | AN 36 | A/615/7376 | Care for the elderly | Knowledge/ Skills | 2 | 2 | 10 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Elderly care | AN 37 | L/615/7365 | Understand long-term conditions and frailty | Knowledge | 3 | 3 | 20 | |
| OP 1 AN OP 6 AHP | Learning disability/ Community support/ Occupational therapy support | AN 38 | D/615/7323 | Support independence in the tasks of daily living | Knowledge/ Skills | 2 | 5 | 37 | |
| OP 1 AN | Learning disability support | AN 39 | R/615/7254 | Awareness of the Mental Capacity Act 2005 | Knowledge | 3 | 3 | 28 | |
| OP 1 AN | Learning disability support | AN 40 | M/615/7374 | Understand the context of supporting individuals with learning disabilities | Knowledge | 3 | 4 | 35 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Community support unit | AN 41 | M/615/7214 | Work in partnership with families to support individuals | Knowledge/ Skills | 3 | 3 | 27 | |
| OP 1 AN | Community support unit | AN 42 | A/615/7216 | Support individuals to develop and run support groups | Knowledge/ Skills | 3 | 3 | 24 | |
| OP 1 AN | Community support Prosthetic/Orthotic support | AN 43 | R/615/7304 | Advise and inform individuals on managing their condition | Knowledge/ Skills | 3 | 5 | 36 | |
| OP 1 AN OP 6 AHP | Community Support Prosthetic/Orthotic support | AN 44 | H/615/7176 | Coordinate the progress of individuals through care pathways | Knowledge/ Skills | 3 | 4 | 10 | |
| OP 1 AN OP 6 AHP | Community support Occupational therapy support | AN 45 | Y/615/7188 | Implement therapeutic group activities | Knowledge/ Skills | 3 | 4 | 25 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN<br>OP 6<br>AHP | Community support and Option Occupational therapy support | AN 46 | D/615/7337 | Support individuals to live at home | Knowledge/ Skills | 3 | 4 | 29 | |
| OP 1 AN | Dementia | AN 47 | K/615/7227 | Dementia Awareness | Knowledge | 2 | 2 | 7 | |
| OP 1 AN | Dementia | AN 48 | K/615/7311 | End of life and dementia care | Knowledge | 3 | 2 | 10 | |
| OP 1 AN | End of life care | AN 49 | M/615/7276 | Managing symptoms in end of life care | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | End of life care | AN 50 | M/615/7326 | Support individuals at the end of life | Knowledge/ Skills | 3 | 6 | 50 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | End of life care | AN 51 | D/615/7242 | Supporting individuals with loss and grief before death | Knowledge/ Skills | 3 | 2 | 5 | |
| OP 1 AN | End of life care | AN 52 | F/615/7167 | Support individuals who are bereaved | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | End of life care | AN 53 | F/615/7363 | Understand end of life care for individuals with specific health needs | Knowledge | 3 | 4 | 21 | |
| OP 1 AN | End of life care | AN 54 | F/615/7198 | Support individuals during the last days of life | Knowledge/ Skills | 4 | 5 | 40 | |
| OP 1 AN | Supporting individuals | AN 55 | D/615/7290 | Support individuals during emergency situations | Knowledge/ Skills | 3 | 3 | 27 | |
| OP 1 AN | Supporting individuals | AN 56 | A/615/7278 | Support individuals during a period of change | Knowledge/ Skills | 3 | 4 | 29 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Supporting individuals | AN 57 | J/615/7168 | Support individuals to access and use information about services and facilities | Knowledge/ Skills | 2 | 3 | 20 | |
| OP 1 AN | Supporting individuals | AN 58 | J/615/7185 | Support individuals to manage their finances | Knowledge/ Skills | 3 | 3 | 20 | |
| OP 1 AN | Supporting individuals | AN 59 | K/615/7213 | Support individuals to access and manage direct payments | Knowledge/ Skills | 4 | 4 | 20 | |
| OP 1 AN | Supporting individuals | AN 60 | H/615/7243 | Support individuals to access housing and accommodation services | Knowledge/ Skills | 3 | 4 | 31 | |
| OP 1 AN | Supporting individuals | AN 61 | L/615/7317 | Support individuals to prepare for and settle in to new home environments | Knowledge/ Skills | 3 | 3 | 23 | |
| OP 1 AN | Supporting individuals | AN 62 | H/615/7212 | Support individuals to access education, training or employment | Knowledge/ Skills | 4 | 4 | 31 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Supporting individuals | AN 63 | L/615/7186 | Support individuals to carry out their own health care procedures | Knowledge/ Skills | 2 | 2 | 15 | |
| OP 1 AN | Supporting individuals | AN 64 | K/615/7230 | Support individuals to manage continence | Knowledge/ Skills | 2 | 3 | 19 | |
| OP 1 AN | Supporting individuals | AN 65 | K/615/7258 | Support individuals who are distressed | Knowledge/ Skills | 2 | 3 | 21 | |
| OP 1 AN | Supporting individuals | AN 66 | Y/615/7269 | Support individuals to manage dysphagia | Knowledge/ Skills | 4 | 5 | 35 | |
| OP 1 AN | Supporting individuals | AN 67 | K/615/7275 | Support the spiritual wellbeing of individuals | Knowledge/ Skills | 3 | 3 | 26 | |
| OP 1 AN | Supporting individuals | AN 68 | J/615/7204 | Support individuals to meet personal care needs | Skills | 2 | 2 | 16 | |
| OP 1 AN | Supporting individuals | AN 69 | F/615/7279 | Support individuals to eat and drink | Skills | 2 | 2 | 15 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Supporting individuals | AN 70 | K/615/7244 | Provide support to manage pain and discomfort | Knowledge/ Skills | 2 | 2 | 15 | |
| OP 1 AN | Supporting individuals | AN 71 | K/615/7339 | Provide support for sleep | Knowledge/ Skills | 2 | 2 | 13 | |
| OP 1 AN | Supporting individuals | AN 72 | L/615/7320 | Support individuals with specific communication needs | Knowledge/ Skills | 3 | 5 | 35 | |
| OP 1 AN OP 6 AHP | Supporting individuals Podiatry support | AN 73 | H/615/7260 | Support individuals undergoing healthcare activities | Knowledge/ Skills | 2 | 3 | 22 | |
| OP 1 AN | Supporting individuals | AN 74 | F/615/7203 | Provide support for leisure activities | Knowledge/ Skills | 2 | 3 | 20 | |
| OP 1 AN | Communication | AN 75 | D/615/7189 | Collate and communicate health information to individuals | Knowledge/ Skills | 3 | 2 | 10 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Communication | AN 76 | T/615/7196 | Communicate with individuals about promoting their health and wellbeing | Knowledge/ Skills | 3 | 3 | 15 | |
| OP 1 AN | Communication | AN 77 | F/615/7377 | Interact and support individuals using telecommunications | Knowledge/ Skills | 3 | 5 | 36 | |
| OP 1 AN | Promotion | AN 78 | T/615/7201 | Promote positive behaviour | Knowledge/ Skills | 3 | 6 | 44 | |
| ☆ OP 1 AN | Promotion | AN 79 | K/615/7292 | Promotion of general health and well-being | Knowledge | 2 | 2 | 12 | |
| ☆ OP 1 AN | Preparation for healthcare activities | AN 80 | R/615/8596 | Human structure and functionality | Knowledge | 3 | 8 | 20 | |
| OP 1 AN | Preparation for healthcare activities | AN 81 | J/615/7235 | Prepare individuals for healthcare activities | Knowledge/ Skills | 2 | 2 | 9 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Preparation for healthcare activities | AN 82 | M/615/7245 | Select and wear appropriate personal protective equipment for work in healthcare settings | Knowledge/ Skills | 2 | 2 | 15 | |
| OP 1 AN | Dietetics/ Physiotherapy Speech and language therapy Podiatry Prosthetic/ Orthotic support | AN 83 | D/615/7239 | Assist the practitioner to carry out health care activities | Knowledge/ Skills | 2 | 2 | 13 | |
| OP 1 AN | Preparation for healthcare activities | AN 84 | F/615/7248 | Monitor and maintain the environment and resources during and after health care activities | Knowledge/ Skills | 2 | 3 | 20 | |
| OP 1 AN | Supporting/ assisting others | AN 85 | M/615/7195 | Contribute to the discharge of individuals to carers | Knowledge/ Skills | 2 | 2 | 11 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Supporting/ assisting others | AN 86 | Y/615/7241 | Inform an individual of discharge arrangements | Knowledge/ Skills | 2 | 2 | 10 | |
| OP 1 AN | Supporting/ assisting others | AN 87 | F/615/7296 | Contribute to the care of a deceased person | Knowledge/ Skills | 2 | 3 | 24 | |
| OP 1 AN | Supporting/ assisting others | AN 88 | D/615/7306 | Assist others to monitor individuals' progress in managing dysphagia | Knowledge/ Skills | 3 | 5 | 38 | |
| OP 1 AN | Supporting/ assisting others | AN 89 | H/615/7307 | Support carers to meet the care needs of individuals | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | Maintenance | AN 90 | F/615/7217 | Perform first line calibration on clinical equipment to ensure it is fit for use | Knowledge/ Skills | 3 | 3 | 20 | |
| OP 1 AN | Maintenance | AN 91 | A/615/7264 | Reprocess endoscopy equipment | Knowledge/ Skills | 3 | 4 | 30 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Maintenance | AN 92 | J/615/7283 | Conduct routine maintenance on clinical equipment | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 1 AN | Health setting/sector | AN 93 | K/615/7194 | Make recommendations for the use of physical resources in a health setting | Knowledge/ Skills | 3 | 4 | 15 | |
| OP 1 AN | Health setting/sector | AN 94 | L/615/7334 | Manage the availability of physical resources to meet service delivery needs in a health setting | Knowledge/ Skills | 3 | 5 | 33 | |
| OP 1 AN | Health setting/sector | AN 95 | L/615/222 | Control the use of physical resources in a health setting | Knowledge/ Skills | 3 | 3 | 25 | |
| OP 1 AN | Health setting/sector | AN 96 | A/615/7197 | Maintaining quality standards in the health sector | Knowledge | 2 | 2 | 13 | |
| OP 1 AN | Health setting/sector | AN 97 | D/615/7225 | Service improvement in the health sector | Knowledge/ Skills | 3 | 3 | 20 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 1 AN | Health setting/sector | AN 98 | D/615/7256 | Contribute to the effectiveness of teams | Knowledge/ Skills | 2 | 2 | 5 | |
| OP 1 AN | Health setting/sector | AN 99 | K/602/2720 | Prepare and reproduce permanent radiographic images | Knowledge/ Skills | 3 | 4 | 23 | |
| OP 1 AN | Health setting/sector | AN 100 | R/602/2680 | Assure the effective functioning of radiographic image processing equipment | Knowledge/ Skills | 3 | 4 | 25 | |
| OP 2 MAT | n/a | MAT 1 | M/615/7181 | Provide advice and information to enable parents to promote the health and well-being of their newborn babies | Knowledge/ Skills | 3 | 3 | 22 | |
| OP 2 MAT | n/a | MAT 2 | J/615/7252 | Care for a newborn baby | Knowledge/ Skills | 3 | 4 | 32 | |
| OP 2 MAT | n/a | MAT 3 | H/615/7288 | Support parents or carers to interact with and care for their newborn baby | Knowledge/ Skills | 3 | 4 | 30 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 2 MAT | n/a | MAT 4 | F/615/7315 | Anatomy and physiology for maternity support workers | Knowledge | 3 | 2 | 20 | |
| OP 2 MAT | n/a | MAT 5 | K/615/7356 | Develop and agree individualised care plans for babies and families | Knowledge/ Skills | 4 | 5 | 38 | |
| OP 2 MAT | n/a | MAT 6 | Y/615/7367 | Support individuals with feeding babies | Knowledge/ Skills | 3 | 4 | 26 | |
| OP 3 THEA | n/a | THEA 1 | K/615/7180 | Perform the non-scrubbed circulating role for perioperative procedures | Knowledge/ Skills | 2 | 3 | 23 | |
| OP 3 THEA | n/a | THEA 2 | D/615/7192 | Receive and handle clinical specimens within the sterile field | Knowledge/ Skills | 3 | 4 | 30 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 3 THEA | n/a | THEA 3 | H/615/7193 | Prepare anaesthetic environment and provide support for pre- and post-operative anaesthesia and recovery | Knowledge/ Skills | 3 | 5 | 38 | |
| OP 3 THEA | n/a | THEA 4 | H/615/7209 | Contribute to the safe use of medical devices in the perioperative environment | Knowledge/ Skills | 2 | 4 | 29 | |
| OP 3 THEA | n/a | THEA 5 | Y/615/7210 | Provide support to the surgical team when preparing individuals for operative and invasive procedures | Knowledge/ Skills | 3 | 4 | 32 | |
| OP 3 THEA | n/a | THEA 6 | R/615/7268 | Assist in receiving, handling and dispatching clinical specimens | Knowledge/ Skills | 2 | 2 | 17 | |
| OP 3 THEA | n/a | THEA 7 | R/615/7271 | Transport, transfer and position individuals and equipment within the perioperative environment | Knowledge/ Skills | 3 | 5 | 32 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 3 THEA | n/a | THEA 8 | R/615/7285 | Measure and record individuals' body fluid balance in a perioperative environment | Knowledge/ Skills | 3 | 4 | 23 | |
| OP 3 THEA | n/a | THEA 9 | M/615/7360 | Assist in the delivery of perioperative care and support to individuals | Knowledge/ Skills | 3 | 4 | 31 | |
| OP 3 THEA | n/a | THEA 10 | J/615/7249 | Prepare and dress for scrubbed clinical roles | Knowledge/ Skills | 2 | 4 | 28 | |
| OP 3 THEA | n/a | THEA 11 | A/615/7250 | Prepare and provide surgical instrumentation and supplementary items for the surgical team | Knowledge/ Skills | 3 | 6 | 43 | |
| OP 3 THEA | n/a | THEA 12 | L/615/7267 | Prepare equipment for intraoperative cell salvage blood processing | Knowledge/ Skills | 2 | 4 | 26 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 3 THEA | n/a | THEA 13 | Y/615/7286 | Prepare and apply dressings and drains to individuals in the perioperative environment | Knowledge/ Skills | 2 | 2 | 18 | |
| OP 3 THEA | n/a | THEA 14 | L/615/7303 | Operate equipment for intraoperative cell salvage blood collection | Knowledge/ Skills | 3 | 5 | 40 | |
| OP 3 THEA | n/a | THEA 15 | T/615/7330 | Operate equipment for intraoperative cell salvage blood processing and complete intra-operative cell salvaged blood process | Knowledge/ Skills | 3 | 5 | 39 | |
| OP 3 THEA | n/a | THEA 16 | A/615/7331 | Prepare equipment for intraoperative cell salvage blood collection | Knowledge/ Skills | 2 | 2 | 17 | |
| OP 4 MH | n/a | MH 1 | A/615/7233 | Understand the legal, policy and service framework in mental health | Knowledge | 3 | 5 | 16 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 4 MH | n/a | MH 2 | H/615/7226 | Support individuals to manage their own recovery from mental health problems | Knowledge/ Skills | 3 | 3 | 10 | |
| OP 4 MH | n/a | MH 3 | L/615/7253 | Understanding suicide interventions | Knowledge/ Skills | 4 | 6 | 43 | |
| OP 4 MH | n/a | MH 4 | M/615/7262 | Support positive risk-taking for individuals | Knowledge/ Skills | 3 | 4 | 32 | |
| OP 4 MH | n/a | MH 5 | M/615/7293 | Enable individuals with mental health problems to develop alternative coping strategies | Knowledge/ Skills | 4 | 4 | 16 | |
| ☆ OP 4 MH | n/a | MH 6 | L/615/7298 | Understand mental health interventions | Knowledge | 3 | 4 | 14 | |
| ☆ OP 4 MH | n/a | MH 7 | A/615/7300 | Effective communication and building relationships in mental health work | Knowledge | 3 | 5 | 17 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 4 MH | n/a | MH 8 | D/615/7340 | Enable mental health service users and carers to manage change | Knowledge/ Skills | 3 | 3 | 11 | |
| OP 4 MH | n/a | MH 9 | J/615/7199 | Assist individuals who have mental health problems when they are transferring between agencies and services | Knowledge/ Skills | 3 | 2 | 6 | |
| OP 4 MH | n/a | MH 10 | T/615/7182 | Facilitate and monitor housing and accommodation services to support individuals with mental health needs | Knowledge/ Skills | 3 | 5 | 32 | |
| OP 4 MH | n/a | MH 11 | K/615/7261 | Enable individuals to develop strategies to manage their behaviour | Knowledge/ Skills | 3 | 8 | 41 | |
| OP 4 MH | n/a | MH 12 | T/615/7277 | Recognise indications of substance misuse and refer individuals to specialists | Knowledge/ Skills | 3 | 4 | 24 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 4 MH | n/a | MH 13 | R/615/7299 | Understand care and support planning and risk management in mental health | Knowledge | 3 | 4 | 14 | |
| OP 4 MH | n/a | MH 14 | M/615/7309 | Support children and young people with mental health conditions | Knowledge/ Skills | 3 | 5 | 42 | |
| OP 2 MAT OP 5 CYP | n/a | CYP 1 | F/615/7332 | Support parents/carers and those in a parental role to care for babies during their first year | Knowledge/ Skills | 3 | 5 | 36 | |
| OP 2 MAT OP 5 CYP | n/a | CYP 2 | F/615/7184 | Care for the physical and nutritional needs of babies and young children | Knowledge/ Skills | 3 | 6 | 45 | |
| OP 2 MAT OP 5 CYP | n/a | CYP 3 | A/615/7166 | Work with babies and young children to support their development and learning | Knowledge/ Skills | 3 | 6 | 45 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 5 CYP | n/a | CYP 4 | Y/615/7255 | Understand child and young person development | Knowledge | 3 | 4 | 30 | |
| OP 5 CYP | n/a | CYP 5 | T/615/7179 | Develop positive relationships with children and young people | Knowledge/ Skills | 3 | 4 | 30 | |
| OP 5 CYP | n/a | CYP 6 | Y/615/7224 | Support children and young people experiencing transitions | Knowledge | 3 | 3 | 7 | |
| OP 5 CYP | n/a | CYP 7 | F/615/7329 | Enable children and young people to understand their health and well-being | Knowledge/ Skills | 4 | 5 | 38 | |
| OP 5 CYP | n/a | CYP 8 | Y/615/7336 | Understand how to safeguard the well-being of children and young people | Knowledge | 3 | 3 | 25 | |
| OP 5 CYP | n/a | CYP 9 | H/615/7369 | Communicate with children and young people in care settings | Knowledge/ Skills | 3 | 4 | 25 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 5 CYP | n/a | CYP 10 | T/615/7165 | Understand risk management in the paediatric mental health setting | Knowledge | 3 | 3 | 25 | |
| OP 5 CYP | n/a | CYP 11 | M/615/7200 | Understand mental health and behaviour management of children and young people | Knowledge | 3 | 4 | 10 | |
| OP 5 CYP | n/a | CYP 12 | T/615/7294 | Support child and young person development | Knowledge/ Skills | 3 | 3 | 25 | |
| OP 5 CYP | n/a | CYP 13 | T/615/7313 | Support children and young people with additional needs | Knowledge/ Skills | 4 | 6 | 45 | |
| OP 6 AHP | Dietetics support | AHP 1 | R/615/7190 | Provide information and advice to individuals on eating to maintain optimum nutritional status | Knowledge/ Skills | 3 | 5 | 38 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 6 AHP | Dietetics support | AHP 2 | J/615/7218 | Monitor and review individuals' progress in relation to maintaining optimum nutritional status | Knowledge/ Skills | 3 | 3 | 26 | |
| OP 6 AHP | Dietetics support | AHP 3 | T/615/7280 | Contribute to monitoring the health of individuals affected by health conditions | Knowledge/ Skills | 2 | 2 | 18 | |
| OP 6 AHP | Dietetics support | AHP 4 | H/615/7291 | Principles of health promotion | Knowledge | 2 | 2 | 13 | |
| OP 6 AHP | Dietetics support | AHP 5 | K/615/7289 | Deliver training through demonstration and instruction | Knowledge/ Skills | 3 | 3 | 21 | |
| OP 6 AHP | Dietetics support | AHP 6 | Y/615/7353 | Monitor individuals' progress in relation to managing their body weight and nutrition | Knowledge/ Skills | 3 | 3 | 26 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 6 AHP | Physiotherapy support Podiatry support | AHP 7 | D/615/7354 | Assist in implementing treatment programmes for individuals with severely reduced movement/mobility | Knowledge/ Skills | 3 | 5 | 29 | |
| OP 6 AHP | Physiotherapy support | AHP 8 | Y/615/7191 | Assist in the implementation of programmes to increase mobility, movement and functional independence | Knowledge/ Skills | 3 | 4 | 28 | |
| OP 6 AHP | Physiotherapy support | AHP 9 | Y/615/7207 | Implement hydrotherapy programmes for individuals and groups | Knowledge/ Skills | 3 | 5 | 35 | |
| OP 6 AHP | Physiotherapy support | AHP 10 | D/615/7208 | Deliver exercise sessions to improve individuals' health and well-being | Knowledge/ Skills | 3 | 5 | 32 | |
| OP 6 AHP | Physiotherapy support | AHP 11 | J/615/7266 | Assist in testing individuals' abilities prior to planning physical activities | Knowledge/ Skills | 3 | 5 | 38 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 6 AHP | Occupational therapy | AHP 12 | A/615/7183 | Collaborate in the assessment of environmental and social support in the community | Knowledge/ Skills | 3 | 4 | 23 | |
| OP 6 AHP | Occupational therapy | AHP 13 | R/615/7237 | Assist in planning and evaluating learning activities | Knowledge/ Skills | 2 | 3 | 22 | |
| OP 6 AHP | Occupational therapy | AHP 14 | H/615/7257 | Provide support to maintain and develop skills for everyday life | Knowledge/ Skills | 3 | 4 | 28 | |
| OP 6 AHP | Occupational therapy | AHP 15 | F/615/7265 | Support individuals with cognition or learning difficulties | Knowledge/ Skills | 3 | 5 | 34 | |
| OP 6 AHP | Prosthetic/Orthotic support | AHP 16 | F/615/7170 | Provide support to individuals to continue recommended therapies | Knowledge/ Skills | 3 | 3 | 20 | |
| OP 6 AHP | Podiatry Prosthetic/Orthotic support | AHP 17 | T/615/7361 | Examine the feet of individuals with diabetes | Knowledge/ Skills | 3 | 3 | 18 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 6 AHP | Podiatry Prosthetic/Orthotic support | AHP 18 | L/615/7270 | Provide advice on foot care for individuals with diabetes | Knowledge/ Skills | 4 | 4 | 31 | |
| OP 6 AHP | Podiatry Prosthetic/Orthotic support | AHP 19 | Y/615/7238 | Adapt and fit healthcare equipment, medical devices, assistive technology or products to meet individuals' needs | Knowledge/ Skills | 3 | 6 | 37 | |
| OP 6 AHP | Podiatry support | AHP 20 | T/615/7215 | Provide support for mobility | Knowledge/ Skills | 2 | 2 | 14 | |
| OP 6 AHP | Podiatry support | AHP 21 | A/615/7295 | Provide agreed support for foot care | Knowledge/ Skills | 2 | 3 | 23 | |
| OP 6 AHP | Speech and language therapy | AHP 22 | R/615/7352 | Provide support for individuals with communication and interaction difficulties | Knowledge/ Skills | 3 | 5 | 39 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 6 AHP | Speech and language therapy | AHP 23 | M/615/7178 | Support individuals with speech and language disorders to develop their communication skills | Knowledge/ Skills | 3 | 4 | 28 | |
| OP 6 AHP | Speech and language therapy | AHP 24 | R/615/7206 | Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services | Knowledge/ Skills | 3 | 5 | 35 | |
| OP 6 AHP | Speech and language therapy | AHP 25 | T/615/7246 | Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use | Knowledge/ Skills | 3 | 4 | 25 | |
| OP 6 AHP | Speech and language therapy | AHP 26 | L/615/7284 | Assist and support individuals to use alternative and augmentative communication systems (AAC) | Knowledge/ Skills | 3 | 5 | 35 | |

| Aligned to option in app standards | Sub area | Unit ref. | Unit no. | Unit title | Unit type | Level | Credit | GL | Notes |
|---|---|---|---|---|---|---|---|---|---|
| OP 6 AHP | Speech and language therapy | AHP 27 | A/615/7328 | Develop activities and materials to enable individuals to reach specific communication goals | Knowledge/ Skills | 3 | 5 | 38 | |
| OP 6 AHP | n/a | AHP 28 | L/615/7219 | Give presentations to groups | Knowledge/ Skills | 3 | 3 | 26 | |
| OP 6 AHP | n/a | AHP 29 | R/615/7223 | Assist others to plan presentations | Knowledge/ Skills | 2 | 2 | 16 | |
| OP 6 AHP | n/a | AHP 30 | F/615/7220 | Support individuals in undertaking their chosen activities | Knowledge/ Skills | 3 | 4 | 24 | |
| OP 6 AHP | n/a | AHP 31 | M/615/7259 | Facilitate learning and development activities to meet individual needs and preferences | Knowledge/ Skills | 3 | 5 | 35 | |
| OP 6 AHP | n/a | AHP 32 | L/615/7348 | Manufacture equipment or medical devices for individuals within healthcare | Knowledge/ Skills | 3 | 4 | 30 | |

## Barred unit combinations

The rules of combination of the Level 3 Diploma in Healthcare Support will not allow the following units to be taken together.

| **If taken** | | | **Cannot be taken *(and vice versa)*** | | |
|---|---|---|---|---|---|
| **Unit ref.** | **Unit no.** | **Unit title** | **Unit ref.** | **Unit no.** | **Unit title** |
| Y/615/7174 | AN 15 | Assist in the administration of medication | R/615/7335 | AN 29 | Administer medication to individuals, and monitor the effects |
| A/615/7197 | AN 96 | Maintaining quality standards in the health sector | D/615/7225 | AN 97 | Service improvement in the health sector |

## Unit layout

| For each unit the following information has been provided: | |
|---|---|
| Unit title | Provides a clear, concise explanation of the content of the unit. |
| Organisation unit reference number | The unique number assigned by the owner of the unit. |
| 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. |
| Unit guided learning (hours) | Estimated learning time under direct supervision. |
| 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, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

| Explanation of terms used at Level 3: (not all verbs are used in this qualification) | |
|---|---|
| Apply | Explain how existing knowledge can be linked to new or different situations in practice. |
| Analyse | Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis. |
| Clarify | Explain the information in a clear, concise way. |
| Classify | Organise according to specific criteria. |
| Collate | Collect and present information arranged in sequence or logical order. |
| Compare | Examine the subjects in detail and consider the similarities and differences. |
| Critically compare | This is a development of compare where the learner considers the positive aspects and limitations of the subject. |
| Consider | Think carefully and write about a problem, action or decision. |
| Demonstrate | Show an understanding by describing, explaining or illustrating using examples. |
| Describe | Write about the subject giving detailed information in a logical way. |
| Develop (a plan/idea which…) | Expand a plan or idea by adding more detail and/or depth of information. |
| Diagnose | Identify the cause based on valid evidence. |
| Differentiate | Identify the differences between two or more things. |
| Discuss | Write a detailed account giving a range of views or opinions. |
| Distinguish | Explain the difference between two or more items, resources, pieces of information. |

| | |
|---|---|
| Draw conclusions (which...) | Make a final decision or judgment based on reasons. |
| Estimate | Form an approximate opinion or judgement using previous knowledge or considering other information. |
| Evaluate | Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation. |
| Explain | Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons. |
| Extrapolate | Use existing knowledge to predict possible outcomes which might be outside the norm. |
| Identify | Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking). |
| Implement | Explain how to put an idea or plan into action. |
| Interpret | Explain the meaning of something. |
| Judge | Form an opinion or make a decision. |
| Justify | Give a satisfactory explanation for actions or decisions. |
| Plan | Think about and organise information in a logical way using an appropriate format. |
| Perform | Carry out a task or process to meet the requirements of the question. |
| Provide | Identify and give relevant and detailed information in relation to the subject. |
| Review and revise | Look back over the subject and make corrections or changes. |
| Reflect | Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development. |

| | |
|---|---|
| Select | Make an informed choice for a specific purpose. |
| Show | Supply evidence to demonstrate accurate knowledge and understanding. |
| State | Give the main points clearly in sentences or paragraphs. |
| Summarise | Give the main ideas or facts in a concise way. |

# Mandatory Units

**DHS 1: Promote communication in care settings**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7145 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 25 |
| **Unit aim** | This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand why effective communication is important in the work setting. | 1.1 Identify the different reasons people communicate. | | |
| | 1.2 Explain how communication affects relationships in the **work setting.** | | |
| | 1.3 Explain ways to manage challenging situations. | | |
| 2. Be able to meet the communication and language needs, wishes and preferences of individuals. | 2.1 Demonstrate how to establish the communication and language needs, wishes and **preferences** of **individuals** in order to maximise the quality of the interaction. | | |
| | 2.2 Describe the factors to consider when promoting effective communication. | | |
| | 2.3 Demonstrate a range of **communication methods** and styles to meet individual needs. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Demonstrate how to respond to an individual's reactions when communicating. | | |
| 3. Be able to overcome barriers to communication. | 3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways. | | |
| | 3.2 Identify barriers to effective communication. | | |
| | 3.3 Demonstrate ways to overcome barriers to communication. | | |
| | 3.4 Demonstrate how to use strategies that can be used to clarify misunderstandings. | | |
| | 3.5 Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours. | | |
| | 3.6 Explain how to access extra support or **services** to enable individuals to communicate effectively. | | |
| | 3.7 Explain the purposes and principles of independent advocacy. | | |
| | 3.8 Explain when to involve an advocate and how to access advocacy services. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Be able to apply principles and practices relating to confidentiality. | 4.1 Explain the meaning of the term 'confidentiality'. | | |
| | 4.2 Demonstrate ways to maintain and promote confidentiality in day-to-day communication. | | |
| | 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0031 Promote effective communication. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.<br><br>Learning outcome 2, 3 and 4 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Care settings** e.g. Adult, children and young people's health settings and adult care settings.<br><br>**Work setting** may include one specific location or a range of locations, depending on the context of a particular work role.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Communication methods** may include:<br>• non-verbal communication<br>- eye contact<br>- touch<br>- physical gestures<br>- body language<br>- behaviour<br>- sign language<br>- braille<br>- pictorial information<br>• verbal communication<br>- vocabulary<br>- linguistic tone<br>- pitch<br>• technological aids.<br><br>**Services** may include:<br>• translation services<br>• interpreting services<br>• speech and language services<br>• advocacy services. |

**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:** DHS 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.

**DHS 2: Promote effective handling of information in care settings**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7146 | **Unit level** | 3 |
| **Credit value** | 2 | **GL** | 16 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand requirements for handling information in care settings. | 1.1 Identify legislation and codes of practice that relate to handling information in **care settings.** | | |
| | 1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings. | | |
| 2. Be able to implement good practice in handling information. | 2.1 Describe features of manual and electronic information storage systems that help ensure security. | | |
| | 2.2 Demonstrate practices that ensure security when storing and accessing information. | | |
| | 2.3 Maintain records that are up to date, complete, accurate and legible. | | |
| | 2.4 Support audit processes in line with own role and responsibilities. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to support others to handle information. | 3.1 Support **others** to understand the need for secure handling of information. | | |
| | 3.2 Support others to understand and contribute to records. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC31. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.<br><br>Learning outcome 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Care settings** e.g. Adult, children and young people's health settings and adult care settings.<br><br>**Others** may include:<br>• team members<br>• colleagues<br>• individuals accessing or commissioning care or support<br>• families, carers or advocates. |

**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:** DHS 2
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.

**DHS 3: Promote personal development in care settings**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7147 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 10 |
| **Unit aim** | This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand what is required for competence in own work role. | 1.1 Describe the duties and responsibilities of own work role. | | |
| | 1.2 Explain expectations about own work role as expressed in relevant **standards**. | | |
| | 1.3 Describe how to work effectively with **others.** | | |
| 2. Be able to reflect on practice. | 2.1 Explain the importance of reflective practice in continuously improving the quality of service provided. | | |
| | 2.2 Reflect on practice to improve the quality of the service provided. | | |
| | 2.3 Describe how own values, belief systems and experiences may affect working practice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to evaluate own performance. | 3.1 Evaluate own knowledge, performance and understanding against relevant standards. | | |
| | 3.2 Use feedback to evaluate own performance and inform development. | | |
| 4. Be able to agree a personal development plan. | 4.1 Identify **sources of support** for planning and reviewing own development. | | |
| | 4.2 Work with others to review and prioritise own learning needs, professional interests and development opportunities. | | |
| | 4.3 Work with others to agree own **personal development plan.** | | |
| 5. Be able to use learning opportunities and reflective practice to contribute to personal development. | 5.1 Evaluate how learning activities have affected practice. | | |
| | 5.2 Explain how reflective practice has led to improved ways of working. | | |
| | 5.3 Explain why **continuing professional development** is important. | | |
| | 5.4 Record progress in relation to personal development. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0033 Develop your practice through reflection and learning<br>GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness<br>GEN13 Synthesise new knowledge into the development of your own practice. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.<br><br>Learning outcome 2, 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Care settings** e.g. Adult, children and young people's health settings and adult care settings.<br><br>**Standards** may include:<br>• codes of practice<br>• regulations<br>• minimum standards<br>• national occupational standards.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Sources of support** may include:<br>• formal support<br>• informal support<br>• supervision<br>• appraisal<br>• within the organisation<br>• beyond the organisation.<br><br>A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.<br><br>**Continuing Professional Development (CPD)**<br>Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply. |

**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:** DHS 3
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.

**DHS 4: Promote person-centred approaches in care settings**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7150 | **Unit level** | 3 |
| **Credit value** | 6 | **GL** | 39 |
| **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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to promote the application of person-centred approaches in care settings. | 1.1 Explain how and why **person-centred values** must influence all aspects of health and adult care work. | | |
| | 1.2 Evaluate the use of **care plans** in applying person-centred values. | | |
| | 1.3 Explain how to collate and analyse feedback to support the delivery of person-centred care in line with roles and responsibilities. | | |
| 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. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Adapt actions and approaches in response to an individual's changing needs or preferences. | | |
| 3. Be able to establish consent when providing care or support. | 3.1 Analyse factors that influence the capacity of an individual to express **consent**. | | |
| | 3.2 Establish consent for an activity or action. | | |
| | 3.3 Explain what steps to take if consent cannot be readily established. | | |
| 4. Be able to implement and promote active participation. | 4.1 Describe different ways of applying active participation to meet individual needs. | | |
| | 4.2 Work with an individual and others to agree how **active participation** will be implemented. | | |
| | 4.3 Demonstrate how active participation can address the holistic needs of an individual. | | |
| | 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. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.3 Manage risk in a way that maintains the individual's right to make choices. | | |
| | 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others. | | |
| 6. Be able to promote individuals' 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 care settings. | | |
| | 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. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0035 Promote the safeguarding of individuals<br>SCDHSC0332 Promote individuals' positive self-esteem and sense of identity<br>SCDHSC0350 Support the spiritual well-being of individuals<br>SCDHSC0034 Promote the safeguarding of children and young people<br>SCDHSC3111 Promote the rights and diversity of individuals<br>GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.<br><br>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Care settings** e.g. Adult, children and young people's health settings and adult care settings.<br><br>**Person-centred values** include:<br>• individuality<br>• rights<br>• choice<br>• privacy<br>• independence<br>• dignity<br>• respect<br>• partnership<br>• care<br>• compassion<br>• courage<br>• communication<br>• competence.<br><br>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.<br><br>An **individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members and colleagues |

| | |
|---|---|
| | • other professionals<br>• individuals who require care or support<br>• families, friends, advocates or others who are important to individuals.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture<br><br>**Complex or sensitive situations** may include those that are:<br>• distressing or traumatic<br>• threatening or frightening<br>• likely to have serious implications or consequences<br>• of a personal nature<br>• involving complex communication or cognitive needs.<br><br>**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.<br><br>**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; individual is regarded as an active partner in their own care or support, rather than a passive recipient.<br><br>**Well-being** may include aspects that are:<br>• social<br>• emotional<br>• cultural<br>• spiritual<br>• intellectual<br>• economic<br>• physical<br>• mental. |

**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:** DHS 4
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.

**DHS 5: Promote equality and inclusion in care settings**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7151 | **Unit level** | 3 |
| **Credit value** | 2 | **GL** | 18 |
| **Unit aim** | This unit is aimed at those who work in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the importance of diversity, equality and inclusion. | 1.1 Explain what is meant by:<br>• diversity<br>• equality<br>• inclusion<br>• discrimination. | | |
| | 1.2 Describe the **effects** of discrimination. | | |
| | 1.3 Explain how inclusive practice promotes equality and supports diversity. | | |
| 2. Be able to work in an inclusive way. | 2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role. | | |
| | 2.2 Work with **individuals** in a way that respects their beliefs, culture, values and **preferences.** | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to promote diversity, equality and inclusion. | 3.1 Model inclusive practice. | | |
| | 3.2 Support **others** to promote equality and rights. | | |
| | 3.3 Describe how to challenge discrimination in a way that promotes change. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC3111 Promote the rights and diversity of individuals. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.<br><br>Learning outcome 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Care settings** e.g. adult, children and young people's health settings and adult care settings.<br><br>**Effects** may include effects on:<br>• the individual<br>• families or friends of the individual<br>• those who inflict discrimination<br>• wider society.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates |

**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:** DHS 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.

**DHS 6: Promote health, safety and well-being in care settings**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7152 | **Unit level** | 3 |
| **Credit value** | 6 | **GL** | 45 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and well-being in their work setting. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety. | 1.1 Identify legislation relating to health and safety in a **care setting.** | | |
| | 1.2 Explain the main points of health and safety **policies and procedures** agreed with the employer. | | |
| | 1.3 Analyse the main health and safety responsibilities of:<br>• self<br>• the employer or manager<br>• **others** in the **work setting**. | | |
| | 1.4 Identify specific **tasks** in the work setting that should not be carried out without special training. | | |
| 2. Be able to carry out own responsibilities for health and safety. | 2.1 Use policies and procedures or other agreed ways of working that relate to health and safety. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Support others' understanding of health and safety and follow agreed safe practices. | | |
| | 2.3 Monitor potential health and safety risks. | | |
| | 2.4 Use risk assessment in relation to health and safety. | | |
| | 2.5 Minimise potential risks and hazards. | | |
| | 2.6 Access additional support or information relating to health and safety. | | |
| 3. Understand procedures for responding to accidents and sudden illness. | 3.1 Describe different types of accidents and sudden illness that may occur in own work setting. | | |
| | 3.2 Explain procedures to be followed if an accident or sudden illness should occur. | | |
| 4. Be able to reduce the spread of infection. | 4.1 Explain own role in supporting others to follow practices that reduce the spread of infection. | | |
| | 4.2 Describe the causes and spread of infection. | | |
| | 4.3 Demonstrate the use of **Personal Protective Equipment (PPE).** | | |
| | 4.4 Wash hands using the recommended method. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work. | | |
| 5. Be able to move and handle equipment and other objects safely. | 5.1 Explain the main points of legislation that relate to moving and handling. | | |
| | 5.2 Explain the principles for safe moving and handling. | | |
| | 5.3 Move and handle equipment and other objects safely. | | |
| 6. Be able to handle hazardous substances and materials. | 6.1 Describe types of hazardous substances that may be found in the work setting. | | |
| | 6.2 Use safe practices when:<br>• storing hazardous substances<br>• using hazardous substances<br>• disposing of hazardous substances and materials. | | |
| 7. Be able to promote fire safety in the work setting. | 7.1 Describe practices that prevent fires from:<br>• starting<br>• spreading. | | |
| | 7.2 Demonstrate measures that prevent fires from starting. | | |
| | 7.3 Explain emergency procedures to be followed in the event of a fire in the work setting. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 7.4 Ensure clear evacuation routes are maintained at all times. | | |
| 8. Be able to implement security measures in the work setting. | 8.1 Follow agreed procedures for checking the identity of anyone requesting access to:<br>• premises<br>• information. | | |
| | 8.2 Use measures to protect own security and the security of others in the work setting. | | |
| | 8.3 Explain the importance of ensuring that others are aware of own whereabouts. | | |
| 9. Know how to manage **stress.** | 9.1 Describe common signs and indicators of **stress** in self and others. | | |
| | 9.2 Analyse factors that can trigger stress. | | |
| | 9.3 Compare strategies for managing stress in self and others. | | |
| | 9.4 Explain how to access **sources of support.** | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0032 Promote health, safety and security in the work setting.<br>Infection Prevention and Control NOS: IPC2, IPC4, IPC6. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles. |

| | |
|---|---|
| | Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment. |
| Unit guidance | **Care settings** may include health, adult care or children and young people's settings.<br><br>**Policies and procedures** may include other agreed ways of working as well as formal policies and procedures.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates<br><br>**Work setting** may include one specific location or a range of locations, depending on the context of a particular work role.<br><br>**Tasks** that the learner should not carry out without special training may include those relating to:<br>• use of equipment<br>• first aid<br>• medication<br>• health care procedures<br>• food handling and preparation<br><br>Use of **Personal Protective Equipment (PPE)**<br>The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.<br><br>**Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.<br><br>**Sources of support** may include:<br>• formal support<br>• informal support<br>• supervision<br>• appraisal<br>• within the organisation<br>• beyond 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:** DHS 6
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.

**DCHS 7: Responsibilities of a care worker**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7142 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 16 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand working relationships in care settings. | 1.1 Explain how a working relationship is different from a personal relationship. | | |
| | 1.2 Describe different working relationships in **care settings.** | | |
| 2. Be able to work in ways that are agreed with the employer. | 2.1 Describe why it is important to adhere to the agreed scope of the job role. | | |
| | 2.2 Access full and up-to-date details of **agreed ways of working.** | | |
| | 2.3 Work in line with agreed ways of working. | | |
| | 2.4 Contribute to quality assurance processes to promote positive experiences for **individuals** receiving care. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to work in partnership with others. | 3.1 Explain why it is important to work in partnership with **others.** | | |
| | 3.2 Demonstrate ways of working that can help improve partnership working. | | |
| | 3.3 Identify skills and approaches needed for resolving conflicts. | | |
| | 3.4 Access support and advice about:<br>• partnership working<br>• resolving conflicts. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0023 Develop your own knowledge and practice.<br>SCDHSC0024 Support the safeguarding of individuals. |
| Additional unit assessment requirements | This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Care settings** e.g. Adult, children and young people's health settings and adult care settings.<br><br>**Agreed ways of working** include policies and procedures where these exist; they may be less formally documented with micro-employers.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members and colleagues<br>• other professionals<br>• individual people who require care or support |

| **Additional information about the unit:** | |
|---|---|
| | • families, friends, advocates or others who are important to individual people. |

**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:** DCHS 7
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.

**DHS 8: Duty of care in care settings**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7153 | **Unit level** | 3 |
| **Credit value** | 1 | **GL** | 8 |
| **Unit aim** | This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how duty of care contributes to safe practice. | 1.1 Explain what it means to have a duty of care in own work role. | | |
| | 1.2 Explain how duty of care relates to duty of candour. | | |
| | 1.3 Explain how duty of care contributes to the safeguarding or protection of **individuals.** | | |
| 2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care. | 2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights. | | |
| | 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care. | | |
| | 2.3 Explain where to get additional support and advice about conflicts and dilemmas. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Know how to respond to complaints. | 3.1 Describe how to respond to complaints. | | |
| | 3.2 Explain **policies and procedures** relating to the handling of complaints. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0023 Develop your own knowledge and practice.<br>SCDHSC0024 Support the safeguarding of individuals.<br>SCDHSC0227 Contribute to working in partnership with carers.<br>SCDHSC0034 Promote the safeguarding of children and young people.<br>SCDHSC0035 Promote the safeguarding of individuals. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles. |
| Unit guidance | **Care settings** e.g. Adult, children and young people's health settings and adult care settings.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Policies and procedures** may include other agreed ways of working as well as formal policies and procedures. |

**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:** DHS 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.

**DCHS 9: Safeguarding and protection in care settings**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7144 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 26 |
| **Unit aim** | This unit is aimed at those working in a wide range of care settings. This unit covers 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand principles of safeguarding adults. | 1.1 Explain the term ‘safeguarding’. | | |
| | 1.2 Explain own role and responsibilities in safeguarding individuals. | | |
| | 1.3 Define the following terms:<br>• physical abuse<br>• **domestic abuse**<br>• sexual abuse<br>• emotional/ psychological abuse<br>• financial/material abuse<br>• modern slavery<br>• discriminatory abuse<br>• institutional/organisational abuse<br>• self-neglect<br>• neglect by others | | |
| | 1.4 Describe harm. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Describe restrictive practices. | | |
| 2. Know how to recognise signs of abuse. | 2.1 Identify the signs and/or symptoms associated with each of the following types of abuse:<br>• physical abuse<br>• domestic abuse<br>• sexual abuse<br>• emotional/ psychological abuse<br>• financial/material abuse<br>• modern slavery<br>• discriminatory abuse<br>• institutional/ organisational abuse<br>• self-neglect<br>• neglect by others | | |
| | 2.2 Describe **factors** that may contribute to an **individual** being more vulnerable to abuse. | | |
| 3. Know how to respond to suspected or alleged abuse. | 3.1 Explain the **actions to take** if there are suspicions that an individual is being abused. | | |
| | 3.2 Explain the actions to take if an individual alleges that they are being abused. | | |
| | 3.3 Identify ways to ensure that evidence of abuse is preserved. | | |
| 4. Understand the national and local context of safeguarding and protection from abuse. | 4.1 Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse. | | |
| | 4.3 Identify factors which have featured in reports into serious cases of abuse and neglect. | | |
| | 4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistle-blowing.** | | |
| | 4.5 Identify when to seek support in situations beyond your experience and expertise. | | |
| 5. Understand ways to reduce the likelihood of abuse. | 5.1 Explain how the likelihood of abuse may be reduced by:<br>• working with **person-centred values**<br>• encouraging **active participation**<br>• promoting choice and rights<br>• supporting individuals with awareness of personal safety. | | |
| | 5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse. | | |
| | 5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 6. Know how to recognise and report unsafe practices. | 6.1 Describe **unsafe practices** that may affect the **well-being** of individuals. | | |
| | 6.2 Explain the actions to take if unsafe practices have been identified. | | |
| | 6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response. | | |
| 7. Understand principles for online safety. | 7.1 Describe the potential risks presented by:<br>• the use of electronic communication devices<br>• the use of the internet<br>• the use of social networking sites<br>• carrying out financial transactions online. | | |
| | 7.2 Explain ways of reducing the risks presented by each of these types of activity. | | |
| | 7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0024 Support the safeguarding of individuals.<br>SCDHSC0035 Promote the safeguarding of individuals. |
| 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 | **Care settings** e.g. adult, children and young people's health settings and adult care settings.<br><br>**Domestic abuse** should include acts of control and coercion.<br><br>**Factors** may include:<br>• a setting or situation<br>• the individual.<br><br>An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.<br><br>**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:<br>• a colleague<br>• someone in the individual's personal network<br>• the learner<br>• the learner's line manager<br>• others.<br><br>**Local systems** may include:<br>• employer/organisational policies and procedures<br>• multi-agency adult protection arrangements for a locality.<br><br>**Whistle-blowing**<br>A whistle-blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct.<br><br>**Person-centred values** include:<br>• individuality<br>• rights<br>• choice<br>• privacy<br>• independence<br>• dignity<br>• respect<br>• partnership<br>• care<br>• compassion<br>• courage<br>• communication<br>• competence.<br><br>**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<br><br>**Unsafe practices** may include:<br>• poor working practices<br>• resource difficulties<br>• operational difficulties.<br><br>**Well-being** may include aspects that are:<br>• social<br>• emotional<br>• cultural<br>• spiritual<br>• intellectual<br>• economic<br>• physical<br>• mental |

**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:** DCHS 9
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.

**DHS 10: The principles of infection prevention and control**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7154 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand own and others' 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 Identify 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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 Identify different types of PPE. | | |
| | 5.3 Explain the reasons for use of PPE. | | |
| | 5.4 State current relevant regulations and legislation relating to PPE. | | |
| | 5.5 Describe employees' responsibilities regarding the use of PPE. | | |
| | 5.6 Describe employers' responsibilities regarding the use of PPE. | | |
| | 5.7 Describe the correct practice in the application and removal of PPE. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.8 Describe the correct procedure for disposal of used PPE. | | |
| 6. Understand the importance of good personal hygiene in the prevention and control of infections. | 6.1 Describe the key principles of good personal hygiene. | | |
| | 6.2 Demonstrate good hand-washing technique. | | |
| | 6.3 Identify 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. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | IPC01.2012 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** DHS 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.

**DHS 11: Causes and spread of infection**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7155 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 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 both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition, the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body, and key factors that may lead to infection occurring. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.6 Identify how an understanding of poor practices, can be applied to own professional practice. | | |
| 2. Understand the transmission of infection. | 2.1 Explain the conditions needed for the growth of microorganisms. | | |
| | 2.2 Explain the ways an infective agent might enter the body. | | |
| | 2.3 Identify common sources of infection. | | |
| | 2.4 Explain how infective agents can be transmitted to a person. | | |
| | 2.5 Identify the key factors that will make it more likely that infection will occur. | | |
| | 2.6 Discuss the role of a national public health body in communicable disease outbreaks. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | IPC2.2012 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles. |
| Unit guidance | **Poor practices**: soiled linen and clinical waste should be covered for Assessment criteria 1.5 and 1.6. |

**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:** DHS 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.

**DHS 12: Cleaning, decontamination and waste management**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7156 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 20 |
| **Unit aim** | This unit provides the knowledge and understanding of the correct way of maintaining a clean environment in accordance with national policies. Learners will gain an understanding of 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to maintain a clean environment. | 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. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe how and when disinfecting agents are used. | | |
| | 2.4 Explain the role of personal protective equipment (PPE) during the decontamination process. | | |
| | 2.5 Explain the concept of risk in dealing with specific types of contamination. | | |
| | 2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate. | | |
| | 2.7 Describe how equipment should be cleaned and stored. | | |
| 3. Understand the importance of good waste management practice. | 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. | | |

**Additional information about the unit:**

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | IPC3.2012 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles. |

**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:** DHS 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.

**DHS 13: Understand mental health problems**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7157 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 16 |
| **Unit aim** | This unit aims to provide the learner with knowledge of the main forms of mental ill health 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 ill health may affect 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the types of mental ill health. | 1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system:<br>• mood disorders<br>• personality disorders<br>• anxiety disorders<br>• psychotic disorders<br>• substance-related disorders<br>• eating disorders<br>• cognitive disorders. | | |
| | 1.2 Explain the key strengths and limitations of the psychiatric classification system. | | |
| | 1.3 Explain alternative frameworks for understanding mental distress. | | |
| | 1.4 Explain indicators of mental ill health. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand the impact of mental ill health on individuals and others in their social network. | 2.1 Explain how **individuals** experience discrimination. | | |
| | 2.2 Explain the **effects** mental ill health may have on an individual. | | |
| | 2.3 Explain the effects mental ill health may have on those in the individual's familial, social or work network. | | |
| | 2.4 Explain how to intervene to promote an individual's mental health and well-being. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC3111, MH14 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>Assessment criteria 2.2 and 2.3 should cover:<br>**Effects**:<br>• psychological and emotional impacts<br>• behaviour<br>• physical health<br>• practical and financial impacts<br>• the impact of using services<br>• social exclusion<br>• positive impacts. |

**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:** DHS 13
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.

## DHS 14: Understand mental well-being and mental health promotion

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7158 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 20 |
| **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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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:<br>• biological factors<br>• social factors<br>• psychological factors<br>• emotional factors. | | |
| | 1.3 Explain how **risk factors** and **protective factors** influence levels of resilience in **individuals** and groups in relation to mental well-being and mental health. | | |
| 2. Know how to implement an effective strategy for promoting mental well-being and mental health | 2.1 Explain the steps that an individual may take to promote their mental well-being and mental health. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| with individuals and groups. | 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. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | MH14 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles. |
| Unit guidance | **Life span** – 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 later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.<br><br>**Risk factors**: including inequalities, poor quality social relationships.<br><br>**Protective factors**: including socially valued roles, |

| | |
|---|---|
| | social support and contact.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** DHS 14
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.

**DHS 15: Study skills for senior healthcare support workers**

| | | | |
|---|---|---|---|
| **Unit reference** | T/616/3015 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 15 |
| **Unit aim** | This unit intends to provide the learner with the knowledge and skills required to produce an extended piece of work using investigatory techniques. | | |

| | | | |
|---|---|---|---|
| **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 what is meant by study skills within the context of the role of senior healthcare support worker. | 1.1 Give examples of the different types of study skills that may be utilised when undertaking an extended piece of work. | | |
| | 1.2 Explain the benefits of applying study skills within context of own role. | | |
| 2. Understand how to use investigatory techniques. | 2.1 Explain the difference between:<br>• primary research<br>• secondary research. | | |
| | 2.2 Explain the use of the following within the health sector:<br>• primary research<br>• secondary research. | | |
| | 2.3 Explain the impact of **factors** on research | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Describe the **strategies** for gathering information critically and effectively to inform research | | |
| 3. Be able to plan an extended piece of work. | 3.1 Create a **plan**. | | |
| | 3.2 Monitor own progress against the plan | | |
| 4. Be able to carry out research to inform an extended piece of work. | 4.1 Conduct primary and/or secondary research to inform an extended piece of work. | | |
| 5. Be able to present an extended piece of work | 5.1 Create an extended piece of work that includes:<br>• use of standard English<br>• consideration of audience<br>• appropriate citation/referencing<br>• appropriate presentation format for chosen medium. | | |
| | 5.2 Explain the importance of including:<br>• methodology<br>• analysis<br>• findings<br>• conclusions<br>• recommendations | | |
| 6. Be able to review an extended piece of own work. | 6.1 Explain the importance of seeking feedback on an extended piece of work. | | |
| | 6.2 Seek feedback on an extended piece of work. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.3 Evaluate the methodology and the outcomes to inform future approach. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.<br><br>**Please refer to unit assessment guidance on the next page.** |
| Unit guidance | **Factors** may include:<br>• ethics<br>• data protection<br>• confidentiality<br>• equality and diversity<br><br>**Strategie**s may include:<br>• reading techniques<br>• questioning techniques<br>• qualitative techniques<br>• quantitative techniques<br><br>**Plans** may include:<br>• topic<br>• aims/terms of reference<br>• audience<br>• justification/methodology<br>• timescales<br>• sources<br>• ethical considerations |

**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:** DHS15
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.

**DHS 15: Assessment guidance**

**Guidance for centres**

Study skills for senior healthcare support workers is a mandatory unit within the Level 3 Diploma in Healthcare Support.

The study skills unit should be assessed via an extended piece of writing or a project which can also be used as evidence towards the assessment of other units within the qualification. The production of this piece of work will not automatically assess the study skills unit in its entirety as there are knowledge criteria that also need to be evidenced, for example through using evidence from planning or monitoring meetings with Tutors.

Centres will need to liaise with employers on suitability of the piece of work/project.

Centres may set a range of projects/titles suitable for cohorts or it may be appropriate to agree individual titles with learners.

Timeframes for the production of the piece of work/project are to be agreed between the centre and the learner; however, it is expected that the piece of work/project will be produced towards the end of the qualification in order for the learner to be able to apply the knowledge and skills acquired during the programme of study.

It is important that any piece of work/project provides scope for investigation and exploration. Examples include:

- evolution of a job role/clinical area
- service improvement
- impact of policy on your practice
- new technology or innovation
- application of theories.

Centres and employer involvement should be as follows:

- initial planning stage including ethical considerations
- regular reviews with the learner which would include further guidance/areas to be improved
- reviews should be recorded.

Special considerations will be taken into account when completing this piece of work/project.

For your information, example wording on guidance for learners and an assessment grid have been provided.

**Assessment guidance grid**

| | Requirement | Assessor Comments |
|---|---|---|
| 1. | Purpose and aims of extended piece of work/project are clearly stated and relevant to the work produced | |
| 2. | Learner has conducted primary and/or secondary research which is clearly referenced and relevant to the work produced | |
| 3. | Learner has created a project plan which considers:<br>• topic<br>• aims/terms of reference<br>• audience<br>• justification/methodology<br>• timescales<br>• sources<br>• ethical considerations<br><br>*The project plan should be included in the appendix for the work produced* | |
| 4. | Language and style is appropriate for audience is considered throughout work produced<br><br>*Does not have to be 100% accurate but it is clear that the learner is aware of how to write for a particular audience* | |
| 5. | Summary/Abstract has been included and is appropriate | |
| 6. | Methodology is clear, reflects approach and is and relevant to the purpose of the work produced | |
| 7. | Findings are displayed in a clear and concise way<br><br>*Findings can be navigated easily* | |
| 8. | Analysis has been conducted and evidenced by synthesis of information and discussion | |

| | | |
|---|---|---|
| 9. | Conclusion reflects the analysis | |
| 10. | Recommendations have been identified (if appropriate)<br><br>*If recommendations are not appropriate then please ignore this* | |
| 11. | References are correctly formatted in the agreed style<br><br>*There are different referencing styles that can be used:*<br>• *footnote style - reference information is kept in footnotes and not placed in the body of the text. Depending on the style, a bibliography or reference list is included*<br>• *numbered style - creates a numerical list of references in the list of works cited, based on the order in which the works appear in the text*<br>• *author-date style - references are placed in the text not in footnotes, and there is an alphabetical list of references (by author name) in the list of works cited, at the end of the work* | |
| 12. | Work produced has been written in standard English, including correct use of grammar, punctuation and spelling<br><br>*Does not have to be 100% correct throughout the work, but you can see from what has been produced that the learner is able to create extended pieces of work/projects using standard English* | |
| 13. | Agreed milestones achieved in line with project plan<br><br>*Taking into consideration any amendments to the project plan and any issues that may have occurred* | |

**Guidance for learners**

1. You are required to undertake an extended piece of work/project based on research relating to your area of work

2. This is an opportunity to investigate, explore or solve a problem related to an area of interest to you or that could be of value to your employer. This will involve undertaking primary and/or secondary research and compiling your findings in a report of 1500 words (plus or minus 10%)

3. You will need to agree the idea, scope and methodology for your project in discussion with your Tutor and employer

These are things you must include in your report:

- title
- purpose and aims
- summary/abstract
- methodology
- findings
- discussion & Analysis
- conclusion
- any recommendations (if appropriate)
- references
- appendices – project plan to be included in any appendix.

# Option 1: Adult Nursing - Optional Units

**AN 1: Undertake physiological measurements**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7297 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 23 |
| **Unit aim** | This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand relevant legislation, policy and good practice for undertaking physiological measurements. | 1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice. | | |
| 2. Understand the physiological states that can be measured. | 2.1 Explain the principles of blood pressure to include:<br>• blood pressure maintenance<br>• differentiation between systolic and diastolic blood pressure<br>• normal limits of blood pressure<br>• conditions of high or low blood pressure. | | |
| | 2.2 Explain the principles of body temperature to include:<br>• body temperature maintenance<br>• normal body temperature<br>• pyrexia, hyper-pyrexia and hypothermia. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain the principles of respiratory rates to include:<br>• normal respiratory rates<br>• factors affecting respiratory rates in ill and well individuals. | | |
| | 2.4 Explain the principles of pulse rates to include:<br>• normal pulse rates limits<br>• factors affecting pulse rates – raising or lowering<br>• pulse sites on the body<br>• the requirement for pulse oximetry measurements<br>• analysis and implication of pulse oximetry findings. | | |
| | 2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control. | | |
| | 2.6 Explain the major factors that influence changes in physiological measurements. | | |
| | 2.7 Explain the importance of undertaking physiological measurements. | | |
| | 2.8 Explain how **physiological measurements may need to be adapted** for the **individual**. | | |
| 3. Be able to prepare to take physiological measurements. | 3.1 Explain to the individual what measurements will be undertaken and why these are done. | | |
| | 3.2 Reassure the individual during physiological measurements process. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Answer questions and deal with concerns during physiological measurements process. | | |
| | 3.4 Explain the help individuals may need before taking their physiological measurements. | | |
| | 3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements. | | |
| | 3.6 Ensure all materials and equipment to be used are appropriately prepared. | | |
| | 3.7 Confirm the individual's identity and obtain **valid consent.** | | |
| 4. Be able to undertake physiological measurements. | 4.1 Apply standard precautions for infection prevention and control. | | |
| | 4.2 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement. | | |
| | 4.4 Monitor the condition of the individual throughout the measurement. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Respond to any significant changes in the individual's condition. | | |
| | 4.6 Follow the agreed process when unable to obtain or read a physiological measurement. | | |
| | 4.7 Identify any issues outside own responsibility and refer these to other colleagues. | | |
| 5. Be able to record and report results of physiological measurements. | 5.1 Explain the necessity for recording physiological measurements. | | |
| | 5.2 Explain a few common conditions which require recording of physiological measurements. | | |
| | 5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels. | | |
| | 5.4 Record physiological measurements taken accurately using the correct documentation. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS19.2012 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Physiological measurements may need to be adapted** depending on their:<br>• size<br>• age<br>• stage of development.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 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.

**AN 2: Undertake personal hygiene activities with individuals**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7177 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 24 |
| **Unit aim** | The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology.<br>Application of infection control is required. The ability to follow a Care Plan is central to carrying out the activities. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals. | 1.1 Identify current legislation, national guidelines, **policies**, **procedures** and protocols in relation to undertaking personal hygiene activities with **individuals.** | | |
| | 1.2 Explain the importance of complying with health and safety guidance. | | |
| | 1.3 Explain the importance of using aseptic techniques. | | |
| 2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing. | 2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to prepare for undertaking personal hygiene activities with individuals. | 3.1 Explain the importance of following the individual's care plan. | | |
| | 3.2 Explain why resources should be prepared prior to commencing the activity. | | |
| | 3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan. | | |
| | 3.4 Confirm the individual's identity and gain **valid consent.** | | |
| | 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual. | | |
| 4. Be able to undertake personal hygiene activities with individuals. | 4.1 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.2 Apply standard precautions for infection control. | | |
| | 4.3 Carry out personal hygiene activities in accordance with the individual's care plan. | | |
| | 4.4 Ensure that the individual's privacy and dignity is maintained. | | |
| | 4.5 Observe the individual while providing support and reassurance and address any concerns. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.6 Describe action to take in response to adverse reactions. | | |
| 5. Be able to record and report the outcome of the personal hygiene activity. | 5.1 Record the outcome of the personal hygiene activity. | | |
| | 5.2 Report the outcomes of the activity to a member of the care team in line with local policy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS11. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Policies and procedures** may include other agreed ways of working as well as formal policies and procedures.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 2
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.

**AN 3: Perform intravenous cannulation**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7281 | **Unit level** | 4 |
| **Credit value** | 5 | **GL** | 36 |
| **Unit aim** | This unit covers the insertion of intravenous cannulae to facilitate access to the blood system for treatment or diagnostic purposes. Access may be required for serial sampling, or for administration of fluid or drug treatments.<br><br>This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving health care. It may also take place in a therapeutic, research or emergency situation. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 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 own role in relation to performing intravenous cannulation. | | |
| | 1.2 Explain the importance of working within own role and of seeking advice when faced with situations outside this role. | | |
| 2. Understand the purpose and functions of intravenous cannulation. | 2.1 Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannulae. | | |
| | 2.2 Summarise the indications and reasons for intravenous cannulation. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain the factors which influence the choice of cannulae and the site to be used. | | |
| | 2.4 Explain the preparation and positioning of an **individual** for insertion of intravenous cannulae. | | |
| | 2.5 Explain the risks associated with the insertion of intravenous cannulae. | | |
| 3. Be able to prepare to carry out intravenous cannulation. | 3.1 Implement health and safety measures relevant to the procedure and environment. | | |
| | 3.2 Apply standard precautions for infection control. | | |
| | 3.3 Confirm the individual's identity and gain **valid consent**. | | |
| | 3.4 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual. | | |
| | 3.5 Check that an individual's privacy and dignity is maintained at all times. | | |
| | 3.6 Prepare equipment for intravenous cannulation in line with local policy and protocol. | | |
| | 3.7 Assess and take relevant action for risks identified prior to and during the procedure. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.8 Seek clinical advice and support when events or risks are beyond agreed level of competence. | | |
| 4. Be able to carry out intravenous cannulation. | 4.1 Prepare an appropriate site for cannulation, using the cannula of correct size and type. | | |
| | 4.2 Position and use a tourniquet to engorge the selected vein with blood. | | |
| | 4.3 Insert the cannula into the selected vein using the approved technique and confirm correct sitting, positioning and patency of cannula. | | |
| | 4.4 Apply an approved dressing to fix the cannula in position. | | |
| | 4.5 Flush the cannula when in situ according to local protocols and guidelines. | | |
| | 4.6 Attach and secure the correct giving set to where infusion is required following approved procedures. | | |
| 5. Be able to monitor and report on the intravenous cannulation. | 5.1 Report any condition or behaviour which may signify adverse reactions to the procedure, in line with local policy and protocol. | | |
| | 5.2 Report and record the cannulation procedure in accordance with agreed procedures. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.3 Maintain the cannulation site at regular intervals to avoid infection and maintain access. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS22. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 3
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.

**AN 4: Obtain venous blood samples**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7187 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 24 |
| **Unit aim** | This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples. | 1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples. | | |
| 2. Understand the anatomy and physiology relating to obtaining venous blood samples. | 2.1 Describe the structure of venous blood vessels. | | |
| | 2.2 Explain blood-clotting processes and the factors that influence blood clotting. | | |
| | 2.3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures. | | |
| 3. Be able to prepare to obtain venous blood samples. | 3.1 Confirm the **individual's** identity and obtain **valid consent.** | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Communicate with the individual in a manner which:<br>• is appropriate to their communication needs and abilities<br>• provides relevant information<br>• provides support and reassurance<br>• addresses needs and concerns<br>• is respectful of personal beliefs and **preferences.** | | |
| | 3.3 Select and prepare appropriate equipment for obtaining the venous blood sample. | | |
| | 3.4 Select and prepare an appropriate site taking into account the individual's age, needs and preferences. | | |
| 4. Be able to obtain venous blood samples. | 4.1 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.2 Apply standard precautions for infection control. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Obtain the venous blood sample, to include:<br>• utilisation of blood collection equipment<br>• utilisation of containers<br>• required volume of blood<br>• correct sequence when obtaining multiple samples<br>• application and use of tourniquets at appropriate stages<br>• stimulation of blood flow or selection of alternative site where necessary<br>• utilisation of anticoagulant with sample when necessary. | | |
| | 4.4 Respond to indications of adverse reactions or complications during the procedure. | | |
| | 4.5 Explain the procedure to manage an arterial puncture. | | |
| | 4.6 Terminate the blood collection procedure to include:<br>• removal of blood collection equipment<br>• stopping blood flow<br>• stopping bleeding<br>• application of suitable dressing<br>• personal care advice to the individual. | | |
| 5. Be able to prepare venous blood samples for transportation. | 5.1. Label, package, transport and store blood samples. | | |

**Additional information about the unit:**

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS132.2012. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 4
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.

**AN 5: Obtain and test capillary blood samples**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7325 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under one year old, as venepuncture may be the preferred method depending on the type of sample and quantity required. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples. | 1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples. | | |
| 2. Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples. | 2.1 Describe the structure and purpose of capillary blood vessels. | | |
| | 2.2 Explain blood clotting processes and the factors that influence blood clotting. | | |
| 3. Be able to prepare to obtain capillary blood samples. | 3.1 Confirm the **individual**'s identity and obtain **valid consent.** | | |
| | 3.2 Select and prepare an appropriate site for obtaining the sample taking into account the individual's **preferences** and age. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Provide support and reassurance to address the individual's needs and concerns. | | |
| | 3.4 Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences. | | |
| 4. Be able to obtain capillary blood samples. | 4.1 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.2 Apply standard precautions for infection prevention and control. | | |
| | 4.3 Describe the different reasons for obtaining capillary blood samples. | | |
| | 4.4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual. | | |
| | 4.5 Use the selected materials, equipment and containers/slides in accordance with agreed procedures. | | |
| | 4.6 Obtain blood samples in the correct sequence when obtaining multiple samples. | | |
| | 4.7 Ensure stimulation of blood flow. | | |
| | 4.8 Select alternative sites where necessary. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.9 Carry out the correct procedure for encouraging closure and blood clotting at the site. | | |
| | 4.10 Respond to any indication of an adverse reaction, complication or problem during the procedure. | | |
| | 4.11 Explain the correct process for labelling and other protocols in relation to blood samples. | | |
| | 4.12 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications. | | |
| 5. Be able to test and record the results of blood samples. | 5.1 Test the sample using the approved method in line with organisational procedure. | | |
| | 5.2 Describe normal or expected results for particular tests. | | |
| | 5.3 Recognise and interpret normal, expected and abnormal results. | | |
| | 5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required. | | |
| | 5.5 Record results fully and accurately and forward according to local requirements. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 6. Be able to pass on the results of blood samples. | 6.1 Communicate the results of the tests and any further action required to the individual. | | |
| | 6.2 Respond to questions and concerns from individuals, providing accurate information. | | |
| | 6.3 Refer issues outside own responsibility to an appropriate staff member. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS131. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 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.

**AN 6: Carry out arterial puncture and collect arterial blood**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7350 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit covers obtaining arterial blood samples by arterial puncture. This would normally be an investigative procedure, and may be performed in healthcare settings. It would not be performed in the individual's home.<br><br>The procedure will be performed with adults and children and with individuals in critical care areas such as intensive care units. It may include the use of a range of equipment, blood collection systems and techniques relating to arterial sites. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines in relation to carrying out arterial puncture and collecting arterial blood. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines in relation to carrying out arterial puncture and collecting arterial blood. | | |
| | 1.2 Explain the importance of applying standard precautions to the preparation of materials and equipment when carrying out arterial puncture and collecting arterial blood. | | |
| 2. Understand the procedures involved in carrying out arterial | 2.1 Explain the types and categories of risks encountered when carrying out arterial puncture. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| puncture and the collection of arterial blood. | 2.2 Explain types of blood collection equipment. | | |
| | 2.3 Explain factors affecting the choice of equipment for collecting arterial blood specimens. | | |
| | 2.4 Explain the importance of identifying the **individual**'s current level of oxygen intake and its impact upon the arterial puncture process. | | |
| 3. Be able to prepare to carry out arterial puncture and collect arterial blood. | 3.1 Confirm the individual's identity and gain **valid consent**. | | |
| | 3.2 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual. | | |
| | 3.3 Apply standard precautions for infection control. | | |
| | 3.4 Apply health and safety measures relevant to the procedure and environment. | | |
| | 3.5 Prepare the selected site for arterial puncture. | | |
| 4. Be able to carry out arterial puncture and collect arterial blood. | 4.1 Position the individual for arterial puncture. | | |
| | 4.2 Check that local anaesthetic has been effective. | | |
| | 4.3 Insert the blood collection equipment, avoiding blockage or damage to arteries or blood vessels. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Obtain the arterial blood sample in the correct volume and of suitable quality for purpose. | | |
| | 4.5 Apply sufficient pressure and for a sufficient timescale to stop the blood flow and ensure haemostasis. | | |
| 5. Be able to monitor and report on arterial puncture and the collection of arterial blood. | 5.1 Monitor and report conditions or behaviours which may signify adverse reactions to the procedure. | | |
| | 5.2 Take action in response to adverse reactions to the procedure. | | |
| | 5.3 Seek immediate assistance when remedial action is required and is beyond own scope of competence. | | |
| 6. Be able to report, record and forward on arterial blood samples. | 6.1 Label the arterial blood sample. | | |
| | 6.2 Request analysis of the arterial blood sample. | | |
| | 6.3 Ensure that the arterial blood sample is in position for collection. | | |
| | 6.4 Maintain records in relation to arterial blood sample collection. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS24. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 6
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.

**AN 7: Carry out blood collection from fixed or central lines**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7301 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit covers the collection of blood from fixed or central lines that have already been inserted by a registered practitioner, for individuals usually undergoing some form of treatment.<br><br>This activity must be carried out following agreed clinical protocols and the application of principles of asepsis is of paramount importance. The activity may be undertaken in hospital, hospices, in clinics or at the individual's home. It may require assistance from another member of the care team. You will be working without direct supervision but according to local policy and protocol. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 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 for collecting blood from fixed or central lines. | | |
| | 1.2 Explain the importance of applying standard precautions to the preparation of materials and equipment and identify the potential consequences of poor practice. | | |
| 2. Understand the procedures involved in the collection of arterial blood. | 2.1 Explain the types and categories of risks which may be involved when carrying out blood collection and the action to take if these occur. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Describe the different types of fixed or central line blood collection systems and equipment and explain the situations in which they may be used. | | |
| | 2.3 Explain the importance of disposing of used equipment and clinical waste from collection of blood from fixed or central lines in line with local policy and protocol. | | |
| 3. Be able to prepare to carry out blood collection. | 3.1 Confirm the individual's identity and gain **valid consent.** | | |
| | 3.2 Prepare the **individual** and environment to support privacy and dignity. | | |
| | 3.3 Support the individual to be in the correct position for the collection of blood. | | |
| | 3.4 Communicate accurate information in a way that is sensitive to the personal beliefs and **preferences** of the individual. | | |
| | 3.5 Apply standard precautions for infection control. | | |
| | 3.6 Apply health and safety measures relevant to the procedure and environment. | | |
| 4. Be able to carry out blood collection procedures. | 4.1 Control the blood flow throughout the collection procedure in line with local policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Attach the blood collection equipment to the blood collection site in the fixed or central line. | | |
| | 4.3 Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol. | | |
| | 4.4 Follow local protocols when unable to collect the required sample of blood. | | |
| | 4.5 Flush the line with sterile solution to maintain patency on completion of the blood collection. | | |
| | 4.6 Support the individual to dress once the procedure has been completed. | | |
| 5. Be able to record, report and forward on blood samples. | 5.1 Label the blood sample according to local protocol. | | |
| | 5.2 Request analysis of the blood sample in line with local policy and protocol. | | |
| | 5.3 Document blood collection procedure in accordance with local policy and protocol. | | |
| 6. Be able to monitor and report on blood collection. | 6.1 Monitor the individual and report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.2 Seek immediate assistance when remedial action is required and is beyond own scope of practice. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS25. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.. |
| Unit guidance | **Valid consent** must be in line with agreed UK country definition.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 7
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.

**AN 8: Carry out intravenous infusion**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7263 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 22 |
| **Unit aim** | This unit covers setting up equipment and attaching prescribed intravenous fluids to existing intravenous cannulae. This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving health care. It may also take place in a therapeutic, research or emergency situation. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice for performing intravenous cannulation. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing intravenous cannulation. | | |
| | 1.2 Explain responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines. | | |
| | 1.3 Explain the importance of working within own role and of seeking advice when faced with situations outside this role. | | |
| 2. Understand the principles of intravenous infusion. | 2.1 Explain the anatomy and physiology of the circulatory system in relation to the administration of intravenous fluids. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Explain the reasons for intravenous infusion. | | |
| | 2.3 Explain the clinical indications of infection in the cannula site and the actions that should be taken if signs of infection are evident. | | |
| | 2.4 Explain the risks and adverse reactions to intravenous fluids and actions that should be taken. | | |
| | 2.5 Explain the risks and adverse reactions to infusion of incorrect volumes of intravenous fluids and actions that should be taken. | | |
| | 2.6 Explain the materials and equipment used for intravenous infusion. | | |
| 3. Be able to prepare to carry out intravenous infusion. | 3.1 Confirm the **individual**'s identity and gain **valid consent**. | | |
| | 3.2 Implement health and safety measures relevant to the procedure and environment. | | |
| | 3.3 Apply standard precautions for infection control. | | |
| | 3.4 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Confirm the required intravenous fluid to be administered in line with local protocols. | | |
| 4. Be able to carry out intravenous infusion. | 4.1 Check the intravenous fluid to be administered is in date and clear, with all seals intact. | | |
| | 4.2 Ensure the administration set is primed and connected to the fluid container and cannula in a way that ensures no contamination or leakage. | | |
| | 4.3 Adjust the fluid administration rate according to the needs of the individual and the fluid being administered. | | |
| 5. Be able to monitor and report on the intravenous infusion. | 5.1 Monitor the individual's condition and seek support and guidance from a member of the team if events or risks are outside own competence. | | |
| | 5.2 Report any condition which may indicate adverse reactions to the procedure, taking action in accordance with local policy and protocol. | | |
| | 5.3 Record the administration in accordance with local policy and protocol. | | |
| | 5.4 Monitor the cannulation site at regular intervals, taking action in accordance with local policy and protocol. | | |

**Additional information about the unit:**

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS23. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 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.

**AN 9: Insert and secure nasogastric tubes**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7175 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit covers the insertion of nasogastric tubes following agreed protocols and procedures as and when directed. All of these activities must be undertaken using an aseptic technique. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to inserting and securing nasogastric tubes. | 1.1 Summarise current legislation, national guidelines, policies, procedures and **protocols** in relation to inserting and securing nasogastric tubes. | | |
| | 1.2 Summarise own responsibilities and accountability in relation to inserting and securing nasogastric tubes. | | |
| | 1.3 Explain the duty to report any acts or omissions in care. | | |
| | 1.4 Explain the importance of working within own sphere of competence. | | |
| 2. Understand purpose and functions of nasogastric tubes and associated procedures. | 2.1 Explain the anatomy of the upper gastro-intestinal tract in relation to inserting nasogastric tubes. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Describe the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate. | | |
| | 2.3 Explain the types of nasogastric tubes. | | |
| | 2.4 Explain how to select the appropriate tube for each **individual**. | | |
| | 2.5 Explain the normal appearance and content of stomach/intestinal fluid. | | |
| | 2.6 Explain how appearance and content of stomach/intestinal fluid could be affected by the individual's presenting medical condition. | | |
| | 2.7 Describe sources of contamination when inserting nasogastric tubes. | | |
| | 2.8 Describe how to minimise sources of contamination when inserting nasogastric tubes. | | |
| | 2.9 Explain how aseptic technique contributes to the control of infection. | | |
| 3. Be able to prepare for the insertion of a nasogastric tube. | 3.1 Apply health and safety measures relevant to the procedure and environment. | | |
| | 3.2 Apply standard precautions for infection control. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Confirm the individual's identity and gain **valid consent.** | | |
| | 3.4 Explain the procedure according to the individual's care plan. | | |
| | 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual. | | |
| | 3.6 Prepare the equipment required for insertion of a nasogastric tube. | | |
| 4. Be able to insert a nasogastric tube. | 4.1 Maintain compliance with health and safety guidance. | | |
| | 4.2 Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube. | | |
| | 4.3 Ensure that an individual's privacy and dignity is maintained. | | |
| | 4.4 Insert the nasogastric tube. | | |
| | 4.5 Observe the individual throughout the procedure and report any **adverse reactions.** | | |
| | 4.6 Ensure the nasogastric tube is correctly positioned in the stomach. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.7 Ensure the drainage bag is securely attached in a way that prevents discomfort and promotes dignity of the individual. | | |
| 5. Be able to provide aftercare for individuals following nasogastric tube insertion. | 5.1 Observe, report and document any changes in appearance to nasogastric aspirate. | | |
| | 5.2 Measure and record the volume of aspirate. | | |
| | 5.3 Seek assistance promptly from an appropriate person should it be required at any stage. | | |
| | 5.4 Ensure the comfort of the individual following insertion of the nasogastric tube. | | |
| | 5.5 Dispose of waste. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS15. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Protocols** are a set of guided instructions on the action to be followed in relation to inserting and securing nasogastric tubes, usually developed and quality assured through and by your employing organisation.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

| | |
|---|---|
| | **Valid consent** must be in line with agreed UK country definition.<br><br>**Adverse reactions** may include:<br>• fear/apprehension<br>• pain<br>• failure to pass the nasogastric tube<br>• asphyxiation. |

**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:** AN 9
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.

**AN 10: Care for individuals with nasogastric tubes**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7251 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 19 |
| **Unit aim** | This unit is aimed at those who care for individuals with nasogastric tubes.<br><br>The learner will have the opportunity to develop knowledge, understanding and skills in order to aspirate stomach/intestinal contents via the nasogastric tube, measure output and remove tubes when directed to. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to care for individuals with nasogastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines. | 1.1 Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affects own practice related to caring for an individual with nasogastric tubes. | | |
| | 1.2 Describe the responsibilities and boundaries related to own role. | | |
| | 1.3 Outline how to prepare equipment and materials required for aspiration and the removal of nasogastric tubes. | | |
| | 1.4 Explain the importance of following health and safety procedures. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Outline how to deal with concerns that **individual**s may have in relation to clinical procedures such as aspiration and the removal of nasogastric tubes. | | |
| | 1.6 Outline the action to take in the event of an individual reacting adversely to the nasogastric procedure. | | |
| 2. Know the anatomy and physiology of the upper gastrointestinal system and its relevance to nasogastric procedures. | 2.1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of nasogastric tubes. | | |
| | 2.2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition. | | |
| | 2.3 Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of nasogastric tubes. | | |
| | 2.4 Describe the potential consequences of contamination of nasogastric tubes and equipment used for aspiration. | | |
| 3. Be able to prepare to carry out nasogastric procedures. | 3.1 Apply standard precautions for infection control. | | |
| | 3.2 Apply health and safety measures relevant to the procedure and environment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Prepare resources, equipment and materials needed for the aspiration and removal of nasogastric tubes prior to starting the activity. | | |
| | 3.4 Confirm the individual's identity and gain **valid consent** prior to carrying out nasogastric procedures. | | |
| | 3.5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs. | | |
| | 3.6 Position the individual and self so that the procedure can be carried out safely and comfortably. | | |
| 4. Be able to support individuals undergoing nasogastric procedures. | 4.1 Carry out the nasogastric procedures as directed and in accordance with the individual's care plan and local policy and protocol. | | |
| | 4.2 Observe the individual throughout the activity, taking action to deal with any condition or behaviour which may signify adverse reactions. | | |
| | 4.3 Check the nasogastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Assess nasogastric aspirate for any change in appearance, informing the care team of any areas of concern in line with local policy and protocol. | | |
| | 4.5 Measure and record the volume of aspirate. | | |
| | 4.6 Pack up used equipment and materials and cover receptacles containing nasogastric aspirate prior to leaving the immediate care area. | | |
| | 4.7 Dispose of used equipment and materials and nasogastric aspirate in line with local policy and protocol. | | |
| | 4.8 Update records and make them available to the care team in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS16. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 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.

**AN 11: Undertake urethral catheterisation processes**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7232 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 28 |
| **Unit aim** | This unit is about insertion of urethral catheters, including recatheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation. | 1.1 Describe the current legislation, national guidelines, and local policies and protocols which affect work practice. | | |
| | 1.2 Identify the correct procedures relating to urethral catheterisation. | | |
| | 1.3 Explain the conditions and constraints which might influence who undertakes this procedure and why. | | |
| | 1.4 Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff. | | |
| | 1.5 Describe the ethical issues surrounding catheterisation, as applied to males and females. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand the relevant anatomy and physiology. | 2.1 Describe the anatomy and physiology of the genito-urinary system of:<br>• male<br>• female. | | |
| 3. Be able to prepare to insert urethral catheters. | 3.1 Confirm the **individual**'s identity and obtain **valid consent.** | | |
| | 3.2 Identify the types of catheters that can be used. | | |
| | 3.3 Select an appropriate catheter. | | |
| | 3.4 Describe the local anaesthetic agents available for use when inserting urethral catheters. | | |
| 4. Be able to insert urethral catheters. | 4.1 Apply standard precautions for infection control. | | |
| | 4.2 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.3 Insert the catheter safely and correctly, with minimal trauma to the individual including:<br>• securing the catheter<br>• adjust it correctly<br>• attach it correctly to the appropriate drainage system. | | |
| 5. Be able to monitor and care for the urethral catheter after insertion. | 5.1 Monitor the catheterisation equipment and materials to check they are functioning correctly. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan. | | |
| | 5.3 Empty draining bags. | | |
| | 5.4 Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required. | | |
| | 5.5 Explain the appropriate action to remedy common problems when these arise. | | |
| 6. Be able to care for and support the individual during and after the procedure. | 6.1 Maintain the individual's comfort during and after the procedure. | | |
| | 6.2 Explain the adverse effects and the actions to minimise these. | | |
| | 6.3 Communicate information to the individual/carer on the care of the catheter and attachments. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS8 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 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.

**AN 12: Care for individuals with urethral catheters**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7282 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit is aimed at those who care for individuals with urethral catheters. It includes monitoring the individual's condition relevant to the catheter care programme and recognising adverse effects and potential complications. It also covers monitoring hygiene and caring for the catheter. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters. | | |
| | 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out care activities for individuals with urethral catheters. | | |
| 2. Understand the procedure of urethral catheterisation. | 2.1 Describe the anatomy and physiology of the lower urinary tract of:<br>• male<br>• female. | | |
| | 2.2 Describe lower urinary tract functions and continence status. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe the causative factors which determine the need for urethral urinary catheters. | | |
| | 2.4 Explain the effects of urethral catheterisation on an individual's comfort and dignity. | | |
| 3. Understand the use and application of catheter care equipment. | 3.1 Describe **catheter care equipment** that can be used to meet **individual**s' specific needs. | | |
| | 3.2 Describe the types of **catheter care advice** to give to individuals. | | |
| | 3.3 Describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi-resistant bacteria. | | |
| | 3.4 Describe the indications, mode of action, risks, side-effects, cautions, contra-indications and potential interactions of urethral catheter care. | | |
| | 3.5 Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters. | | |
| 4. Be able to prepare individuals to carry out urethral catheter care. | 4.1 Confirm the individual's identity and gain **valid consent**. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual. | | |
| | 4.3 Agree the level of support required with the individual. | | |
| | 4.4 Apply standard precautions for infection prevention and control. | | |
| | 4.5 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.6 Carry out preparatory checks against the individual's care plan. | | |
| 5. Be able to carry out care for individuals with urethral catheters. | 5.1 Support the individual and **relevant others** to carry out catheter care in accordance with local policy and protocol. | | |
| | 5.2 Maintain dignity and privacy during the procedure. | | |
| | 5.3 Use catheter care equipment in line with manufacturer's guidance, reporting any failure/malfunction in line with local policy and protocol. | | |
| | 5.4 Use and store equipment and materials in accordance with local policy and protocol. | | |
| | 5.5 Dispose of catheter-related equipment in accordance with local policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.6 Measure and record any urethral output within local policy and protocol. | | |
| 6. Be able to monitor and check individuals undergoing urethral catheter care. | 6.1 Monitor the individuals' condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol. | | |
| | 6.2 Observe and maintain cleanliness of the meatus. | | |
| | 6.3 Terminate the use of a urethral catheter in accordance with local policy and protocol. | | |
| | 6.4 Record information in the ongoing catheter care records in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CC03. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Catheter care equipment** may include:<br>• catheters<br>• urethral drainage bags<br>• link systems<br>• catheter valves<br>• support methods including garments, straps and stands. |

| | |
|---|---|
| | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Catheter care advice** may include:<br>• lifestyle advice<br>• maintaining catheter function<br>• reducing infection<br>• what to do in the event of problems with equipment<br>• how to deal with common complications<br>• short- and long-term health risks.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Relevant others** may include<br>• family<br>• carers<br>• colleagues<br>• other individuals involved with the care or well-being of the individual. |

**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:** AN 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.

**AN 13: Undertake stoma care**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7302 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit is aimed at those who provide care to individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care.<br><br>This unit is applicable in a variety of care environments including hospitals, care homes, the individual's own home or other community environments such as GP surgeries. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to assessment for stoma care. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice related to undertaking stoma care. | | |
| | 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care. | | |
| 2. Understand the anatomy and physiology in relation to conditions requiring stoma care. | 2.1 Describe the reasons why a stoma may be fashioned. | | |
| | 2.2 Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe the potential consequences of contamination of stoma drainage systems. | | |
| | 2.4 Describe the effects of diet and mobility on stoma function. | | |
| 3. Be able to prepare individuals for stoma care. | 3.1 Confirm the **individual**'s identity, gain **valid consent** and maintain privacy and dignity throughout. | | |
| | 3.2 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual. | | |
| | 3.3 Carry out preparatory checks against the individual's care plan. | | |
| | 3.4 Apply standard precautions for infection prevention and control. | | |
| | 3.5 Apply health and safety measures relevant to the procedure and environment. | | |
| | 3.6 Prepare equipment and materials for stoma care as prescribed/detailed in the individual's plan of care. | | |
| 4. Be able to carry out stoma care for individuals. | 4.1 Describe the factors which will affect the level of assistance required. | | |
| | 4.2 Agree the level of support required with the individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Demonstrate techniques to carry out stoma care in line with local policy and protocol. | | |
| | 4.4 Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable. | | |
| | 4.5 Assist individuals to select and consume food and drink. | | |
| | 4.6 Assist individuals to take any medication prescribed to maintain effective stoma function. | | |
| | 4.7 Give individuals the opportunity to dispose of their own used stoma care equipment. | | |
| | 4.8 Give individuals the opportunity to maintain their personal hygiene. | | |
| | 4.9 Provide **active support** for individuals to manage their own stoma. | | |
| | 4.10 Dispose of equipment and soiled linen in line with local policy and protocol. | | |
| 5. Be able to monitor and check individuals following stoma care. | 5.1 Monitor the individual's condition throughout the stoma care. | | |
| | 5.2 Check for any adverse effects and potential complications. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.3 Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred. | | |
| | 5.4 Record the outcomes of stoma care activity in line with local policy and protocol. | | |
| | 5.5 Report findings to colleagues in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS10. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Active support** encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence. |

**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:** AN 13
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.

**AN 14: Prepare for and carry out extended feeding techniques**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7169 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 27 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings.<br>It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand legislation and agreed ways of working when using extended feeding techniques. | 1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding. | | |
| | 1.2 Explain the importance of following procedures exactly as specified. | | |
| 2. Understand anatomy and physiology in relation to extended feeding. | 2.1 Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding. | | |
| | 2.2 Explain the importance of fluid and nutritional balance to the health of individuals. | | |
| | 2.3 Describe conditions where feeding may be undertaken by extended methods. | | |
| 3. Understand extended feeding techniques. | 3.1 Explain techniques for extended feeding. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Describe equipment and materials that may be used for extended feeding. | | |
| | 3.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences. | | |
| | 3.4 Describe how to recognise and deal with adverse reactions which may occur:<br>• during procedures<br>• following procedures. | | |
| 4. Be able to manage risks relating to extended feeding. | 4.1 Identify potential risks associated with extended feeding. | | |
| | 4.2 Describe the potential sources and consequences of contamination related to extended feeding. | | |
| | 4.3 Explain why it is important to:<br>• maintain the correct level of cleanliness<br>• pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area. | | |
| | 4.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Dispose of:<br>• used equipment, materials and feeds<br>• body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working. | | |
| 5. Be able to prepare for extended feeding. | 5.1 Ensure that adequate and relevant fluids, feeds and equipment are available. | | |
| | 5.2 Confirm the identity of the **individual** prior to carrying out the activity. | | |
| | 5.3 Obtain **valid consent** from the individual prior to carrying out the planned activity. | | |
| | 5.4 Confirm equipment and materials are:<br>• appropriate to the procedure<br>• fit for purpose. | | |
| | 5.5 Position the individual to ensure safety and comfort and to facilitate the method of extended feeding. | | |
| 6. Be able to carry out and complete extended feeding techniques. | 6.1 Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual. | | |
| | 6.2 Carry out extended feeding safely and according to the individual's plan of care. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.3 Observe the individual throughout the activity and respond to any adverse reactions. | | |
| | 6.4 Ensure the comfort of the individual following extended feeding. | | |
| 7. Be able to maintain records and report on extended feeding. | 7.1 Complete required records. | | |
| | 7.2 Identify **others** who may be involved in reviewing the nutritional and fluid intake of an individual. | | |
| | 7.3 Report any findings about the process and the individual which may have an impact on the care plan. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS17 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or |

| | |
|---|---|
| | social care services<br>• families, carers and advocates. |

**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:** AN 14
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.

**AN 15: Assist in the administration of medication**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7174 | **Unit level** | 2 |
| **Credit value** | 4 | **GL** | 25 |
| **Unit aim** | This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process. | | |
| **Barred units** | This unit is barred against R/615/7335 – Administer medication to individuals and monitor the effect. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the current legislation, guidelines and policies relevant to the administration of medication. | 1.1 Identify the current national legislation and guidelines relevant to the administration of medication. | | |
| | 1.2 Outline the organisational policies for the management and administration of medication. | | |
| 2. Understand own role in assisting in the administration of medication. | 2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication. | | |
| | 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence. | | |
| 3. Understand the requirements and procedures for assisting in the administration of medication. | 3.1 Explain the purpose and significance of the information which should be provided on the label of a medication. | | |
| | 3.2 Describe the different routes for the administration of medication. | | |
| | 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility. | | |
| | 3.4 Describe the various aids which can be used to help **individuals** take their medication. | | |
| | 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice. | | |
| 4. Understand the requirements and procedures for ensuring an individual's safety. | 4.1 Explain the importance of identifying the individual for whom the medications are prescribed. | | |
| | 4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it. | | |
| 5. Be able to prepare for the administration of medication. | 5.1 Obtain or confirm **valid consent** for the administration of medication. | | |
| | 5.2 Apply standard precautions for infection control. | | |
| | 5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet. | | |
| | 5.4 Explain the importance of referring confusing or incomplete instructions back to the person leading the administration or the pharmacist. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered. | | |
| 6. Be able to assist in the administration of medication. | 6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan. | | |
| | 6.2 Assist the individual to be as self-managing as possible. | | |
| | 6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication. | | |
| | 6.4 Monitor the individual's condition throughout the administration process. | | |
| | 6.5 Explain the types of adverse effects that may occur and the action to take if they do. | | |
| | 6.6 Check and confirm that the individual has taken the medication and does not pass medication to others. | | |
| 7. Be able to contribute to the management of medications and administration records. | 7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely. | | |
| | 7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage. | | |
| | 7.4 Maintain the confidentiality of information relating to the individual at all times. | | |
| | 7.5 Check the stock level of medications and take action to obtain new stocks when required. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS2. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 5, 6 and 7 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 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.

**AN 16: Undertake tissue viability risk assessments**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7338 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 16 |
| **Unit aim** | The aim of this unit is to equip learners with the knowledge and skills required to ensure that individuals maintain skin integrity as far as is practicably possible. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the need for tissue viability risk assessment. | 1.1 Describe the anatomy and physiology of healthy skin. | | |
| | 1.2 Describe the changes that occur when damage caused by pressure develops. | | |
| | 1.3 Explain when an initial tissue viability risk assessment may be required. | | |
| | 1.4 Describe what to look for when assessing the condition of the skin. | | |
| | 1.5 Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown. | | |
| | 1.6 Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to undertake tissue viability risk assessment. | 2.1 Identify **individual**s who may be at risk of impaired tissue viability and skin breakdown. | | |
| | 2.2 Apply standard precautions for infection prevention and control. | | |
| | 2.3 Inspect the general condition of an individual's skin. | | |
| | 2.4 Identify the sites where pressure damage might occur using appropriate assessment tools. | | |
| | 2.5 Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy. | | |
| | 2.6 Use safe handling techniques when assisting the individual to move during the assessment. | | |
| | 2.7 Encourage the **active participation** of the individual and **others** where applicable. | | |
| 3. Be able to record and report on tissue viability risk assessment. | 3.1 Complete tissue viability risk assessment documentation. | | |
| | 3.2 Share findings with appropriate staff and the individual. | | |
| | 3.3 Notify appropriate staff of any immediate concerns in line with local policies and guidance. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Understand when the risk assessment should be reviewed. | 4.1 Explain why the tissue viability risk assessment should be regularly reviewed and repeated. | | |
| | 4.2 Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS4. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**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.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 16
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.

**AN 17: Obtain and test specimens from individuals**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7231 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 15 |
| **Unit aim** | The aim of this unit is to provide the learner with the knowledge and skills required to obtain and test specimens from individuals in a health care setting. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens. | 1.1 Outline current legislation, national guidelines, organisational policies and protocols which affect working practice. | | |
| | 1.2 Identify the hazards and other consequences related to incorrect labelling of specimens. | | |
| 2. Understand the processes involved in obtaining and testing specimens from individuals. | 2.1 Identify the different types of specimens that may be obtained. | | |
| | 2.2 Describe the tests and investigations that may be carried out upon the specimens. | | |
| | 2.3 Identify the correct equipment and materials used in the collection and transport of specimens. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to prepare to obtain specimens from individuals. | 3.1 Introduce yourself to the **individual**, and confirm the individual's identity. | | |
| | 3.2 Explain the procedure and obtain **valid consent.** | | |
| | 3.3 Ensure the individual's privacy and dignity is maintained at all times. | | |
| | 3.4 Identify any aspects of the individual's ethnic and religious background which might affect the procedure. | | |
| | 3.5 Communicate with the individual in a medium appropriate to their needs and preferences. | | |
| | 3.6 Demonstrate that the required preparations have been completed, including materials and equipment. | | |
| 4. Be able to obtain specimens from individuals. | 4.1 Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves. | | |
| | 4.2 Describe possible problems in collecting specimens and how and when these should be reported. | | |
| | 4.3 Demonstrate the correct collection, labelling and storage of specimens. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Complete and attach relevant documentation. | | |
| 5. Be able to test specimens. | 5.1 Explain tests for a range of specimens obtained. | | |
| | 5.2 Demonstrate appropriate health and safety measures relevant to the procedure and **environment**. | | |
| 6. Be able to report on the outcomes of the test of specimens. | 6.1 Demonstrate the correct process for reporting and recording test results. | | |
| | 6.2 Describe the actions to be taken when the results are outside the normal range. | | |
| | 6.3 Communicate test results in accordance with agreed ways of working. | | |
| | 6.4 Describe why it is important to understand the implications the test results may have on the individual. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS7. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

| | |
|---|---|
| | **Valid consent** must be in line with agreed UK country definition.<br><br>**Environment** to include:<br>• standard precautions for infection prevention and control<br>• use of PPE. |

**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:** AN 17
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.

**AN 18: Undertake treatments and dressings of lesions and wounds**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7236 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 23 |
| **Unit aim** | This unit develops the learner in carrying out treatments and dressings for the care of individuals' lesions and wounds.<br><br>A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/lesions. An insight into the process of wound healing is also required. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand safety measures specific to undertaking treatments and dressings of lesions and wounds. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds. | | |
| | 1.2 Explain the importance of maintaining compliance with health and safety guidance at all times. | | |
| | 1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures. | | |
| | 1.4 Explain the importance of wearing personal protective equipment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain the importance of working within own sphere of competence in relation to undertaking treatments and dressings of lesions and wounds. | | |
| 2. Understand wound infection and healing. | 2.1 Define asepsis, antisepsis and cross-infection. | | |
| | 2.2 Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings. | | |
| | 2.3 Explain the process of wound healing and identify factors which promote and delay the process. | | |
| | 2.4 Outline sources and consequences of wound contamination and measures to avoid and deal with these. | | |
| 3. Understand the rationale for carrying out procedures when treating wounds/lesions. | 3.1 Identify the types and functions of equipment, materials and dressings used in own work area. | | |
| | 3.2 Explain the importance of following procedures outlined in the care plan. | | |
| 4. Be able to prepare to treat and dress lesions and wounds. | 4.1 Identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/wounds. | | |
| | 4.2 Confirm the **individual**'s identity and gain **valid consent** to carry out the procedure. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Provide information, support and reassurance to address the individual's needs and concerns. | | |
| | 4.4 Confirm all equipment and materials to be used are fit for purpose as outlined in the care plan. | | |
| | 4.5 Maintain the sterility of dressings prior to and during application. | | |
| 5. Be able to carry out treatments and dressings to lesions/wounds. | 5.1 Apply standard precautions for infection control. | | |
| | 5.2 Implement health and safety measures relevant to the procedure and environment. | | |
| | 5.3 Scrutinise the lesion/wound for any change in appearance. | | |
| | 5.4 Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner. | | |
| | 5.5 Carry out treatments as outlined in the care plan. | | |
| | 5.6 Observe the individual for adverse reactions while carrying out treatment in accordance with the care plan. | | |
| | 5.7 Apply/attach dressings in line with the care plan. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.8 Deal with hazardous waste. | | |
| 6. Be able to record and report outcomes of the activities. | 6.1 Record outcomes of the activity in line with national/local policy. | | |
| | 6.2 Report the outcomes of the activity to a member of the care team in line with national/local policy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS12. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 18
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.

**AN 19: Carry out wound drainage care**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7247 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 23 |
| **Unit aim** | This unit develops the learner's ability in undertaking wound drainage care and monitoring. It focuses on an understanding of the principles of wound drainage, the use of related equipment and the application of infection prevention and control procedures. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand safety measures specific to undertaking wound drainage care. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking wound drainage care. | | |
| | 1.2 Explain the importance of maintaining compliance with health and safety guidance at all times. | | |
| | 1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures. | | |
| 2. Understand the principles of wound drainage and use of related equipment. | 2.1 Explain the principles of wound drainage. | | |
| | 2.2 Describe the types, purposes and function of wound drainage measurement materials and equipment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe the aspects of the anatomy and physiology of the skin and underlying structures which affect the positioning of wound drains and care. | | |
| | 2.4 Describe techniques for preparing and applying drains and dressings and the consequences of contamination. | | |
| 3. Understand procedures and techniques involved in wound drainage. | 3.1 Explain the importance of following the care plan and the potential effects of poor practice. | | |
| | 3.2 Explain the purpose of measuring wound drainage and how to avoid potential hazards. | | |
| | 3.3 Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss. | | |
| | 3.4 Describe the process of disposal of hazardous waste and equipment. | | |
| 4. Be able to prepare for wound drainage care. | 4.1 Confirm the **individual**'s identity and gain **valid consent** to carry out the activity. | | |
| | 4.2 Communicate information in a way that is reassuring and sensitive to the personal beliefs and **preferences** of the individual and **others**. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Implement health and safety measures relevant to the procedure and the environment. | | |
| | 4.4 Confirm all equipment and materials are fit for purpose. | | |
| | 4.5 Apply standard precautions for infection control and prevention. | | |
| | 4.6 Support the individual and others prior to wound drainage. | | |
| 5. Be able to carry out wound drainage care. | 5.1 Use techniques and equipment to observe and measure wound drainage in line with the care plan. | | |
| | 5.2 Explain the importance of referring any changes or adverse reactions which are outside own competence to the practitioner. | | |
| | 5.3 Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity. | | |
| | 5.4 Check drains and seals are secure, intact and functioning. | | |
| | 5.5 Dispose of hazardous waste and equipment in line with local policies and procedures. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 6. Be able to record and report outcomes from procedure. | 6.1 Record and report measurement and outcomes of the activity in line with national/local policy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS13. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 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.

**AN 20: Remove wound drains**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7327 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 34 |
| **Unit aim** | This unit is about the removal of wound drains, following agreed protocols and procedures. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to removing wound drains. | 1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to removing wound drains. | | |
| | 1.2 Summarise own responsibilities and accountability in relation to removing wound drains. | | |
| | 1.3 Explain the importance of working within own sphere of competence. | | |
| 2. Understand factors related to the removal of wound drains. | 2.1 Describe the anatomy and physiology of the skin and underlying structures. | | |
| | 2.2 Identify the types, purpose and function of materials and equipment in relation to removing wound drains. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Summarise the methods and techniques for preparing and applying dressings and wound supports. | | |
| | 2.4 Explain how to measure the individual's wound drainage prior to removal. | | |
| | 2.5 Explain the hazards associated with measuring wound drainage and removing the wound drain. | | |
| 3. Be able to prepare to remove wound drains. | 3.1 Select equipment. | | |
| | 3.2 Check equipment is fit for purpose. | | |
| | 3.3 Prepare the drainage system in accordance with local policies and procedures and manufacturer's guidance. | | |
| 4. Be able to remove wound drains. | 4.1 Apply health and safety measures. | | |
| | 4.2 Apply standard precautions for infection control. | | |
| | 4.3 Confirm the **individual**'s identity and obtain **valid consent.** | | |
| | 4.4 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual. | | |
| | 4.5 Carry out wound drain removal in accordance with local policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.6 Dispose of used wound drainage systems and equipment according to local policy and protocol. | | |
| 5. Be able to care for and support the individual during and after the procedure. | 5.1 Reassure the individual. | | |
| | 5.2 Describe adverse reactions and action to take. | | |
| | 5.3 Observe the drainage site for signs of leakage and apply the relevant dressing. | | |
| | 5.4 Record outcomes of the activity in line with local policy and protocol. | | |
| | 5.5 Report outcomes of the activity in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS133. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed within a work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 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.

**AN 21: Remove wound closure materials**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7358 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 24 |
| **Unit aim** | This unit develops the learner's ability to remove wound closure materials from individuals when directed by a health practitioner, following local guidelines and procedures.<br><br>Emphasis is placed on knowledge of general infection control and the specific application to the removal of wound closures. An insight into the anatomy and physiology of the skin and the process of wound healing is also required. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the anatomy and physiology of the skin and underlying tissues. | 1.1 Describe the aspects of the anatomy and physiology of the skin and underlying tissues which inform wound closures and their removal. | | |
| 2. Understand wound healing and contamination. | 2.1 Define:<br>• asepsis<br>• antisepsis<br>• cross-infection. | | |
| | 2.2 Explain the process of wound healing. | | |
| | 2.3 Identify factors which promote and delay the healing process. | | |
| | 2.4 Describe sources of wound contamination and the measures to avoid and deal with them. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.5 Describe the consequences of wound contamination. | | |
| 3. Understand the rationale for following approved procedures and techniques to remove wound closures. | 3.1 Summarise the legislation, policies and protocols which inform own role when removing wound closures. | | |
| | 3.2 Explain the importance of following procedures specified in the care plan and the consequences of poor practice. | | |
| | 3.3 Explain the procedure for dealing with any problems encountered while removing wound closures. | | |
| | 3.4 Explain the procedure and rationale for the disposal of waste from the removal of wound closures in line with local policy. | | |
| 4. Be able to prepare to remove wound closure materials. | 4.1 Confirm the **individual**'s identity and gain **valid consent** to carry out the activity. | | |
| | 4.2 Implement health and safety measures relevant to the procedure and environment. | | |
| | 4.3 Provide information, support and reassurance to the individual to address any needs and concerns. | | |
| | 4.4 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Select all required equipment and materials and confirm that they are fit for purpose for the activity. | | |
| | 4.6 Check for any contra-indications to removing wound closures and deal with these within own scope of practice. | | |
| 5. Be able to remove wound closure materials. | 5.1 Apply standard precautions for infection control. | | |
| | 5.2 Observe and support the individual while removing wound closures according to the care plan. | | |
| | 5.3 Describe potential adverse reactions to the removal of wound closures and how to deal with them. | | |
| | 5.4 Dispose of waste before leaving the care area in accordance with local policy and protocol. | | |
| 6. Be able to record and report outcomes of procedures. | 6.1 Record the outcomes and findings of the activity according to national/local policy. | | |
| | 6.2 Report outcomes and findings to members of the care team. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS14. |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 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.

**AN 22: Carry out vision screening**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7205 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 34 |
| **Unit aim** | This unit is about assessing the visual acuity of individuals as a routine element of locally planned child health surveillance programmes, or other community/health settings, as part of a health assessment for individuals of all ages. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, policy and good practice related to carrying out vision screening. | 1.1 Describe the current legislation, national guidelines and local policies, protocols and guidance which affect own role. | | |
| | 1.2 Identify the procedures related to carrying out vision screening. | | |
| | 1.3 Summarise when good practice suggests it may be necessary to seek assistance. | | |
| 2. Understand the factors related to vision screening. | 2.1 Describe the structure and function of the eyes. | | |
| | 2.2 Identify the types, purpose and function of materials and equipment required in relation to carrying out vision screening. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain the methods and techniques for carrying out vision screening. | | |
| 3. Be able to prepare to carry out vision screening. | 3.1 Select equipment and check that it is fit for purpose. | | |
| | 3.2 Identify any needs the **individual** has which may affect the accuracy of screening and describe the relevant actions to take to meet these needs. | | |
| 4. Be able to carry out vision screening. | 4.1 Confirm the individual's identity and obtain **valid consent.** | | |
| | 4.2 Explain the procedure to the individual according to their level of understanding, age and development. | | |
| | 4.3 Apply health and safety measures relevant to the procedure and the environment. | | |
| | 4.4 Apply standard precautions for infection control. | | |
| | 4.5 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual. | | |
| | 4.6 Carry out vision screening in accordance with local policy and protocol. | | |
| | 5.1 Reassure the individual throughout the activity. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Be able to support individuals during and after the procedure. | 5.2 Refer the individual to the relevant service in accordance with local policy and protocol. | | |
| | 5.3 Record and report outcomes of the activity in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS 134. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 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.

**AN 23: Conduct hearing assessments**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7211 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 15 |
| **Unit aim** | This unit is aimed at those who conduct hearing tests in a variety of care settings, under the direction of a health care professional. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake hearing assessments in a safe manner. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines. | 1.1. Summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to assessing an **individual**'s hearing. | | |
| | 1.2. Explain how to maintain the privacy, safety, dignity and comfort of individuals throughout the hearing assessment. | | |
| | 1.3. Explain how to prepare for and administer a hearing assessment in line with local policy and protocol. | | |
| | 1.4. Identify reasons for not conducting a hearing assessment on an individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Identify potential adverse reactions to hearing assessments. | | |
| 2. Know the anatomy and physiology of the ear related to hearing. | 2.1 Describe the anatomy and physiology of the ear. | | |
| | 2.2 Explain the reasons for hearing impairment. | | |
| | 2.3 Describe the levels of hearing loss. | | |
| | 2.4 Describe the effects that hearing loss can have on an individual. | | |
| 3. Understand how to maintain equipment required to assess individuals' hearing. | 3.1 Identify materials and equipment required to assess an individual's hearing. | | |
| | 3.2 Explain how to maintain equipment. | | |
| | 3.3 Describe procedures and timescales for the calibration of equipment. | | |
| 4. Be able to prepare to conduct hearing assessments. | 4.1 Confirm the individual's identity and gain **valid consent** prior to beginning the hearing assessment. | | |
| | 4.2 Explain the procedure to the individual/carer in a way that is sensitive to the individual's personal beliefs and preferences. | | |
| | 4.3 Apply standard precautions for infection control. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Apply health and safety measures relevant to the procedure and the environment. | | |
| | 4.5 Prepare equipment for the hearing assessment. | | |
| | 4.6 Position the individual and self so that the assessment can be conducted safely and comfortably. | | |
| 5. Be able to conduct hearing assessments. | 5.1 Conduct the hearing assessment. | | |
| | 5.2 Monitor the individual for adverse reactions throughout the assessment, taking action in line with local policy and protocols. | | |
| | 5.3 Provide follow-up advice and instructions, referring to health care professionals in line with local policy and protocol. | | |
| 6. Be able to record and report the results of hearing assessments. | 6.1 Complete the audiology report in line with local policy and protocol. | | |
| | 6.2 Update the individual's records. | | |
| | 6.3 Report results to the referring clinician, carrying out any post-procedural instructions in line with local policy and protocol. | | |
| **Additional information about the unit:** | | | |

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS21. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 23
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.

**AN 24: Conduct external ear examinations**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7221 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 28 |
| **Unit aim** | This unit is aimed at those who conduct examinations of the external ear in a variety of care settings. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake examinations in a safe manner. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines. | 1.1. Summarise how current legislation, national guidelines, policies, protocols and good practice affect practice related to conducting ear examinations. | | |
| | 1.2. Describe how to prepare an environment for ear examinations in line with local policy and protocol. | | |
| | 1.3. Describe how to prepare individuals for external ear examinations in line with local policy and protocol. | | |
| | 1.4. Explain the importance of positioning the **individual** and self correctly prior to undertaking the ear examination. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5. Describe how to maintain the privacy, safety, dignity and comfort of individuals throughout the examination. | | |
| | 1.6. Explain how to use an otoscope to examine the external ear. | | |
| 2. Know the anatomy of the ear as related to conducting ear examinations. | 2.1 Identify the main components of the external ear. | | |
| | 2.2 Identify the main components of the middle and inner ear. | | |
| 3. Understand reasons for conducting an examination of the external ear. | 3.1 Describe potential effects of abnormalities of the external ear. | | |
| | 3.2 Describe the signs and symptoms which may indicate an abnormality of the external ear. | | |
| | 3.3 Explain why it is important to examine the external ear only. | | |
| 4. Be able to prepare to conduct external ear examinations. | 4.1 Apply standard precautions for infection control. | | |
| | 4.2 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.3 Prepare equipment for the ear examination. | | |
| | 4.4 Confirm the individual's identity and gain **valid consent** prior to beginning the examination. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Position the individual and self so that the examination can be conducted safely and comfortably. | | |
| 5. Be able to conduct external ear examinations. | 5.1 Explain the procedure to the individual/carer in a way that is sensitive to their personal beliefs and preferences. | | |
| | 5.2 Conduct an examination of the external ear. | | |
| | 5.3 Monitor the individual for adverse reactions throughout the examination, taking action in line with local policy and protocol. | | |
| | 5.4 Explain findings to the individual/carer. | | |
| 6. Be able to record and report results from external ear examinations. | 6.1 Record findings in line with local policy and protocol. | | |
| | 6.2 Report any further actions to the appropriate member of staff in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS20. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 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.

**AN 25: Move and position individuals in accordance with their care plan**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7229 | **Unit level** | 2 |
| **Credit value** | 4 | **GL** | 26 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals. | 1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning **individuals**. | | |
| | 1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals. | | |
| | 1.3 Describe health and safety factors in relation to moving and positioning individuals. | | |
| 2. Understand anatomy and physiology in relation to moving and positioning individuals. | 2.1. Outline the anatomy and physiology of the human body in relation to moving and positioning individuals. | | |
| | 2.2. Describe the impact of specific conditions on the movement and positioning of an individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to minimise risk before moving and positioning individuals. | 3.1. Carry out preparatory checks using:<br>• the individual's care plan<br>• the moving and handling risk assessment. | | |
| | 3.2. Identify any immediate risks to the individual. | | |
| | 3.3. Describe the action to take in relation to identified risks. | | |
| | 3.4. Describe the action to take if the individual's wishes conflict with their care plan. | | |
| | 3.5. Prepare the environment ensuring:<br>• adequate space for the move<br>• potential hazards are removed. | | |
| | 3.6. Apply standard precautions for infection control. | | |
| 4. Be able to move and position an individual. | 4.1 Confirm the individual's identity and obtain **valid consent**. | | |
| | 4.2 Communicate with the individual in a manner which:<br>• provides relevant information<br>• addresses needs and concerns<br>• provides support and reassurance<br>• is respectful of personal beliefs and preferences. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Position the individual in accordance with their care plan. | | |
| | 4.4 Communicate effectively with others involved in the manoeuvre. | | |
| | 4.5 Describe the aids and equipment that may be used for moving and positioning. | | |
| | 4.6 Use equipment to maintain the individual in the appropriate position. | | |
| | 4.7 Encourage the individual's **active participation** in the manoeuvre. | | |
| | 4.8 Monitor the individual throughout the activity. | | |
| | 4.9 Record and report the activity, noting when the next positioning manoeuvre is due. | | |
| 5. Know when to seek advice and/or assistance from others when moving and positioning an individual. | 5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual. | | |
| | 5.2 Describe sources of information available in relation to moving and positioning individuals. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS6.2012. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |

| | |
|---|---|
| | Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**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. |

**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:** AN 25
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.

**AN 26: Understand advance care planning**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7164 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 25 |
| **Unit aim** | The purpose of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the principles of **advance care planning.** | 1.1 Describe the difference between a daily care or support plan and an advance care plan. | | |
| | 1.2 Explain the purpose of advance care planning. | | |
| | 1.3 Identify the national, local and organisational agreed ways of working for advance care planning. | | |
| | 1.4 Explain the legal position of an advance care plan. | | |
| | 1.5 Explain what is meant by mental capacity in relation to advance care planning. | | |
| | 1.6 Explain what is meant by informed consent in relation to advance care planning. | | |
| 2. Understand the process of advance care planning. | 2.1 Explain when advance care planning may be introduced. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Outline who may be involved in the advance care planning process. | | |
| | 2.3 Describe **information** an **individual** may need to enable them to make informed decisions. | | |
| | 2.4 Explain what is involved in an 'advance decision to refuse treatment'. | | |
| | 2.5 Explain what is meant by a 'Do Not Attempt Cardiopulmonary Resuscitation' (**DNACPR**) order. | | |
| | 2.6 Explain how the **individual's capacity** to discuss advance care planning may influence their role in the process. | | |
| | 2.7 Explain role of the care worker in the advance care planning process and sources of support available. | | |
| | 2.8 Describe how personal beliefs and attitudes can affect participation in the advance care planning process. | | |
| | 2.9 Identify how an advance care plan can change over time. | | |
| | 2.10 Outline the principles of record keeping in advance care planning. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.11 Describe when details of the advance care plan can be shared with others. | | |
| 3. Understand person-centred approaches to advance care planning. | 3.1 Describe factors an individual may consider when creating their advance care plan. | | |
| | 3.2 Explain the importance of respecting the individual's values, beliefs and choices. | | |
| | 3.3 Identify how the needs of **others** may need to be taken into account when planning advance care. | | |
| | 3.4 Explain how to support an individual to exercise their right not to create an advance care plan. | | |
| | 3.5 Outline actions to take when an individual is unable to participate in advance care planning. | | |
| | 3.6 Explain how individual's care or support plan may be affected by an advance care plan. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Advance care planning (ACP)** is a voluntary process of discussion about future care between an individual and their care providers, irrespective of discipline. If the individual wishes, their family and friends may be included. It is recommended that with the individual's agreement this discussion is documented, regularly |

| | |
|---|---|
| | reviewed, and communicated to key persons involved in their care. It may involve establishing the 'ceiling of treatment' for an individual, the Preferred Place of Care and Preferred Place of Death.<br><br>**Information** may include:<br>• knowledge of illness and prognosis<br>• choices of care and treatment options<br>• resources available for delivery of care.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**DNACPR** often referred to as DNR.<br><br>**Individual's capacity** refers to being able to make their own decisions, based on the information available and communicate that decision.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• families, carers and advocates. |

**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:** AN 26
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.

**AN 27: Perform routine electrocardiograph (ECG) procedures**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7234 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit covers the performance of recording electrocardiograph (ECG) at rest and ambulatory ECG procedures. The unit includes connection and disconnection of electrodes and acquisition of data ready for analysis.<br><br>The procedures may be performed in a number of care settings such as outpatient departments, ward areas and GP practices. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 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 for performing routine electrocardiograph procedures. | | |
| | 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines. | | |
| | 1.3 Explain the duty to report any acts or omissions in care that could be detrimental. | | |
| 2. Understand the purpose and functions of electrocardiographs. | 2.1 Explain the purpose of electrocardiograph procedures. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Describe the type, common characteristics and set-up requirements of recording devices used in electrocardiograph procedures. | | |
| | 2.3 Explain the structure and function of the heart. | | |
| | 2.4 Identify a normal electrocardiograph and relate this to the conduction system of the heart. | | |
| | 2.5 Describe the correct positioning of electrodes for at rest and ambulatory procedures. | | |
| | 2.6 Explain why it is important to position electrodes correctly. | | |
| | 2.7 Identify potential sources of artefact and explain how to recognise them. | | |
| 3. Be able to prepare to carry out routine electrocardiograph procedures. | 3.1 Implement health and safety measures relevant to routine electrocardiograph procedures. | | |
| | 3.2 Apply standard precautions for infection control. | | |
| | 3.3 Confirm the **individual**'s identity, reason for referral and obtain **valid consent**. | | |
| | 3.4 Confirm the individual is fit to undergo the procedure. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Inform the individual and carers on the procedure and requirements for their compliance. | | |
| | 3.6 Identify any factors or **special needs** which may affect the test or test results. | | |
| | 3.7 Seek guidance where alternative arrangements are required to meet special needs. | | |
| | 3.8 Establish the suitability of the equipment for the procedure. | | |
| | 3.9 Prepare sites and position electrodes, considering any special needs that have been identified. | | |
| 4. Be able to carry out routine electrocardiograph procedures. | 4.1 Inform the individual and their carers on the procedure and the next action. | | |
| | 4.2 Check that an individual's privacy and dignity is maintained at all times. | | |
| | 4.3 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual. | | |
| | 4.4 Encourage the individual to relax and remain immobile throughout a resting electrocardiograph. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Check the individual understands the need for recording signs and symptoms, throughout an ambulatory electrocardiograph. | | |
| | 4.6 Label documents and recording devices in line with local policy and protocol. | | |
| **Additional information about the unit:** | | | |
| Relationship to National Occupational Standards (NOS) | CHS130. | | |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. | | |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Special needs** may include the need to use alternative positions for placing the electrodes due to dressings, sound supports, limbs missing etc. | | |

**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:** AN 27
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.

**AN 28: Undertake agreed pressure area care**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7324 | **Unit level** | 2 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit covers providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the anatomy and physiology of the skin in relation to pressure area care. | 1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores. | | |
| | 1.2 Identify pressure sites of the body. | | |
| | 1.3 Identify factors which might put an **individual** at risk of skin breakdown and pressure sores. | | |
| | 1.4 Describe how incorrect handling and moving techniques can damage the skin. | | |
| | 1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.6 Describe changes to an individual's skin condition that should be reported. | | |
| 2. Understand good practice in relation to own role when undertaking pressure area care. | 2.1 Identify legislation and national guidelines affecting pressure area care. | | |
| | 2.2 Describe agreed ways of working relating to pressure area care. | | |
| | 2.3 Describe why team working is important in relation to providing pressure area care. | | |
| 3. Be able to follow the agreed care plan. | 3.1 Describe why it is important to follow the agreed care plan. | | |
| | 3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care. | | |
| | 3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care. | | |
| | 3.4 Describe actions to take where any concerns with the agreed care plan are noted. | | |
| | 3.5 Identify the pressure area risk assessment tools which are used in own work area. | | |
| | 3.6 Explain why it is important to use risk assessment tools. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care. | 4.1 Identify a range of aids or equipment used to relieve pressure. | | |
| | 4.2 Describe safe use of aids and equipment. | | |
| | 4.3 Identify where up-to-date information and support can be obtained about:<br>• materials<br>• equipment<br>• resources. | | |
| 5. Be able to prepare to undertake pressure area care. | 5.1 Prepare equipment and environment in accordance with health and safety guidelines. | | |
| | 5.2 Obtain **valid consent** for the pressure area care. | | |
| 6. Be able to undertake pressure area care. | 6.1 Carry out pressure area care procedure in a way that:<br>• respects the individual's dignity and privacy<br>• maintains safety<br>• ensures the individual's comfort<br>• promotes **active participation**<br>• promotes partnership working. | | |
| | 6.2 Apply standard precautions for infection prevention and control. | | |
| | 6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.4 Move an individual using approved techniques and in accordance with the agreed care plan. | | |
| | 6.5 Use pressure-relieving aids in accordance with the care plan and any safety instructions. | | |
| | 6.6 Communicate effectively with the individual throughout the intervention. | | |
| | 6.7 Complete all records and documentation accurately and legibly. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS5. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**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. |

**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:** AN 28
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.

**AN 29: Administer medication to individuals and monitor the effects**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7335 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 30 |
| **Unit aim** | This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed. | | |
| **Barred units** | This unit is barred against Y/615/7174 – Assist in the administration of medication. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand legislation, policy and procedures relevant to administration of medication. | 1.1 Identify current legislation, guidelines, policies and protocols relevant to the administration of medication. | | |
| 2. Know about common types of medication and their use. | 2.1 Describe common types of medication including their effects and potential side effects. | | |
| | 2.2 Identify medication which demands specific physiological measurements. | | |
| | 2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required. | | |
| | 2.4 Explain the different routes of medicine administration. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Understand procedures and techniques for the administration of medication. | 3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes. | | |
| | 3.2 Identify the required information from prescriptions/ medication administration charts. | | |
| 4. Be able to prepare for the administration of medication. | 4.1 Apply standard precautions for infection control. | | |
| | 4.2 Explain ways to ensure the appropriate timing of medication. | | |
| | 4.3 Obtain the **individual**'s consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns. | | |
| | 4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet. | | |
| 5. Be able to administer and monitor medication. | 5.1 Select the route for the administration of medication, according to the individual's medication administration record and the drug to be administered, and prepare the site if necessary. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Safely administer the medication:<br>• in line with legislation and local policies<br>• in a way which minimises pain, discomfort and trauma to the individual. | | |
| | 5.3 Describe how to report any immediate problems with the administration. | | |
| | 5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay. | | |
| | 5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others. | | |
| | 5.6 Maintain the security of medication and related records throughout the process. | | |
| | 5.7 Return medication and related records to the correct place for storage. | | |
| | 5.8 Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS3. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AN 29
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.

**AN 30: Understand the administration of medication**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7368 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 24 |
| **Unit aim** | This unit provides the knowledge and skills needed to understand the administration of medication under the direction of a health professional. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the current legislation, guidelines and policies relevant to the administration of medication. | 1.1 Identify the current national legislation and guidelines relevant to the administration of medication. | | |
| | 1.2 Outline the organisational policies for the management and administration of medication. | | |
| | 1.3 Outline the legislation surrounding medicine-specific and patient-specific directives. | | |
| 2. Understand the roles and responsibilities involved in the administration of medication. | 2.1 Describe the responsibilities and accountability in relation to the administration of medication. | | |
| | 2.2 Explain the importance of working within organisational policies and procedures in relation to the administration of medication. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence. | | |
| 3. Understand the requirements and procedures for the administration of medication. | 3.1 Explain the purpose and significance of the information which should be provided on the label of a medication. | | |
| | 3.2 Describe the different routes for the administration of medication. | | |
| | 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility. | | |
| | 3.4 Describe the various aids which can be used to help **individual**s take their medication. | | |
| | 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice. | | |
| | 3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Understand the requirements and procedures for ensuring an individual's safety. | 4.1 Explain the importance of identifying the individual for whom the medications are prescribed. | | |
| | 4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it. | | |
| 5. Be able to contribute to the management of medications and administration records. | 5.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication. | | |
| | 5.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely. | | |
| | 5.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage. | | |
| | 5.4 Maintain the confidentiality of information relating to the individual at all times. | | |
| | 5.5 Check the stock level of medications and take action to obtain new stocks when required. | | |
| **Additional information about the unit:** | | | |

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS2. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support: it will usually mean the person or people supported by the learner. |

**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:** AN 30
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.

**AN 31: Assist in the administration of oxygen**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7372 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 40 |
| **Unit aim** | This unit provides the knowledge, understanding and skills to assist in the administration of oxygen. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current organisational policies and procedures relating to the use of oxygen. | 1.1 Explain current organisational policies in relation to the administration of oxygen. | | |
| | 1.2 Explain risk management in relation to oxygen administration. | | |
| | 1.3 Identify where manufacturers' information can be accessed. | | |
| | 1.4 Describe the procedure for reporting and replacing faulty equipment. | | |
| | 1.5 Describe own role and responsibilities during oxygen administration. | | |
| 2. Understand respiratory conditions that may require the use of oxygen. | 2.1 Describe **respiratory conditions** that may require the use of oxygen. | | |
| 3. Understand the adverse effects of oxygen and how | 3.1 Describe the adverse effects of oxygen. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| they can be minimised or prevented. | 3.2 Describe how the adverse effects of oxygen can be minimised or prevented. | | |
| 4. Understand resources and equipment used when administering care in response to respiratory conditions. | 4.1 Describe the difference between portable oxygen containers and static oxygen. | | |
| | 4.2 Describe the equipment required for administering portable/home-administered oxygen. | | |
| | 4.3 Describe oxygen gauges and their uses. | | |
| | 4.4 Describe the differences between face-, nasal- and mouthpiece-applied oxygen. | | |
| | 4.5 Explain how face-, nasal- and mouthpiece-applied oxygen are used dependent upon care need. | | |
| | 4.6 Identify when a saturation monitor would be used and describe its functions. | | |
| | 4.7 Explain portable liquid oxygen uses and flow rates. | | |
| 5. Be able to monitor and record saturation levels. | 5.1 Monitor saturation levels. | | |
| | 5.2 Record saturation levels in line with organisational requirements. | | |
| 6. Be able to assist in the preparation and | 6.1 Apply standard precautions for infection prevention and control. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| administration of oxygen for individuals. | 6.2 Communicate with the **individual** and/or **relevant others** in a way which respects their needs and wishes. | | |
| | 6.3 Obtain **valid consent** from the individual or relevant others. | | |
| | 6.4 Prepare resources and equipment prior to assisting in the administration of oxygen. | | |
| | 6.5 Assist in the administration of oxygen. | | |
| | 6.6 Dispose of waste in line with local policy and procedures. | | |
| | 6.7 Maintain records in line with organisational requirements. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | Partial CHS78 and GEN8. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Respiratory conditions** may include:<br>• bronchiolitis<br>• asthma<br>• cardiac conditions<br>• cystic fibrosis. |

| | |
|---|---|
| | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.<br><br>**Relevant others** may include:<br>• parent/s<br>• carer<br>• those with parental responsibility.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 31
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.

**AN 32: Administer oral nutritional products to individuals**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7240 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 23 |
| **Unit aim** | This unit is aimed at those working in a range of care settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals who are otherwise incapable of doing so. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare nutritional products and to administer them to individuals, including ensuring stock levels are maintained. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products. | | |
| | 1.2 Explain how to take information from medication administration charts to inform the administration of oral nutritional products. | | |
| | 1.3 Explain how to prepare oral nutritional products. | | |
| | 1.4 Explain how to ensure the dignity, safety and privacy of an **individual** during the procedure. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain how to check if the individual has taken the oral nutritional product. | | |
| 2. Understand common nutritional products and their uses. | 2.1. Describe common nutritional products and their uses. | | |
| | 2.2. Explain how common nutritional products should be stored. | | |
| | 2.3. Describe the effects of common nutritional products, relevant to the individual's condition. | | |
| | 2.4. Explain the importance of information labelling of nutritional products. | | |
| 3. Understand how to manage possible reactions to the use of nutritional products. | 3.1 Describe common adverse reactions to nutritional products and how to recognise them. | | |
| | 3.2 Explain how to deal with adverse reactions. | | |
| | 3.3 Explain how to deal with non-compliance when attempting to administer nutritional products. | | |
| | 3.4 Identify support staff to help manage reactions to the use of nutritional products. | | |
| | 3.5 Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Be able to prepare for oral administration of nutritional products. | 4.1 Apply standard precautions for infection control. | | |
| | 4.2 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.3 Confirm the individual's identity and gain **valid consent** prior to administering nutritional products. | | |
| | 4.4 Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action. | | |
| | 4.5 Explain the procedure to the individual in a way that is sensitive to their personal beliefs and **preferences**. | | |
| | 4.6 Prepare an individual to receive oral administration of nutritional products. | | |
| | 4.7 Prepare nutritional products according to the administration record and standard hygiene precautions. | | |
| | 4.8 Select materials, equipment and aids which can be used for the oral administration of nutritional products. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Be able to administer oral nutritional products to individuals. | 5.1 Administer oral nutritional products to an individual according to the administration record and in a way which minimises pain, discomfort and trauma for the individual. | | |
| | 5.2 Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately. | | |
| | 5.3 Dispose of waste products in line with local policy and protocol. | | |
| | 5.4 Update records in line with local policy and protocol. | | |
| 6. Be able to maintain stock of nutritional products. | 6.1 Monitor and rotate stock levels, reporting any discrepancies to the appropriate person. | | |
| | 6.2 Maintain the correct storage conditions for oral nutritional products. | | |
| | 6.3 Dispose of out-of-date and part-used nutritional products in line with local policy and protocol. | | |
| | 6.4 Maintain stock records. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS147. |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 32
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.

**AN 33: Support individuals to access and use services and facilities**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7202 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 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 individuals to identify services and facilities likely to meet their assessed needs. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Agree with individuals their preferred options for accessing services and facilities. | | |
| | 2.3 Work with individuals 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 individuals the resources, support and assistance required to access and use selected services and facilities. | | |
| | 3.2 Carry out agreed responsibilities within scope of own role to enable individuals 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 individuals to evaluate whether services or facilities have met their assessed needs and preferences. | | |
| | 4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Work with individuals and **others** to evaluate the support provided for accessing and using services or facilities within scope of own role. | | |
| | 4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0226. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 33
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.

**AN 34: Obtain a client history**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7333 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 22 |
| **Unit aim** | This unit develops the learner in gathering information to obtain a relevant history from an individual and, if this is not feasible, a third party. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history. | 1.1 Identify own roles and responsibilities with regard to the current legislation, national guidelines, policies, protocols and good practice guidelines when obtaining an individual's history. | | |
| | 1.2 Explain the guidelines to be followed if the **individual** is unable to provide a relevant history. | | |
| | 1.3 Explain how to check a **third party**'s authority and ability to provide information about an individual. | | |
| | 1.4 Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individual's history. | | |
| 2. Be able to prepare to obtain a client history. | 2.1 Confirm the individual's identity. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Explain own role and responsibilities in line with obtaining a client history. | | |
| | 2.3 Check the individual's or third party's understanding of the purpose of the activity. | | |
| 3. Be able to obtain a client history. | 3.1 Gain **valid consent** to share information in line with national/local policy and protocol. | | |
| | 3.2 Maintain confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol. | | |
| | 3.3 Obtain relevant information on the individual's prior health and circumstances. | | |
| | 3.4 Clarify any ambiguous or incomplete statements. | | |
| | 3.5 Respond to any questions from the individual or third party. | | |
| | 3.6 Record the outcomes of the activity in line with national/local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS168. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner**.** Individuals can be adults, neonates, children and young people or older people.<br><br>**Third party** may include:<br>• parent/carer<br>• those with parental responsibility<br>those with legal responsibility.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 34
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.

## AN 35: Understand the process and experience of dementia

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7228 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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:<br>• the individual<br>• 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. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |

| | |
|---|---|
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AN 35
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.

## AN 36: Care for the elderly

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7376 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 10 |
| **Unit aim** | The aim of this unit is to develop knowledge and understanding of the needs of the elderly and how to care for them. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the ageing process. | 1.1 Describe changes occurring with age, to include:<br>• physical<br>• psychological<br>• emotional<br>• social. | | |
| | 1.2 Outline the needs of the elderly in relation to the ageing process. | | |
| 2. Be able to adapt communication techniques when caring for elderly patients. | 2.1 Outline ways to minimise barriers to communication. | | |
| | 2.2 Demonstrate communication techniques adapted for elderly patients. | | |
| 3. Understand how to care for elderly patients. | 3.1 Describe conditions affecting the elderly, to include:<br>• dementia<br>• Parkinson's disease<br>• stroke/Transient Ischaemic Attack (TIA)<br>• arthritis<br>• osteoporosis. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Describe how to adapt care plans for elderly patients. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |

**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:** AN 36
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.

**AN 37: Understand long-term conditions and frailty**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7365 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 20 |
| **Unit aim** | This unit covers the knowledge required to understand how frailty and long-term conditions can affect individuals across the lifespan. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand frailty and the impact of this on individuals. | 1.1 Explain what frailty means. | | |
| | 1.2 Describe how to assess frailty in **individual**s. | | |
| | 1.3 Explain how frailty impacts across the lifespan of an individual. | | |
| | 1.4 Explain the **factors** which have an impact on an individual's frailty. | | |
| | 1.5 Explain the **effects** frailty may have on individuals. | | |
| 2. Understand long-term conditions. | 2.1 Explain long-term conditions within own area of work and how they can be:<br>• prevented<br>• managed. | | |
| | 2.2 Explain the factors that contribute to an individual's risk of developing a long-term condition. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain what co-morbidity is. | | |
| | 2.4 Describe how co-morbidity can impact on an individual's quality of life. | | |
| | 2.5 Describe how a long term condition relates to end of life care. | | |
| | 2.6 Explain the psychological impact on individuals living with a long-term condition. | | |
| | 2.7 Explain how advance care planning can be useful for individuals and what needs to be considered prior to discussion. | | |
| 3. Know how to support individuals with frailty or long-term conditions. | 3.1 Explain the importance of involving the individual and others in decisions about the care they receive in relation to their frailty or long-term condition. | | |
| | 3.2 Describe the **sources of support** available for individuals and others in relation to managing their frailty or long-term condition. | | |
| | 3.3 Explain how to recognise a **reversible condition** in an individual and the actions to take. | | |
| | 3.4 Explain how to recognise if an individual is entering the terminal phase of their condition and the actions to take. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Explain ways to support frail individuals across their lifespan. | | |
| **Additional information about the unit:** | | | |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. | | |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Factors** may include:<br>• complex needs<br>• age<br>• mental health or cognition<br>• physical or sensory impairment<br>• behaviour<br>• disability<br>• ill health<br>• poly-pharmacy.<br><br>**Effects** include:<br>• physical<br>• psychological<br>• social<br>• emotional.<br><br>**Sources of support** include:<br>• community and voluntary groups<br>• self-help group support benefits<br>• personal health budget<br>• expert patients<br>• specialised equipment.<br><br>**Reversible condition** can include:<br>• infection e.g. chest, urinary tract<br>• anaemia<br>• fluid overload. | | |

**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:** AN 37
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.

**AN 38: Support independence in the tasks of daily living**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7323 | **Unit level** | 2 |
| **Credit value** | 5 | **GL** | 37 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand principles for supporting independence in the tasks of daily living. | 1.1 Explain how **individual**s can benefit from being as independent as possible in the tasks of daily living. | | |
| | 1.2 Explain how **active participation** promotes independence in the tasks of daily living. | | |
| | 1.3 Describe how daily living tasks may be affected by an individual's culture or background. | | |
| | 1.4 Explain the importance of providing support that respects the individual's culture and preferences. | | |
| | 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.6 Explain why it is important to establish roles and responsibilities for providing support. | | |
| 2. Be able to establish what support is required for daily living tasks. | 2.1 Access information about support for daily living tasks, using an individual's **care plan** and agreed ways of working. | | |
| | 2.2 Clarify with the individual and **others**, the requirements for supporting an individual's independence in daily living tasks. | | |
| | 2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks. | | |
| 3. Be able to provide support for planning and preparing meals. | 3.1 Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences. | | |
| | 3.2 Support the individual to store food safely. | | |
| | 3.3 Support the individual to prepare food in a way that promotes active participation and safety. | | |
| 4. Be able to provide support for buying and using household and personal items. | 4.1 Identify different ways of buying household and personal items. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Work with the individual to identify household and personal items that are needed. | | |
| | 4.3 Support the individual to buy items in their preferred way. | | |
| | 4.4 Support the individual to store items safely. | | |
| | 4.5 Support the individual to use items safely. | | |
| 5. Be able to provide support for keeping the home clean and secure. | 5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety. | | |
| | 5.2 Describe different risks to home security that may need to be addressed. | | |
| | 5.3 Support the individual to use agreed security measures. | | |
| 6. Be able to identify and respond to changes needed in support for daily living tasks. | 6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks. | | |
| | 6.2 Record changes in the individual's circumstances that may affect the type or level of support required. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.3 Adapt support in agreed ways to address concerns, changes or increased independence. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0027. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**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.<br><br>A **care plan** may have 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.<br><br>**Others** may include family, friends, advocate or line-manager. |

**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:** AN 38
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.

**AN 39**: Awareness of the Mental Capacity Act 2005

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7254 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 28 |
| **Unit aim** | This unit provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins the Mental Capacity Act 2005. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the importance of the Mental Capacity Act 2005. | 1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves. | | |
| | 1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves. | | |
| | 1.3 Explain how the Mental Capacity Act 2005:<br>• empowers people to make decisions for themselves<br>• protects people who lack capacity by placing them at the heart of the decision-making process. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves. | | |
| 2. Understand the key elements of the Mental Capacity Act 2005. | 2.1 Define the five statutory principles included in the Mental Capacity Act 2005. | | |
| | 2.2 Describe when a worker must comply with the Mental Capacity Act 2005. | | |
| | 2.3 Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity. | | |
| | 2.4 Explain 'capacity' as defined in the Mental Capacity Act 2005. | | |
| | 2.5 Explain **'best interests'** as defined in the Mental Capacity Act 2005. | | |
| | 2.6 Explain what actions need to be taken to ensure a worker acts in an individual's best interests. | | |
| | 2.7 Identify whose responsibility it is to assess capacity and best interests. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.8 Identify the type of day-to-day decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves. | | |
| | 2.9 Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed. | | |
| | 2.10 Explain how the Mental Capacity Act 2005 can assist a person to plan ahead for a time when they may not have capacity to make certain decisions. | | |
| 3. Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005. | 3.1 Identify the range of actions that amount to restraint. | | |
| | 3.2 Identify the factors which make restraint lawful under the Mental Capacity Act 2005. | | |
| | 3.3 Describe the circumstances where the restrictions or restraint being used amount to a person being **deprived of their liberty**. | | |
| | 3.4 Describe the actions that are necessary to ensure that a person is lawfully deprived of their liberty. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Explain why a worker should raise their concerns with their supervisor/manager when they think a person may be being deprived of their liberty. | | |
| 4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity. | 4.1 Explain the legal status of the Mental Capacity Act 2005, Code of Practice. | | |
| | 4.2 Explain the purpose of the Mental Capacity Act 2005 Code of Practice. | | |
| | 4.3 Explain how the Mental Capacity Act 2005 Code of Practice affects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Best interests** - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. Mental Capacity Act Code of Practice (Chapter 5).<br><br>**Deprived of their liberty** - Mental Capacity Act Code of Practice (Chapter 6). |

**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:** AN 39
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.

**AN 40**: **Understand the context of supporting individuals with learning disabilities**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7374 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 35 |
| **Unit aim** | The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities.<br><br>The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities. | 1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities. | | |
| | 1.2 Explain how legislation and policies influence the day-to-day experiences of **individual**s with learning disabilities and their families. | | |
| 2. Understand the nature, causes and characteristics of learning disability. | 2.1 Explain what is meant by 'learning disability'. | | |
| | 2.2 Describe causes of learning disabilities. | | |
| | 2.3 Describe the medical and social models of disability. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Evaluate the potential impact on the family of an individual with a learning disability. | | |
| 3. Understand the historical context of learning disability. | 3.1 Explain types of services provided for individuals with learning disabilities over time. | | |
| | 3.2 Evaluate how past ways of working may affect present services. | | |
| | 3.3 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to:<br>• where the individual lives<br>• daytime activities<br>• employment<br>• sexual relationships and parenthood<br>• the provision of healthcare. | | |
| 4. Understand principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families. | 4.1 Explain the meaning of the term ‘social inclusion’. | | |
| | 4.2 Explain the meaning of the term ‘advocacy’. | | |
| | 4.3 Describe different types of advocacy. | | |
| | 4.4 Analyse strategies to promote empowerment and **active participation.** | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers. | 5.1 Explain impacts of views and attitudes of others on individuals with learning disability. | | |
| | 5.2 Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers. | | |
| | 5.3 Explain the roles of external agencies and others in changing attitudes, policy and practice. | | |
| 6. Understand how to promote communication with individuals with learning disabilities. | 6.1 Explain how to meet the communicating needs of individuals with learning disabilities. | | |
| | 6.2 Explain why it is important to use language that is both age appropriate and ability appropriate with individuals with learning disabilities. | | |
| | 6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN86. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |

| | |
|---|---|
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**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. |

**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:** AN 40
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.

**AN 41: Work in partnership with families to support individuals**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7214 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 27 |
| **Unit aim** | This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand partnership working with families and family members in care and/or support. | 1.1 Describe the contribution **families and family members** have in caring for and/or supporting individuals. | | |
| | 1.2 Identify factors that may affect the level of involvement of family members. | | |
| | 1.3 Describe dilemmas or conflicts that may arise when working in partnership with families. | | |
| | 1.4 Explain how the attitudes of a worker affect partnership working. | | |
| 2. Be able to establish and maintain positive relationships with families and family members in care and/or support. | 2.1 Interact with family members in ways that respect their culture, values, experiences and expertise. | | |
| | 2.2 Show dependability in carrying out actions agreed with families. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families. | | |
| 3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support. | 3.1 Agree with the **individual**, family members and **others** the desired outcomes of partnership working within scope of own role. | | |
| | 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 within scope of own role. | | |
| | 3.5 Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role. | | |
| 4. Be able to work with families to access support in their role as carers. | 4.1 Identify the support required from families to fulfil their role. | | |
| | 4.2 Provide accessible information about available resources for support. | | |
| | 4.3 Work with family members to access resources for support. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Be able to exchange and record information about partnership work with families. | 5.1 Exchange information, within scope of own role, with the individual and family members about:<br>• implementation of the plan<br>• changes to needs and preferences. | | |
| | 5.2 Record information in line with agreed ways of working about:<br>• progress towards outcomes<br>• 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 and family members within scope of own role. | | |
| | 6.2 Involve the individual and family members in the reviews. | | |
| 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. | | |
| **Additional information about the unit:** | | | |

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC387, SCDHSC388. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment. |
| Unit guidance | **Families and family members** may include:<br>• parents<br>• legal guardians/those with legal responsibility<br>• siblings<br>• grandparents<br>• step-parents<br>• other relatives.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers. |

**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:** AN 41
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.

**AN 42: Support individuals to develop and run support groups**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7216 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the role of support groups. | 1.1 Explain the benefits of support groups to **individual**s. | | |
| | 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. | | |
| | 1.4 Explain when to refer any issues, which are out of scope of own role, to an appropriate person. | | |
| 2. Be able to support individuals to assess the need for additional support groups. | 2.1 Work with individuals to identify if a support group could be helpful. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Assist the individual to access sources of information about existing support groups. | | |
| | 2.3 Work with individuals to evaluate existing support groups and identify gaps in provision. | | |
| 3. Be able to support individuals to develop their own support groups. | 3.1 Work with individuals to identify ways to develop their own support group where there is a gap in provision. | | |
| | 3.2 Work with individuals to agree the nature and purpose of the support group. | | |
| | 3.3 Establish with individuals the level and type of support they require to set up a group. | | |
| | 3.4 Carry out own role as agreed to support the setting up of the group. | | |
| 4. Be able to support individuals to run support groups. | 4.1 Establish with individuals the support they need to run the group. | | |
| | 4.2 Support the individual to operate safely. | | |
| | 4.3 Support the individual to resolve conflicts. | | |
| 5. Be able to support individuals to evaluate support groups. | 5.1 Support the individual to monitor the group's activities and outcomes. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Support the individual to:<br>• agree processes and criteria for evaluating the group's activities and outcomes<br>• evaluate the group's activities and outcomes. | | |
| | 5.3 Report on the effectiveness of the support group in line with agreed ways of working. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0394. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AN 42
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.

**AN 43: Advise and inform individuals on managing their condition**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7304 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 36 |
| **Unit aim** | This unit develops the learner's ability to establish the information and advice needs of individuals in order to change their lifestyle.<br><br>Knowledge and understanding of the effects of change is required, as is knowledge of health conditions encountered and information gathering techniques. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand good practice in identifying information requirements. | 1.1 Summarise the current legislation, national guidelines, regulatory and inspection requirements, policies, protocols and good practice guidelines which inform own job role in advising and informing **individual**s on how to manage their condition. | | |
| | 1.2 Explain the importance of identifying appropriate information to enable individuals and relevant carers or family to make informed lifestyle choices. | | |
| | 1.3 Explain how to recognise the information and advice an individual and relevant carers or family may require but be unable to express. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.4 Explain the procedures for dealing with issues beyond own role, in accordance with local protocol. | | |
| 2. Understand health conditions. | 2.1 Describe the range of conditions encountered within the scope of own role. | | |
| | 2.2 Describe the effects of health conditions on individuals and relevant carers or family. | | |
| 3. Understand the effects of change on individuals' lifestyles. | 3.1 Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change. | | |
| | 3.2 Identify how adapting a lifestyle can empower an individual and relevant carers or family. | | |
| | 3.3 Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services. | | |
| 4. Be able to ascertain the information and advice needs of individuals | 4.1 Gain **valid consent** and explain to the individual who you are and what your role is in providing confidential advice and information. | | |
| | 4.2 Identify whether an advocate or family member needs to be present. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Identify the communication and information needs and abilities of the individual and relevant carers or family. | | |
| | 4.4 Access information about the individual's lifestyle. | | |
| | 4.5 Work with the individual to identify their information and advice requirements relating to their health condition. | | |
| | 4.6 Present information and advice in a format that is appropriate to the individual's communication needs and abilities. | | |
| | 4.7 Review the range of local and national advice and information services. | | |
| | 4.8 Explain how to refer the individual to other sources of information and advice. | | |
| 5. Be able to agree plans with individuals to adapt their lifestyle | 5.1 Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions. | | |
| | 5.2 Obtain valid consent from the individual to share information with other agencies. | | |
| | 5.3 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.4 Develop realistic plans and objectives with the individual to adapt their lifestyle within the scope of own role. | | |
| | 5.5 Agree targets with the individual to optimise their health and well-being within the scope of own role. | | |
| | 5.6 Discuss with the individual any concerns raised about adapting their lifestyle. | | |
| | 5.7 Agree dates to review the individual's progress. | | |
| | 5.8 Record and store information in line with organisational policy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN14. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 43
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.

**AN 44: Coordinate the progress of individuals through care pathways**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7176 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 10 |
| **Unit aim** | This unit is about coordinating the effective management of individuals through care or patient pathways. Pathways are determined by the specific needs of the individual and their condition. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines in relation to coordinating the progress of individuals through care pathways. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines in relation to the coordination of the progress of individuals through care pathways in relation to own role. | | |
| | 1.2 Explain own and others' roles and responsibilities in the delivery of **care pathways.** | | |
| | 1.3 Explain why and when **individua**ls' priorities are reviewed. | | |
| | 1.4 Describe the protocols for prioritising care and treatment in relation to own role. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand 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 supporting individuals through care pathways. | | |
| | 2.5 Identify any actions required to overcome any identified 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 when the individual is transferred to the care of colleagues, other departments or services. | | |
| | 3.2 Identify actions required when there is deviation from the planned pathway within scope of own role. | | |
| | 3.3 Update records, store and share documentation and information in line with local policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Coordinate aspects of the care pathway in line with local policy and protocol and within scope of own role. | | |
| | 3.5 Assess issues that arise as an individual moves through the care pathway. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN79. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 3 must be assessed in a real work environment. |
| Unit guidance | **Care pathways** represent every aspect of the individual's care from their initial presentation through to the successful resolution of their health care needs, their discharge or their death.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Resources** may include<br>• people/practitioners<br>• physical resources<br>• services and 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:** AN 44
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.

**AN 45: Implement therapeutic group activities**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7188 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 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 plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the principles of therapeutic group activities. | 1.1 Explain how participating in **therapeutic group activities** can benefit an **individual**'s identity, self-esteem and well-being. | | |
| | 1.2 Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances. | | |
| | 1.3 Compare theories in relation to group dynamics. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to plan and prepare for therapeutic group activities. | 2.1 Work with individuals and **others** to agree:<br>• the nature and purpose of a therapeutic group<br>• specific activities to fit the purpose of the group<br>• the monitoring or observations required as part of the group activity<br>• own role in relation to planning and preparing for the group activity. | | |
| | 2.2 Address any **risks** that may be associated with the planned activities. | | |
| | 2.3 Prepare the environment for a therapeutic group activity. | | |
| | 2.4 Prepare equipment or resources needed for the activity. | | |
| 3 Be able to support individuals during therapeutic group activities. | 3.1 Support group members to understand the purpose and proposed activity of the group. | | |
| | 3.2 Support group members during the activity in ways that encourage effective communication, **active participation** and cooperation. | | |
| | 3.3 Support group members according to their own level of ability and need. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Give direction, praise, reassurance and constructive feedback during the activity. | | |
| | 3.5 Support the group to bring the activity to a safe and timely end. | | |
| 4 Be able to contribute to the evaluation of therapeutic group activities. | 4.1 Encourage and support individuals to give feedback during and after group activities. | | |
| | 4.2 Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities. | | |
| | 4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions. | | |
| | 4.4 Record and report on outcomes and any revisions in line with agreed ways of working. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC393. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Therapeutic group activities** may include:<br>• reminiscence therapy<br>• relaxation and anxiety management<br>• remedial games<br>• health-related group activities<br>• art or music therapy.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• families, carers and advocates.<br><br>**Risks** may include those associated with:<br>• the health, safety and well-being of those in the group<br>• unintentional exclusion of some group members<br>• others involved with the group's activities<br>• the environment<br>• equipment and resources used.<br><br>**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. |

**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:** AN 45
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.

**AN 46: Support individuals to live at home**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7337 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 29 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the principles of supporting individuals to live at home. | 1.1 Describe how being supported to live at home can benefit an individual. | | |
| | 1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home. | | |
| | 1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home. | | |
| | 1.4 Explain how risk management contributes to supporting individuals to live at home. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to contribute to planning support for living at home | 2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home. | | |
| | 2.2 Identify with an individual their **needs** that may require additional support and their preferences for how the needs may be met. | | |
| | 2.3 Agree with the individual and **others** the risks that need to be managed in living at home and ways to address them. | | |
| 3. Be able to work with individuals to secure additional services and facilities to enable them to live at home. | 3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home. | | |
| | 3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks. | | |
| | 3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities. | | |
| 4. Be able to work in partnership to introduce additional services for individuals living at home. | 4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home. | | |
| | 4.2 Introduce the individual to new resources, services, facilities or support groups. | | |
| | 4.3 Record and report on the outcomes of additional support measures in required ways. | | |
| 5. Be able to contribute to reviewing support for living at home. | 5.1 Work with the individual and others to agree methods and timescales for on-going review. | | |
| | 5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support. | | |
| | 5.3 Work with the individual and others to agree revisions to the support provided. | | |

**Additional information about the unit:**

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0343. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health Assessment Principles.<br><br>Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Needs** may include:<br><br>• personal<br>• physical<br>• financial<br>• social<br>• environmental<br>• safety.<br><br>**Others** may include:<br>• family<br>• friends<br>• advocates<br>• others who are important to the individual person's 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:** AN 46
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.

**AN 47: Dementia Awareness**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7227 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 7 |
| **Unit aim** | The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand dementia. | 1.1 Define the term ‘dementia’. | | |
| | 1.2 Describe key functions of the brain that are affected by dementia. | | |
| | 1.3 Explain why depression, delirium and age-related memory impairment may be mistaken for dementia. | | |
| 2. Understand models of dementia. | 2.1 Outline the medical model of dementia. | | |
| | 2.2 Outline the social model of dementia. | | |
| | 2.3 Explain why dementia should be viewed as a disability. | | |
| 3. Know types of dementia and their causes. | 3.1 List causes of dementia. | | |
| | 3.2 Describe signs and symptoms of dementia. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Identify causal risk factors for types of dementia. | | |
| | 3.4 Identify prevalence rates for types of dementia. | | |
| 4. Understand an individual's experience of dementia. | 4.1 Describe how **individuals** may **experience living with dementia.** | | |
| | 4.2 Outline the impact that the attitudes and behaviours of **others** may have on an individual with dementia. | | |
| **Additional information about the unit:** | | | |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. | | |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Experience living with dementia**: depending on age, type of dementia, and level of ability and disability.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. | | |

**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:** AN 47
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.

**AN 48: End of life and dementia care**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7311 | **Unit level** | 3 |
| **Credit value** | 2 | **GL** | 10 |
| **Unit aim** | The purpose of this unit is to provide the learner with the knowledge and understanding required to understand considerations for individuals with dementia at end of life. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand considerations for individuals with dementia at end of life. | 1.1 Outline the reasons why dementia can be regarded as a terminal illness. | | |
| | 1.2 Identify the indicators that an individual with dementia is approaching the terminal phase of their illness. | | |
| | 1.3 Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia. | | |
| | 1.4 Explain why it is important that end of life care for an individual with dementia must be **person-centred.** | | |
| | 1.5 Explain why individuals with dementia need to be supported to make advance care plans as early as possible. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand how to support individuals with dementia affected by symptoms at end of life. | 2.1 Explain the **symptoms** which may be experienced by individuals with dementia at the end of life. | | |
| | 2.2 Explain why symptoms in individuals with dementia are often poorly recognised and undertreated. | | |
| | 2.3 Describe ways to assess whether an individual with dementia is in pain or distress. | | |
| | 2.4 Describe ways to support individuals with dementia to manage their symptoms at end of life using:<br>• medication<br>• non-medication techniques. | | |
| 3. Understand how to support carers of individuals with dementia at end of life. | 3.1 Explain why carers may experience guilt and stress at the end of life of an individual with dementia. | | |
| | 3.2 Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia. | | |
| | 3.3 Describe how **others** caring for individuals with dementia may experience loss and grief. | | |
| | 3.4 Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Give examples of how to support carers and others to support an individual with dementia in the final stages of their life. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Person-centred** including spiritual well-being.<br><br>**Symptoms** may include:<br>• physical e.g. pain, nausea, constipation, dysphagia, nutrition, hydration<br>• psychosocial e.g. distress, restlessness, agitation<br>• behaviour that challenges<br>• emotional pain.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Sources of support** may include:<br>• self-care strategies<br>• support groups<br>• formal support<br>• informal support<br>• supervision<br>• appraisal<br>• within the organisation<br>• beyond 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:** AN 48
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.

**AN 49: Managing symptoms in end of life care**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7276 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to manage symptoms in end of life care. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the effects of symptoms in relation to end of life care. | 1.1 Identify a range of conditions where you might provide end of life care. | | |
| | 1.2 Identify common **symptoms** associated with end of life care. | | |
| | 1.3 Explain how symptoms can cause an **individual** distress and discomfort. | | |
| | 1.4 Evaluate the significance of the individual's own perception of their symptoms. | | |
| 2. Understand how to manage symptoms in end of life care. | 2.1 Identify signs that may indicate that an individual is experiencing pain, distress or discomfort from symptoms. | | |
| | 2.2 Describe factors that can influence an individual's perception of their symptoms. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe the range of assessment tools for monitoring symptoms including those for individuals with cognitive impairment in own work setting. | | |
| | 2.4 Explain how to provide relief using a range of **methods** from symptoms in end of life care. | | |
| 3. Be able to manage symptoms in end of life care. | 3.1 Demonstrate the range of methods that can provide symptom relief in own work setting. | | |
| | 3.2 Describe own role in supporting therapeutic options used in symptom relief. | | |
| | 3.3 Recognise symptoms that identify the last few days of life may be approaching. | | |
| | 3.4 Respond to an individual's needs and **preferences** in managing their symptoms. | | |
| | 3.5 Actively provide support, comfort and well-being in end of life care. | | |
| | 3.6 Recognise when to seek advice from **relevant others** if the level of support required by the individual is beyond own scope of practice. | | |
| 4. Be able to integrate symptom management in the care management process. | 4.1 Explain how pain and symptom management is an important part of the care planning process. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Regularly monitor symptoms associated with end of life care. | | |
| | 4.3 Record and report changes in symptoms according to policies and procedures in own work setting. | | |
| | 4.4 Support the implementation of changes in the care plan. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Symptoms** can include:<br>• physical e.g.<br>- pain<br>- breathlessness/dyspnoea<br>- coughing<br>- itching<br>- haemoptysis<br>- terminal respiratory secretions<br>- nausea.<br>• psychological e.g. agitation, anxiety, depression.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Methods** may include:<br>• comfort measures which can include physical and psychological<br>• pharmacological and non-pharmacological methods.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

| | |
|---|---|
| | **Others** may include:<br>• team members<br>• other colleagues. |

**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:** AN 49
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.

**AN 50: Support individuals at the end of life**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7326 | **Unit level** | 3 |
| **Credit value** | 6 | **GL** | 50 |
| **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 end of life care. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the aims and principles of end of life care. | 1.1 Explain the aims and principles of end of life care. | | |
| | 1.2 Analyse the impact of national and local drivers on current approaches to end of life care. | | |
| | 1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care. | | |
| | 1.4 Identify the **key people** and services who may be involved in delivery of end of life care. | | |
| | 1.5 Explain the concept of holistic care at the end of life. | | |
| | 1.6 Describe the triggers that suggest **individuals** are nearing the end of life. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand factors affecting end of life care. | 2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death. | | |
| | 2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care. | | |
| | 2.3 Explain why support for an individual's health and **well-being** may not always relate to their terminal condition. | | |
| 3. Understand advance care planning in relation to end of life care. | 3.1 Describe the benefits to an individual of having as much control as possible over their end of life care. | | |
| | 3.2 Explain the purpose of advance care planning in relation to end of life care. | | |
| | 3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care. | | |
| | 3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role. | | |
| 4. Be able to provide support to individuals and key people during end of life care. | 4.1 Support the individual and key people to explore their thoughts and feelings about death and dying. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Provide support for the individual and key people that respects their beliefs, religion and culture. | | |
| | 4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period. | | |
| | 4.4 Provide information to the individual and/or key people about the individual's illness and the support available. | | |
| | 4.5 Give examples of how an individual's well-being can be enhanced by:<br>• environmental factors<br>• non-medical interventions<br>• use of equipment and aids<br>• alternative/complementary therapies. | | |
| | 4.6 Contribute to partnership working with key people to support the individual's well-being. | | |
| 5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care. | 5.1 Explain why support for spiritual needs may be especially important at the end of life. | | |
| | 5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life. | | |
| | 6.1 Carry out own role in an individual's care. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 6. Be able to support individuals through the process of dying. | 6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways. | | |
| | 6.3 Adapt support to reflect the individual's changing needs or responses. | | |
| 7. Be able to take action following the death of individuals. | 7.1 Explain why it is important to know about an individual's wishes for their after-death care. | | |
| | 7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working. | | |
| | 7.3 Describe ways to support key people immediately following an individual's death. | | |
| 8. Be able to manage own feelings in relation to the dying or death of individuals. | 8.1 Identify ways to manage own feelings in relation to an individual's dying or death. | | |
| | 8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0385. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 6, 7 and 8 must be assessed in a real work |

| | |
|---|---|
| | environment in ways that do not intrude on the care of an individual at the end of life. |
| Unit guidance | **Key people** may include:<br>• family members<br>• friends<br>• others who are important to the well-being of the individual.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Well-being** may include aspects that are:<br>• social<br>• emotional<br>• cultural<br>• spiritual<br>• intellectual<br>• economic<br>• physical<br>• mental. |

**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:** AN 50
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.

**AN 51: Supporting individuals with loss and grief before death**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7242 | **Unit level** | 3 |
| **Credit value** | 2 | **GL** | 5 |
| **Unit aim** | The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals and others through their experience of loss and grief before death. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the impact of loss and grief on individuals approaching end of life and others. | 1.1 Describe what is meant by loss and grief before reaching end of life. | | |
| | 1.2 Explain how the experience of loss and grief is unique to **individual**s and **others**. | | |
| | 1.3 Describe models of loss and grief. | | |
| | 1.4 Describe stages of loss and grief commonly experienced by people with a life-limiting illness. | | |
| | 1.5 Describe the effects of loss and grief on the individual and others. | | |
| 2. Be able to support individuals and others through the experience of loss and grief. | 2.1 Support individuals and others to identify the losses and feelings they may experience. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 According to their **preferences** and wishes, support individuals and others to communicate the losses and feelings they may experience. | | |
| | 2.3 Support the individual and others through the stages of grief they are experiencing. | | |
| | 2.4 Support individuals and others experiencing loss and grief to access support services. | | |
| 3. Be able to manage own feelings in relation to loss and grief. | 3.1 Describe how own feelings about loss and grief can impact on the support provided. | | |
| | 3.2 Use support systems to manage own feelings brought on by loss and grief. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Preferences** may be based on: |

| | |
|---|---|
| | • beliefs<br>• values<br>• culture. |

**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:** AN 51
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.

**AN 52: Support individuals who are bereaved**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7167 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the effects of bereavement on individuals. | 1.1 Describe how an **individual** may feel immediately following the death of a loved one. | | |
| | 1.2 Analyse how the bereavement journey may be different for different individuals across the lifespan. | | |
| 2. Understand principles for supporting individuals who are bereaved. | 2.1 Compare theories of bereavement. | | |
| | 2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement. | | |
| | 2.3 Explain the importance of empathy in supporting a bereaved individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to support individuals to express their response to loss. | 3.1 Create an environment where the individual has privacy to express their emotions. | | |
| | 3.2 Use active listening skills to support the individual to express their thoughts, feelings and distress. | | |
| 4. Be able to support individuals who are bereaved. | 4.1 Assess the individual's level of distress and their capacity for resilience. | | |
| | 4.2 Agree a programme of support with the individual and **others**. | | |
| | 4.3 Carry out own role within the support programme. | | |
| | 4.4 Support the individual to identify any changes they may need to make as a result of their loss. | | |
| | 4.5 Explain the importance of working at the individual's pace during the bereavement journey. | | |
| | 4.6 Support the individual to manage conflicting emotions, indecision or fear of the future. | | |
| 5. Understand the role of specialist agencies in supporting individuals who are bereaved. | 5.1 Compare the roles of specialist agencies in supporting individuals who are bereaved. | | |
| | 5.2 Describe how to assess whether a bereaved individual requires specialist support. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.3 Explain the importance of establishing agreement with the individual for a referral to a specialist agency. | | |
| 6. Be able to manage own feelings when providing support for individuals who are bereaved. | 6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved. | | |
| | 6.2 Use **support systems** to help manage own feelings. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0384 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Support systems** refer to a network of people who provide an individual with practical or emotional 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:** AN 52
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.

## AN 53: Understand end of life care for individuals with specific health needs

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7363 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 21 |
| **Unit aim** | This unit covers the knowledge required to understand end of life care for individuals with specific health needs which are often complex and are part of terminal illness. An 'individual' in this unit refers to neonates, babies, children and young people and adults. The learner should undertake this unit in the context within which they work. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand considerations for **individuals** at end of life | 1.1 Outline the terms:<br>• complex health needs<br>• terminal illness. | | |
| | 1.2 Explain how palliative care differs across the lifespan. | | |
| | 1.3 Describe the national and local guidance that is available to support and improve the quality of life for individuals with **specific health needs** in own work setting. | | |
| | 1.4 Describe what interventions may be available to improve quality of life for those with specific health needs across the lifespan in own work setting. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Describe the prognostic indicators that identify that the individual with specific health needs is entering the terminal phase of their illness. | | |
| | 1.6 Explain why relationships with professionals and **significant others** are important at end of life for individuals. | | |
| | 1.7 Explain why advance care planning and future wishes are important for individuals and significant others. | | |
| 2. Understand how to support individuals affected by symptoms at end of life. | 2.1 Explain the **symptoms** which may be experienced by individuals at the end of life. | | |
| | 2.2 Explain why symptoms in individuals with specific health needs are often poorly recognised and undertreated. | | |
| | 2.3 Describe ways to assess whether an individual is in pain or distress. | | |
| | 2.4 Describe ways to support individuals and significant others to manage symptoms at end of life using:<br>• medication<br>• non-medication techniques. | | |
| 3. Understand how to support significant others at the end of life of an individual with specific health needs. | 3.1 Explain why significant others may experience guilt and stress at the end of life of an individual with specific health needs. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Describe ways of supporting significant others to understand how the end of life process may differ for individuals with specific health needs across the lifespan. | | |
| | 3.3 Describe how significant others of an individual with specific health needs may experience loss and grief. | | |
| | 3.4 Describe ways of supporting significant others when difficult decisions need to be made for an individual with specific health needs at end of life. | | |
| | 3.5 Describe **sources of support** for those caring for individuals with specific health needs at the end of life. | | |
| | 3.6 Describe the reasons why spiritual care may remain important for individuals and their significant others at the end of life and how these needs may be met. | | |
| | 3.7 Identify how to support significant others in giving care in the final stages of the individual's life. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles |

| | |
|---|---|
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. An individual in this unit refers to neonates, babies, children and young people and adults.<br><br>**Significant others** may include<br>• family<br>• colleagues<br>• other individuals involved with the care or well-being of the individual.<br><br>**Specific health needs** may include:<br>• complex needs<br>• age<br>• mental health or cognitive impairment including dementia<br>• physical or sensory impairment<br>• behaviour<br>• disability<br>• ill health.<br><br>**Symptoms** may include:<br>• physical e.g. pain, nausea, constipation, dysphagia, nutrition, hydration<br>• psychosocial e.g. distress, restlessness, agitation.<br>• behaviour that challenges<br>• emotional pain.<br><br>**Sources of support** may include:<br>• self-care strategies<br>• support groups<br>• formal support<br>• informal support<br>• supervision<br>• appraisal<br>• within the organisation<br>• beyond 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:** AN 53
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.

**AN 54: Support individuals during the last days of life**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7198 | **Unit level** | 4 |
| **Credit value** | 5 | **GL** | 40 |
| **Unit aim** | The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals during the last days of life. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the impact of the last days of life on the individual and others. | 1.1 Describe psychological effects of the dying phase on the **individual** and **others**. | | |
| | 1.2 Describe the impact of the last days of life on the relationships between individuals and others. | | |
| 2. Understand how to respond to common symptoms in the last days of life. | 2.1 Describe the common signs of approaching death. | | |
| | 2.2 Explain how to minimise the distress of symptoms related to the last days of life. | | |
| | 2.3 Describe appropriate comfort measures in the final hours of life. | | |
| | 2.4 Explain the circumstances when life-prolonging treatment can be stopped or withheld. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.5 Identify the signs that death has occurred. | | |
| 3. Be able to support individuals and others during the last days of life. | 3.1 Demonstrate a **range of ways** to enhance an individual's well-being during the last days of life. | | |
| | 3.2 Describe ways to support others during an individual's last days of life. | | |
| | 3.3 Work in partnership with others to support the individual's well-being. | | |
| | 3.4 Describe how to use a range of resources for care in the last days of life according to **agreed ways of working.** | | |
| | 3.5 Support others to understand the process following death according to agreed ways of working. | | |
| 4. Be able to respond to changing needs of an individual during the last days of life. | 4.1 Explain the importance of following the individual's advance care plan in the last days of life. | | |
| | 4.2 Record the changing needs of the individual during the last days of life according to agreed ways of working. | | |
| | 4.3 Support the individual when their condition changes according to agreed ways of working. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Explain the importance of communicating with others during the individual's last days of life. | | |
| 5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual. | 5.1 Implement actions immediately after a death that respect the individual's and others' **preferences** and wishes according to agreed ways of working. | | |
| | 5.2 Provide care for the individual after death according to national guidelines, local policies and procedures. | | |
| | 5.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care. | | |
| | 5.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person. | | |
| | 5.5 Explain ways to support others immediately following the death of the individual. | | |
| 6. Be able to manage own feelings in relation to an individual's dying or death. | 6.1 Identify ways to manage own feelings in relation to an individual's death. | | |
| | 6.2 Use **sources of support** to manage own feelings in relation to an individual's death. | | |
| **Additional information about the unit:** | | | |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Range** of ways may include:<br>• managing symptoms: pharmacological and non-pharmacological<br>• physical, psychosocial and spiritual care<br><br>**Agreed ways of** working will include policies and procedures where these exist; they may be less formally documented with micro-employers.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Sources of support may include:**<br>• formal support<br>• informal support<br>• supervision<br>• within the organisation<br>• beyond 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:** AN 54
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.

**AN 55: Support individuals during emergency situations**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7290 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 27 |
| **Unit aim** | This unit is about providing support for individuals who require emergency healthcare interventions. The support provided during the period of the intervention includes arranging childminding or care for dependent family members, organising the safe custody of the individuals' possessions, and providing comfort and reassurance to individuals.<br>The unit does not include identifying or arranging long-term social care, emotional support, counselling or rehabilitation. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and procedures related to supporting individuals during emergency situations. | 1.1 Outline the current legislation, national guidelines, policies and protocols related to supporting **individuals** during emergency situations. | | |
| | 1.2 Describe the procedures to be followed when identifying, accessing and arranging **support** for an individual in an emergency situation. | | |
| | 1.3 Explain the roles and responsibilities of self and others when providing personal and emotional support to individuals during emergency situations. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand how being involved in an emergency situation can impact on individuals' health and well-being, and how the negative effects can be reduced. | 2.1 Explain the factors which may cause distress to individuals involved in emergency situations and how they can be minimised. | | |
| | 2.2 Explain the need to monitor an individual's emotional and psychological well-being following an emergency situation. | | |
| | 2.3 Describe how individuals can be encouraged to support their own health and well-being following an emergency situation. | | |
| 3. Be able to prepare to provide support to individuals during emergency situations. | 3.1 Describe the types of support which may be required in an emergency situation. | | |
| | 3.2 Describe the nature of the support required by the individual. | | |
| | 3.3 Assess whether the individual has any **significant others** who may be able to provide additional support. | | |
| | 3.4 Confirm the individual's identity and gain **valid consent** before initiating support. | | |
| | 3.5 Communicate with the individual at a pace and level appropriate to their understanding. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.6 Explain your role in relation to the provision of support and the function of the organisation you represent. | | |
| 4. Be able to provide support to individuals during emergency situations. | 4.1 Provide and organise physical support and practical help for the individual. | | |
| | 4.2 Ensure that an individual's privacy and dignity is maintained at all times. | | |
| | 4.3 Provide comfort and reassurance to the individual, keeping them informed at all times. | | |
| | 4.4 Monitor the individual's emotional and psychological well-being and inform the emergency assistance team of their emotional and psychological status. | | |
| | 4.5 Seek supervision and assistance for situations beyond agreed competence and authority. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN60 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Individuals** include:<br>• a child<br>• a young person<br>• an adult.<br><br>**Support** may include:<br>• comfort and reassurance<br>• immediate physical support<br>• immediate practical help.<br><br>**Significant others** may include:<br>• family members<br>• related/non-related carers<br>• close friends or colleagues<br>• others with a responsibility for the individual such as those acting in loco parentis or power of attorney.<br><br>**Valid consent** must be in line with agreed UK country definition. Best interest principles must be applied in the case of an unconscious individual. |

**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:** AN 55
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.

**AN 56: Support individuals during a period of change**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7278 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 29 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand reasons for and responses to change. | 1.1 Describe types of change that may occur in the course of an **individual**'s life. | | |
| | 1.2 Analyse factors that can make the change process a positive or a negative experience. | | |
| | 1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively. | | |
| 2. Be able to support individuals to plan how to manage or adapt to change. | 2.1 Gain **valid consent** to work with individuals and **others** to identify recent or imminent changes affecting them. | | |
| | 2.2 Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Work with the individual and others to plan how to adapt to or manage the change. | | |
| | 2.4 Explain the importance of both practical support and emotional support during a time of change. | | |
| | 2.5 Identify and agree roles and responsibilities for supporting a period of change. | | |
| 3. Be able to support individuals to manage or adapt to change. | 3.1 Carry out agreed role and responsibilities for supporting period of change, in ways that promote **active participation.** | | |
| | 3.2 Provide information and advice to support the individual to manage change. | | |
| | 3.3 Support the individual to express **preferences** and anxieties when going through change. | | |
| | 3.4 Adapt support methods to take account of preferences or anxieties. | | |
| | 3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change. | | |
| 4. Be able to evaluate the support provided during a period of change. | 4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Work with the individual and others to identify positive and negative aspects of a change. | | |
| | 4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process. | | |
| | 4.4 Record and report on the effectiveness of support for the change process. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0382. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**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. |

| | |
|---|---|
| | **Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 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.

**AN 57: Support individuals to access and use information about services and facilities**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7168 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 20 |
| **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 evaluate services and facilities. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know ways to support individuals to access information on services and facilities. | 1.1 Identify the types of **services and facilities** about which **individuals** may require information. | | |
| | 1.2 Identify possible barriers to accessing and understanding information. | | |
| | 1.3 Describe ways to overcome barriers to accessing information. | | |
| | 1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals. | | |
| | 1.5 Describe types of support individuals may need to enable them to identify and understand information. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to work with individuals to select and obtain information about services and facilities. | 2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities. | | |
| | 2.2 Work with an individual to identify relevant and up-to-date information on services and facilities that meet assessed needs and wishes. | | |
| | 2.3 Support an individual to obtain selected information in their preferred format and language. | | |
| 3. Be able to work with individuals to access and use information about services and facilities. | 3.1 Support an individual to access the content of information about services and facilities. | | |
| | 3.2 Demonstrate ways to check an individual's understanding of the information. | | |
| | 3.3 Work with an individual to access a service or facility using the information, in ways that promote active participation. | | |
| | 3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information. | | |
| 4. Be able to support individuals to evaluate the information accessed on services and facilities. | 4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information. | | |
| | 4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0234 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Services and facilities** may include:<br>• services provided within an individual's home<br>• services to enable an individual to meet their social care needs<br>• community facilities.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AN 57
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.

**AN 58: Support individuals to manage their finances**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7185 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 20 |
| **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 manage and review their financial affairs, in accordance with their needs and preferences. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know how to access information and advice about financial affairs. | 1.1 Identify sources of information and advice about methods and services for managing personal finances. | | |
| | 1.2 Identify sources of information and advice about benefits and allowances. | | |
| | 1.3 Describe the role of **others** who may be involved in supporting individuals to manage their own finances. | | |
| | 1.4 Describe how and when to access specialist expertise in relation to managing financial affairs. | | |
| | 1.5 Explain how to access advice on safeguarding against financial abuse. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to provide support for individuals to manage their finances. | 2.1 Identify legislation, codes of practice and agreed ways of working in relation to providing support to manage finances. | | |
| | 2.2 Work with the **individual** to identify the skills they have for managing their own finances. | | |
| | 2.3 Identify an individual's preferred methods and services for managing their finances. | | |
| | 2.4 Provide support for managing finances in a way that promotes **active participation** and safeguards the individual. | | |
| | 2.5 Contribute to records and reports in relation to finances in line with agreed ways of working. | | |
| 3. Be able to contribute to applying for financial assistance. | 3.1 Provide support for an individual to check the benefits and allowances they are entitled to. | | |
| | 3.2 Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation. | | |
| 4. Be able to contribute to reviewing support for managing finances. | 4.1 Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Work with the individual to evaluate methods, services and support for managing finances. | | |
| | 4.3 Agree with the individual any changes to methods, services and support for managing finances. | | |
| | 4.4 Provide feedback to an organisation or agency about the effectiveness of financial information or support. | | |
| | 4.5 Explain the importance of providing feedback to organisations or agencies in relation to their financial services or support. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0345. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Others** may include:<br>• team members<br>• other colleagues<br>• families, carers and advocates.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**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. |

**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:** AN 58
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.

**AN 59: Support individuals to access and manage direct payments**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7213 | **Unit level** | 4 |
| **Credit value** | 4 | **GL** | 20 |
| **Unit aim** | This unit covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the role of direct payments. | 1.1 Explain the purpose of direct payments. | | |
| | 1.2 Explain legislation and policies relating to direct payments for providing care and support. | | |
| | 1.3 Identify the range of services for which direct payments may be used. | | |
| | 1.4 Explain the term 'personalisation' in relation to direct payments. | | |
| 2. Be able to support individuals to decide whether to use direct payments. | 2.1 Identify sources of information and advice about using direct payments. | | |
| | 2.2 Identify the conditions that need to be met for the **individual** to be eligible for direct payments. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Provide information and advice about direct payments in a way that is accessible to an individual and **others**. | | |
| | 2.4 Access specialist guidance about using direct payments. | | |
| | 2.5 Work with the individual and others to assess:<br>• whether a direct payment would be beneficial in meeting the individual's needs<br>• the level and type of support needed to manage the direct payment. | | |
| 3. Be able to provide support to select services to be purchased with direct payments. | 3.1 Provide accessible information about services that are likely to meet the individual's needs. | | |
| | 3.2 Work with the individual and others to select support that meets their needs within resources available. | | |
| | 3.3 Support the individual to check and understand documents produced by service providers selected. | | |
| 4. Be able to provide support for completing paperwork associated with direct payments. | 4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes **active participation.** | | |
| | 4.2 Support the individual to make payments for services purchased, in a way that promotes active participation. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation. | | |
| 5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments. | 5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments. | | |
| | 5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments. | | |
| | 5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts. | | |
| 6. Be able to contribute to reviewing the support provided through direct payments. | 6.1 Agree with the individual any support needs and the required support to be purchased. | | |
| | 6.2 Work with the individual and others to evaluate the support they have purchased. | | |
| | 6.3 Agree and record any changes needed to the support purchased. | | |
| | 6.4 Provide feedback to organisations about the support purchased. | | |
| 7. Be able to contribute to reviewing the management of direct payments. | 7.1 Work with the individual and others to review the management of the direct payment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 7.2 Agree and record any changes to the type and level of support needed for managing a direct payment. | | |
| | 7.3 Provide feedback to people and organisations about the management of the individual's direct payment. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0346. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**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. |

**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:** AN 59
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.

**AN 60: Support individuals to access housing and accommodation services**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7243 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 31 |
| **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 access housing and accommodation services. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand support available to access housing and accommodation services. | 1.1 Identify sources of funding and benefits that are available for **housing and accommodation** services. | | |
| | 1.2 Analyse the range of housing and accommodation services available. | | |
| | 1.3 Explain how and where to access specialist information and advice about housing and accommodation services. | | |
| 2. Be able to work with individuals to identify housing and accommodation services that meet their needs. | 2.1 Work with an **individual** to identify their accommodation requirements. | | |
| | 2.2 Work with the individual to understand the range of accommodation services that could meet their needs. | | |
| | 2.3 Support the individual to understand requirements that may be made by housing and accommodation services. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to work with individuals to plan to access housing and accommodation services. | 3.1 Work with the individual and **others** to agree a plan for accessing housing and accommodation services. | | |
| | 3.2 Establish with an individual which housing and accommodation services will be approached. | | |
| 4. Be able to work with individuals to access housing and accommodation services. | 4.1 Support the individual to prepare to attend meetings with housing and accommodation services. | | |
| | 4.2 Work with the individual to provide accurate and complete information to express their requirements and **preferences**. | | |
| | 4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service. | | |
| | 4.4 Describe ways to challenge discrimination in accessing housing and accommodation services. | | |
| 5. Be able to work with housing and accommodation services to meet the needs of individuals. | 5.1 Provide housing and accommodation services with information about own role and responsibilities. | | |
| | 5.2 Contact housing and accommodation staff over a prolonged period of time. | | |
| | 5.3 Show how continued contact is appropriate to ensure individual needs are being met. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 6. Be able to contribute to the review of housing and accommodation services for individuals. | 6.1 Work with the individual and others to:<br>• monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences<br>• identify any additional support needed. | | |
| | 6.2 Consult with others about any problems and proposed solutions. | | |
| | 6.3 Record and report on the review in line with agreed ways of working. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0349. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Housing and accommodation** covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

| | |
|---|---|
| | **Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 60
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.

**AN 61: Support individuals to prepare for and settle in to new home environments**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7317 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 23 |
| **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 prepare for and settle in to new home environments. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand factors affecting a move to a new home environment. | 1.1 Identify reasons why **individual**s may move to a new home environment. | | |
| | 1.2 Explain the effects that moving may have on an individual and their personal relationships. | | |
| | 1.3 Analyse strategies that can help a move to go smoothly. | | |
| 2. Be able to support individuals to prepare to move into new home environments. | 2.1 Access information and advice to support an individual to move and settle in to a new home environment. | | |
| | 2.2 Provide an individual and others with information about the proposed new home environment. | | |
| | 2.3 Work with the individual and others to plan for the move. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Support the individual to express their feelings about the move and any concerns they may have. | | |
| | 2.5 Use strategies to address concerns. | | |
| 3. Be able to support individuals to settle into new home environments. | 3.1 Support the individual to familiarise themselves with the new environment and living arrangements. | | |
| | 3.2 Support the individual to explore opportunities to:<br>• maintain existing social networks and/or<br>• create new social networks. | | |
| | 3.3 Support the individual to adjust to living with new people or to living alone. | | |
| | 3.4 Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment. | | |
| 4. Be able to support individuals to review the impact of new home environments. | 4.1 Work with the individual and others to agree a process to review the move. | | |
| | 4.2 Work with the individual to review positive and negative effects of the move. | | |
| | 4.3 Work with the individual and others to plan how to maintain benefits of the move and address any difficulties. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Agree any additional resources, facilities and support required. | | |
| | 4.5 Record and report on the outcomes of the move, in line with **agreed ways of working.** | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0343. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers. |

**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:** AN 61
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.

**AN 62: Support individuals to access education, training or employment**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7212 | **Unit level** | 4 |
| **Credit value** | 4 | **GL** | 31 |
| **Unit aim** | The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the value of engagement in training, education or employment for individuals. | 1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the well-being and quality of life of **individuals**. | | |
| 2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment. | 2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment. | | |
| | 2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment. | | |
| | 2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Understand the support available to individuals accessing education, training or employment. | 3.1 Identify agencies that provide support to individuals accessing education, training or employment. | | |
| | 3.2 Explain the support provided by the agencies identified. | | |
| 4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences. | 4.1 Work with individuals to identify education, training or **employment opportunities.** | | |
| | 4.2 Work with the individual and/or **others** to source accessible information on education, training or employment opportunities. | | |
| | 4.3 Support the individual to select education, training or employment. | | |
| | 4.4 Support the individual to complete applications to access education, training or employment. | | |
| | 4.5 Support the individual to prepare for interview or selection for education, training or employment. | | |
| 5. Be able to support individuals to undertake education, training or employment. | 5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Work with the individual and/or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment. | | |
| 6. Be able to evaluate engagement in education, training or employment. | 6.1 Review with the individual and/or others how well the education, training or employment opportunity has met:<br>• expectations<br>• identified outcomes. | | |
| | 6.2 Review with the individual and/or others the continued support required to undertake education, training or employment. | | |
| | 6.3 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0348. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Employment opportunities**<br>Responses to assessment criteria 4.1 should take into account:<br>• aspirations<br>• skills and abilities<br>• interests<br>• experience<br>• qualifications<br>• support needs<br>• preferred career pathway<br>• personal circumstances<br>• language/communication needs.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 62
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.

**AN 63: Support individuals to carry out their own health care procedures**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7186 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 15 |
| **Unit aim** | This unit covers the knowledge and skills required to support individuals to carry out their own health care procedures. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand health care procedures likely to be undertaken by individuals. | 1.1 Identify treatments and physical measurements likely to be undertaken by **individuals**. | | |
| | 1.2 Explain reasons why physical measurements and specimens might need to be taken. | | |
| | 1.3 Describe possible adverse reactions individuals may experience when undertaking their own health care procedures. | | |
| 2. Be able to support individuals to prepare to carry out their own health care procedures. | 2.1 Establish with **others** own role in supporting individuals to carry out their own health care procedures. | | |
| | 2.2 Promote safe storage of supplies. | | |
| | 2.3 Support the individual to prepare equipment and the environment to carry out procedures. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of. | | |
| | 2.5 Support the individual's understanding of techniques for procedures. | | |
| | 2.6 Check the individual's understanding of when to seek advice or take immediate action when carrying out health care procedures. | | |
| 3. Be able to support individuals to carry out health care procedures. | 3.1 Assist the individual to carry out health care procedures in a way that promotes **active participation.** | | |
| | 3.2 Promote safe disposal of supplies used for procedures. | | |
| | 3.3 Support the individual to record measurements and store records safely. | | |
| 4. Be able to monitor health care procedures undertaken by individuals. | 4.1 Monitor the accuracy, timing and outcomes of health care procedures carried out by the individual. | | |
| | 4.2 Record and report any adverse reactions or other concerns, in line with agreed ways of working. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0225. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates<br><br>**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. |

**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:** AN 63
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.

**AN 64: Support individuals to manage continence**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7230 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 19 |
| **Unit aim** | This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment. In the case of children and young people, the learner will be working with parents and/or carers of the child or young person. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand factors that affect the management of continence. | 1.1 Explain how continence can affect an **individual**'s self-esteem, health and day-to-day activities. | | |
| | 1.2 List **conditions** that can affect continence. | | |
| | 1.3 Explain how continence issues can be transient in individuals. | | |
| | 1.4 Explain how the personal beliefs and values of an individual or their carers may affect the management of continence. | | |
| | 1.5 Describe ways to respect an individual's privacy while managing continence. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to support individuals and their carers to manage continence issues. | 2.1 Encourage an individual and their carers to express **preferences** and concerns about continence needs. | | |
| | 2.2 Support the individual and their carers to understand the effects of lifestyle on continence. | | |
| | 2.3 Explain how and when to access additional support in relation to the management of continence. | | |
| 3. Be able to support the use of equipment to manage continence. | 3.1 Access information about continence equipment recommended for the individual. | | |
| | 3.2 Agree with the individual and their carers preferred times and places for using continence equipment. | | |
| | 3.3 Agree the level and type of support required for use of continence equipment. | | |
| | 3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy and promote **active participation**. | | |
| 4. Be able to maintain infection control when supporting individuals to manage continence. | 4.1 Identify risks that may arise while supporting individuals and their carers to manage continence. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Encourage the individual and their carers to maintain personal hygiene while managing continence. | | |
| | 4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks. | | |
| | 4.4 Dispose of used equipment and soiled materials. | | |
| | 4.5 Ensure the environment is clean, tidy and accessible before and after use. | | |
| 5 Be able to monitor, record and report on support for managing continence. | 5.1 Monitor, record and report on support for managing continence. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0219. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Conditions** may include:<br>• congenital structural problems<br>• disorders which affect nerve function of the bladder<br>• overactive bladder disorder<br>• enuresis/soiling<br>• polyuria. |

| | |
|---|---|
| | **Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**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. |

**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:** AN 64
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.

**AN 65: Support individuals who are distressed**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7258 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 21 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand causes and effects of distress on individuals. | 1.1 Identify causes of distress. | | |
| | 1.2 Describe signs that may indicate an **individual** is distressed. | | |
| | 1.3 Explain how distress may affect the way an individual communicates. | | |
| 2. Understand potential impacts on own well-being when supporting an individual who is distressed. | 2.1 Explain how supporting an individual who is distressed may impact on own well-being. | | |
| | 2.2 Identify **sources of support** to manage own feelings when supporting an individual who is distressed. | | |
| 3. Be able to prepare to support individuals who are experiencing distress. | 3.1 Access information and advice in relation to supporting an individual who is distressed. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Recognise signs of distress that indicate the need for specialist intervention. | | |
| | 3.3 Describe how to access specialist intervention. | | |
| 4. Be able to support individuals who are experiencing distress. | 4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and **preferences** of the individual. | | |
| | 4.2 Work in ways to alleviate immediate distress. | | |
| | 4.3 Respond to the individual's reactions. | | |
| | 4.4 Involve **others** when supporting an individual who is distressed. | | |
| 5. Be able to support individuals to manage distress. | 5.1 Encourage the individual to express thoughts and feelings. | | |
| | 5.2 Work with the individual and others to identify triggers for distress. | | |
| | 5.3 Work with an individual and others to manage triggers or alleviate causes of distress. | | |
| | 5.4 Encourage the individual to review ways of coping with distress. | | |
| 6. Be able to record and report on an individual's distress. | 6.1 Maintain records relating to the individual's distress and the support provided. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.2 Report on periods of distress in line with agreed ways of working. | | |
| **Additional information about the unit:** | | | |
| Relationship to National Occupational Standards (NOS) | SCDHSC0226. | | |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. | | |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Sources of support** may include:<br>• formal support<br>• informal support<br>• supervision<br>• appraisal<br>• within the organisation<br>• beyond the organisation.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. | | |

**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:** AN 65
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.

**AN 66: Support individuals to manage dysphagia**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7269 | **Unit level** | 4 |
| **Credit value** | 5 | **GL** | 35 |
| **Unit aim** | This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting **individuals** with **dysphagia.** | | |
| | 1.2 Describe why individuals with dysphagia should be encouraged to promote their own health and well-being. | | |
| | 1.3 Describe the types of activities to compensate, support development or maintenance of swallowing ability. | | |
| 2. Understand how dysphagia affects individuals. | 2.1 Describe the main clinical causes of dysphagia. | | |
| | 2.2 Outline how to recognise the main types of dysphagia. | | |
| | 2.3 Identify major risks and secondary difficulties associated with dysphagia. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Describe the anatomy and physiology relevant to maintaining a safe swallow. | | |
| | 2.5 Explain how an individual's ability to swallow is affected by:<br>• sensory impairment<br>• physical impairment<br>• neurological impairment<br>• cognitive impairment<br>• previous experiences of oral feeding<br>• age. | | |
| | 2.6 Explain how to provide a suitable environment for affected individuals. | | |
| 3. Know the importance of nutritional intake for individuals with dysphagia. | 3.1 Describe the impact of dysphagia on oral intake and nutrition for an individual. | | |
| | 3.2 Describe safe practices with regard to preparing oral intake. | | |
| | 3.3 Describe food or drink textures in accordance with national guidelines and how this relates to individuals with dysphagia. | | |
| | 3.4 Explain how to implement feeding techniques within scope of own role. | | |
| | 3.5 Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes. | 4.1 Confirm the individual's identity and gain **valid consent** prior to carrying out the therapy programme. | | |
| | 4.2 Explain the skill development activities to the individual or carer. | | |
| | 4.3 Support the individual's **active participation** with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice. | | |
| | 4.4 Provide oral intake in the consistency and appearance outlined in the individual's care programme. | | |
| | 4.5 Provide the individual with sufficient time to practice newly developed skills. | | |
| | 4.6 Provide the individual or carer with information and advice in regards to management, as instructed by the specialist. | | |
| | 4.7 Carry out therapeutic feeding activities with dysphagic individuals under direction. | | |
| | 4.8 Assist **others** in the development of:<br>• optimal feeding strategies<br>• modelling and reinforcing strategies recommended by a speech and language therapist. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Be able to provide information to colleagues regarding individuals' treatment. | 5.1 Update records regarding the support provided, in line with local policy and protocol. | | |
| | 5.2 Provide feedback to the individual's therapist and care team to aid future care planning. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS159. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individuals** can be adults, children and young people or older people.<br><br>**Dysphagia** includes eating, drinking and swallowing difficulties.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**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.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• families, carers and advocates. |

**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:** AN 66
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.

**AN 67: Support the spiritual well-being of individuals**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7275 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 26 |
| **Unit aim** | The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the spiritual well-being of individuals. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the importance of spiritual well-being for individuals. | 1.1 Outline different ways in which **spiritual well-being** can be defined. | | |
| | 1.2 Define the difference between spirituality and religion. | | |
| | 1.3 Describe different aspects of spiritual well-being. | | |
| | 1.4 Explain how spiritual well-being is an individual experience. | | |
| | 1.5 Explain how spiritual well-being defines an individual's identity. | | |
| | 1.6 Outline the links between spirituality, faith and religion. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.7 Explain how an **individual**'s current exploration of spiritual well-being may be affected by their previous experience of spirituality, faith or religion. | | |
| 2. Be able to identify the spiritual needs of an individual and others. | 2.1 Support the individual and **others** to identify their spiritual needs and how and by whom these can be addressed. | | |
| | 2.2 Identify how an individual's emphasis on spiritual well-being may vary at different stages of their life experience. | | |
| | 2.3 Take action to ensure that the individual's spiritual well-being is recognised appropriately in their care plan. | | |
| 3. Understand the impact of values and beliefs on own and an individual's spiritual well-being. | 3.1 Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual well-being. | | |
| | 3.2 Identify how the values and beliefs of others may impact on the individual. | | |
| | 3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others. | | |
| 4. Be able to support individuals' spiritual well-being. | 4.1 Access resources and information to support the individual's spiritual well-being. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual well-being. | | |
| | 4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual well-being. | | |
| | 4.4 Support the individual to participate in their chosen activities to support their spiritual well-being. | | |
| | 4.5 Access any additional expertise required to meet the individual's spiritual needs. | | |
| | 4.6 Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 and 4 must be assessed in a real work environment. |
| Unit guidance | **Spiritual well-being** can be defined as:<br>• something everyone can experience<br>• helps to find meaning and purpose in the things individuals value<br>• can bring hope and healing in times of suffering and loss<br>• encourages individuals to seek the best relationship with themselves, others and what lies beyond. |

| | |
|---|---|
| | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 67
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.

**AN 68: Support individuals to meet personal care needs**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7204 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 16 |
| **Unit aim** | This unit covers the skills required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Be able to work with individuals to identify their needs and preferences in relation to personal care. | 1.1 Encourage the **individual** to communicate their needs, **preferences** and personal beliefs affecting their personal care. | | |
| | 1.2 Establish the level and type of support and individual needs for personal care. | | |
| | 1.3 Agree with the individual how privacy will be maintained during personal care. | | |
| 2. Be able to provide support for personal care. | 2.1 Obtain **valid consent** for activities. | | |
| | 2.2 Support the individual to understand the reasons for hygiene and safety precautions. | | |
| | 2.3 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care. | | |
| | 2.5 Describe ways to ensure the individual can summon help when alone during personal care. | | |
| | 2.6 Ensure safe disposal of waste materials. | | |
| 3. Be able to support individuals to use the toilet. | 3.1 Provide support for the individual to use toilet facilities in ways that respect dignity. | | |
| | 3.2 Support the individual to make themselves clean and tidy after using toilet facilities. | | |
| | 3.3 Support the individual to wash their hands after using the toilet. | | |
| 4. Be able to support individuals to maintain personal hygiene. | 4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care. | | |
| | 4.2 Ensure toiletries, materials and equipment are within reach of the individual. | | |
| | 4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity, and promote active participation. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Be able to support individuals to manage their personal appearance. | 5.1 Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation. | | |
| | 5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure. | | |
| 6. Be able to monitor and report on support for personal care. | 6.1 Seek feedback from the individual and **others** on how well support for personal care meets the individual's needs and preferences. | | |
| | 6.2 Monitor personal care functions and activities in agreed ways. | | |
| | 6.3 Record and report on an individual's personal care in agreed ways. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0218. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

| | |
|---|---|
| | **Valid consent** must be in line with agreed UK country definition.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 68
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.

**AN 69: Support individuals to eat and drink**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7279 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 15 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Be able to support individuals to make choices about food and drink. | 1.1 Establish the individual's dietary requirements. | | |
| | 1.2 Establish with the individual and **key people** the food and drink the individual wishes to consume. | | |
| | 1.3 Encourage the individual to select suitable options for food and drink. | | |
| | 1.4 Describe ways to resolve any concerns about the choice of food and drink. | | |
| | 1.5 Describe how and when to seek guidance about an individual's choice of food and drink. | | |
| 2. Be able to prepare to provide support for eating and drinking. | 2.1 Identify support an individual requires when eating and drinking. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Apply standard precautions for infection control. | | |
| | 2.3 Support the individual to prepare to eat and drink. | | |
| | 2.4 Provide suitable utensils to assist the individual to eat and drink. | | |
| 3. Be able to provide support for eating and drinking. | 3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking. | | |
| | 3.2 Support the individual to consume manageable amounts of food and drink at their own pace. | | |
| | 3.3 Encourage the individual to eat and drink. | | |
| | 3.4 Support the individual to clean themselves if food or drink is spilt. | | |
| | 3.5 Respond to an individual's feedback or observed reactions while eating and drinking. | | |
| 4. Be able to clear away after eating and drinking. | 4.1 Explain why it is important to be sure that an individual has finished eating and drinking before clearing away. | | |
| | 4.2 Confirm that the individual has finished eating and drinking. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Clear away used crockery and utensils in a way that promotes **active participation**. | | |
| | 4.4 Support the individual to wash their hands and make themselves clean and tidy after eating and drinking. | | |
| | 4.5 Store or dispose any left-over food and drink. | | |
| 5. Be able to monitor eating and drinking and the support provided. | 5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter. | | |
| | 5.2 Monitor, record and report:<br>• the food and drink the individual consumes<br>• any issues or concerns in relation to the individual and their eating and drinking. | | |
| | 5.3 Report support provided for eating and drinking. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0213, SCDHSC0214. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 1, 2, 3, 4 and 5 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.<br><br>**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. |

**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:** AN 69
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.

**AN 70: Provide support to manage pain and discomfort**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7244 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 15 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand how to support individuals to manage pain and discomfort. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand approaches to managing pain and discomfort. | 1.1 Explain the importance of a holistic approach to managing pain and discomfort. | | |
| | 1.2 Describe different approaches to alleviate pain and minimise discomfort. | | |
| | 1.3 Outline **agreed ways of working** that relate to managing pain and discomfort. | | |
| 2. Be able to assist in minimising individuals' pain or discomfort. | 2.1 Describe how pain and discomfort may affect an **individual**'s holistic well-being and communication. | | |
| | 2.2 Encourage an individual to express their pain or discomfort. | | |
| | 2.3 Explain how to recognise that an individual is in pain when they are not able to verbally communicate this. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Support carers to recognise when individuals are in pain or discomfort. | | |
| | 2.5 Explain how to evaluate pain levels using **assessment tools** in own area of work. | | |
| | 2.6 Encourage an individual and their carers to use self-help methods of pain control. | | |
| | 2.7 Assist an individual to be positioned safely and comfortably. | | |
| | 2.8 Carry out agreed measures to alleviate pain and discomfort. | | |
| 3. Be able to monitor, record and report on the management of individuals' pain or discomfort. | 3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort. | | |
| | 3.2 Complete records in line with agreed ways of working. | | |
| | 3.3 Report findings and concerns as required. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0216<br>SFHCHS164. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work |

| | |
|---|---|
| | environment. |
| Unit guidance | **Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Assessment tools** includes the use of pain scores. |

**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:** AN 70
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.

**AN 71: Provide support for sleep**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7339 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 13 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the importance of sleep. | 1.1 Explain how sleep contributes to an **individual**'s well-being. | | |
| | 1.2 Identify reasons why an individual may find it hard to sleep. | | |
| | 1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well. | | |
| 2. Be able to establish conditions suitable for sleep. | 2.1 Describe conditions likely to be suitable for sleep. | | |
| | 2.2 Minimise aspects of the environment likely to make sleep difficult for an individual. | | |
| | 2.3 Adjust own behaviour to contribute to a restful environment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep. | | |
| 3. Be able to assist an individual to sleep. | 3.1 Explain the importance of a holistic approach to assisting sleep. | | |
| | 3.2 Encourage the individual to communicate the support they need to sleep. | | |
| | 3.3 Assist the individual to find a position for sleep consistent with their plan of care. | | |
| | 3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow **agreed ways of working.** | | |
| 4. Be able to monitor sleep. | 4.1 Establish with the individual and others how sleep will be monitored. | | |
| | 4.2 Record agreed observations relating to the individual's sleep and the assistance given. | | |
| 5. Know how to access information and advice about difficulties with sleep. | 5.1 Describe situations in which additional information or assistance about sleep would be needed. | | |
| | 5.2 Explain how to access additional information and assistance. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0216. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers. |

**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:** AN 71
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.

**AN 72: Support individuals with specific communication needs**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7320 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 35 |
| **Unit aim** | This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand an individual's specific communication needs. | 1.1 Explain the importance of meeting an **individual**'s communication needs. | | |
| | 1.2 Explain how and when to access information and support in relation to **communication needs.** | | |
| | 1.3 Explain how own role and practice can impact on communication with an individual who has specific communication needs. | | |
| | 1.4 Identify a range of communication methods and aids to support individuals to communicate. | | |
| | 1.5 Analyse features of the environment that impact on communication. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system. | | |
| | 1.7 Describe the potential effects on an individual of having unmet communication needs. | | |
| 2. Understand how to support the use of communication technology and aids. | 2.1 Identify specialist services relating to communication technology and aids. | | |
| | 2.2 Describe types of support that an individual may need in order to use communication technology and aids. | | |
| | 2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly. | | |
| 3. Be able to contribute to identifying and addressing specific communication needs of individuals. | 3.1 Work in partnership with the individual and others to identify the individual's communication needs. | | |
| | 3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs. | | |
| 4. Be able to interact with individuals using their preferred communication method. | 4.1 Prepare the environment to facilitate communication. | | |
| | 4.2 Use agreed methods of communication to interact with the individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Monitor the individual's responses during and after the interaction. | | |
| | 4.4 Adapt own practice to improve communication with the individual. | | |
| 5. Be able to promote communication between individuals and others. | 5.1 Support the individual to develop communication methods. | | |
| | 5.2 Provide opportunities for the individual to communicate with others. | | |
| | 5.3 Support others to be understood by the individual. | | |
| | 5.4 Support others to understand the individual. | | |
| 6. Be able to review an individual's communication needs and the support provided. | 6.1 Collate information in relation to an individual's communication and the support provided. | | |
| | 6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided. | | |
| | 6.3 Work with others to support the continued development of communication. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0369. |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Communication needs** may include:<br>• different language<br>• hearing loss (both minor and major)<br>• learning difficulties<br>• finding speech difficult.<br><br>Examples of communication techniques include:<br>• sign language<br>• speed of verbal communication<br>• volume of verbal communication<br>• body language<br>• written instead of verbal<br>• listening. |

**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:** AN 72
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.

**AN 73: Support individuals undergoing healthcare activities**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7260 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 22 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand healthcare activities in order to support individuals. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to supporting individuals undergoing healthcare activities. | | |
| | 1.2 Describe anatomy and physiology in relation to the healthcare activity. | | |
| | 1.3 Explain the purposes and use of medical equipment and devices required for the procedure. | | |
| | 1.4 Explain the roles and responsibilities of team members. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 State protection/ precautionary measures:<br>• for the procedure being carried out<br>• how they should be applied<br>• the implications and consequences of not applying these measures. | | |
| | 1.6 Explain how to manage the privacy and dignity of an **individual** in both conscious and unconscious states. | | |
| | 1.7 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity. | | |
| 2. Be able to prepare individuals to undergo healthcare activities. | 2.1 Introduce self and confirm the individual's identity. | | |
| | 2.2 Explain the procedure to the individual and **relevant others.** | | |
| | 2.3 Confirm that **valid consent** has been obtained. | | |
| | 2.4 Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities. | | |
| | 2.5 Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.6 Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and **preferences**. | | |
| | 2.7 Refer any concerns or questions to others if unable to answer. | | |
| | 2.8 Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times. | | |
| 3. Be able to support individuals undergoing healthcare activities. | 3.1 Inform and reassure individuals. | | |
| | 3.2 Apply standard precautions for infection prevention and control. | | |
| | 3.3 Apply health and safety measures relevant to the healthcare activity and environment. | | |
| | 3.4 Recognise any ill effects or adverse reactions. | | |
| | 3.5 Take actions in response to any ill effects or adverse reactions. | | |
| | 3.6 Ensure that an individual's privacy and dignity are maintained at all times. | | |
| 4. Be able to support individuals following the healthcare activities. | 4.1 Provide the individual with the facilities and support for the period of recovery. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Monitor an individual and recognise signs of ill effects or adverse reactions. | | |
| | 4.3 Take action in response to any ill effects or adverse reactions. | | |
| | 4.4 Give individuals and relevant others instructions and advice, within scope of own role. | | |
| | 4.5 Explain how to confirm any requirements for transport and escorts and make the necessary arrangements. | | |
| | 4.6 Make records appropriate to the role. | | |
| | 4.7 Maintain confidentiality of information in accordance with guidelines and procedures. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN4, GEN5. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Relevant others** may include:<br>• parent/s |

| | |
|---|---|
| | • carer/s<br>• those with parental responsibility.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 73
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.

**AN 74: Provide support for leisure activities**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7203 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 20 |
| **Unit aim** | The purpose of this unit is to provide the learner with the knowledge, skills and understanding to provide support to individuals for contribution to planned leisure activities. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the role that leisure activities play in well-being. | 1.1 Identify **different activities** that may be regarded as leisure activities. | | |
| | 1.2 Explain how participation in leisure activities aids the well-being of **individuals**. | | |
| | 1.3 Describe the potential benefits of trying out new leisure activities from time to time. | | |
| 2. Be able to support individuals in planning for leisure activities. | 2.1 Identify with the individual his/her recreational needs, preferences and interests. | | |
| | 2.2 Agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests. | | |
| | 2.3 Agree with the individual the level and type of support needed for participation in a leisure activity. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Work with the individual and **others** to develop a plan to support participation in a leisure activity. | | |
| 3. Be able to encourage and support individuals to participate in leisure activities. | 3.1 Support the individual in a way that promotes **active participation** identified in the planned activities. | | |
| | 3.2 Provide encouragement and positive reinforcement for the activities. | | |
| | 3.3 Describe how to support a person if any changes or difficulties are encountered. | | |
| | 3.4 Explain ways to access additional information or support about participation in a leisure activity. | | |
| 4. Be able to contribute to the review and revision of support for leisure activities. | 4.1 Identify with the individual the process for reviewing their leisure activities. | | |
| | 4.2 Gather feedback from the individual on the leisure activity including the support provided. | | |
| | 4.3 Carry out agreed role in contributing to the review. | | |
| | 4.4 Implement agreed changes to the plan. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0420, GEN46. |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed a real work environment. |
| Unit guidance | **Different activities** need to be covered and learners must provide at least two examples.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**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. |

**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:** AN 74
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.

**AN 75: Collate and communicate health information to individuals**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7189 | **Unit level** | 3 |
| **Credit value** | 2 | **GL** | 10 |
| **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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining **individuals'** health records and confidentiality in accordance with information governance. | | |
| | 1.2 Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information. | | |
| | 1.3 Explain the ethics concerning confidentiality. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.4 Explain the tensions which may exist between an individual's request for information and the organisation's responsibilities within information governance. | | |
| 2. Be able to identify the information to be collated and communicated. | 2.1 Respond to individual needs in accordance with **clinical governance**, national guidelines and local policies and protocols. | | |
| | 2.2 Confirm the purpose of the communication and needs of the individual or **others**. | | |
| | 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 Provide a suitable environment for communication to maintain privacy and dignity. | | |
| | 3.2 Communicate with the individual and relevant carers or family at a pace and level consistent with their understanding. | | |
| | 3.3 Identify and overcome any barriers to communication. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Identify the communication and information needs and abilities of the individual or others. | | |
| | 3.5 Present health information in a format that is:<br>• consistent with the individual's level of understanding, culture, background and preferred ways of communicating<br>• appropriate to the individual's communication needs and abilities. | | |
| | 3.6 Actively listen to the individual's or others' reactions to information provided and clarify any issues raised. | | |
| | 3.7 Confirm with the individual and others that their needs relating to the information have been met. | | |
| | 3.8 Direct the individual or others to other sources of information where appropriate. | | |
| | 3.9 Record the outcome of the communication by updating records in line with policies and protocols. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN62. |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Clinical governance** is an initiative to ensure high quality healthcare is being delivered. It is a statutory duty placed on all NHS organisations with the aim of assuring high standards of care, safeguarding patients against poor performance and reducing variations between providers of services.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Information governance** covers information quality, confidentiality, data protection, information security, freedom and records management. |

**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:** AN 75
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.

**AN 76: Communicate with individuals about promoting their health and well-being**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7196 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 15 |
| **Unit aim** | The unit introduces the concepts of health and well-being and the ways of communicating key messages to individuals, in order to support them with choices they could make to improve their health and well-being. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Be able to 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. | | |
| | 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 agencies and **others** who might be able to help individuals to improve their health and well-being. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to communicate appropriately with individuals and others. | 3.1 Select and use ways to communicate appropriately with individuals and others. | | |
| | 3.2 Encourage an open and frank exchange of views. | | |
| | 3.3 Identify barriers to communication. | | |
| | 3.4 Use appropriate methods to reduce barriers to communications. | | |
| | 3.5 Acknowledge individuals' right to make their own decisions. | | |
| | 3.6 Support individuals and others to make their own decisions. | | |
| 4. Be able to encourage individuals to address issues relating to their health and well-being. | 4.1 Raise individuals' awareness of the key issues relating to their health and well-being. | | |
| | 4.2 Describe a range of approaches that apply to promoting health and well-being. | | |
| | 4.3 Use a range of methods for providing information on health and well-being. | | |
| | 4.4 Help individuals and others identify factors affecting their health and well-being. | | |
| | 4.5 Explore individuals' knowledge and beliefs about health and well-being. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.6 Encourage individuals and others to take responsibility for changing their behaviour. | | |
| | 4.7 Help individuals and others to access reliable and up-to-date information and advice. | | |
| | 4.8 Help individuals and others access appropriate support. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | HT2. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br>Learning outcome 1, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 76
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.

**AN 77: Interact with and support individuals using telecommunications**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7377 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the legal and local requirements relating to the use of telecommunications when supporting individuals. | 1.1 Describe the legal and local requirements and policies relevant to the functions being carried out. | | |
| | 1.2 Explain the rights of the individual being supported using telecommunications. | | |
| 2. Be able to use telecommunication technology. | 2.1 Use different types of telecommunication technology. | | |
| | 2.2 Explain how interactions may differ depending on the type of telecommunication technology used. | | |
| | 2.3 Respond to **individuals** according to organisational policies. | | |
| | 2.4 Record details of interactions in the appropriate system. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to engage with individuals using telecommunications. | 3.1 Engage with the individual without face-to-face interaction including:<br>• providing opportunities to sustain the interaction<br>• providing reassurance of continued interest<br>• encouraging individuals to share their concerns<br>• responding to the individual's immediate requirements at each stage during the interaction<br>• 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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:<br>• the circumstances in which the interaction is being made<br>• the types of problems which could occur<br>• the significance of any signs of increased stress during interactions<br>• whether there are any constraints on individuals<br>• 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:<br>• identifying when to close the interaction<br>• providing clear information to the individual on the reasons for ending the interaction<br>• operating to the guidelines and procedures of the organisation<br>• explaining what further action may be taken. | | |
| | 5.2 Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction. | | |
| | 5.3 Record and check the individual's demographic details. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.4 Identify why recording and checking details might be required before ending/transferring the call. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN21. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AN 77
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.

**AN 78: Promote positive behaviour**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7201 | **Unit level** | 3 |
| **Credit value** | 6 | **GL** | 44 |
| **Unit aim** | The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support. | 1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice. | | |
| 2. Be able to promote positive behaviour. | 2.1 Explain a range of factors associated with challenging behaviours. | | |
| | 2.2 Highlight, praise and support positive aspects of an **individual**'s behaviour in order to reinforce positive behaviour. | | |
| | 2.3 Demonstrate how to model to others' best practice in promoting positive behaviour. | | |
| | 2.4 Evaluate the effectiveness of proactive strategies on promoting positive behaviour. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Understand the context and use of proactive and reactive strategies. | 3.1 Explain the difference between proactive and reactive strategies. | | |
| | 3.2 Identify the proactive and reactive strategies. | | |
| | 3.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour. | | |
| | 3.4 Explain the importance of maintaining a person- or child-centred approach when using proactive strategies. | | |
| | 3.5 Explain the importance of reinforcing positive behaviour with individuals. | | |
| | 3.6 Evaluate the impact of using reactive rather than proactive strategies on an individual's well-being. | | |
| 4. Understand the use of restrictive interventions. | 4.1 Define restrictive interventions. | | |
| | 4.2 Explain when restrictive interventions may and may not be used. | | |
| | 4.3 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour. | | |
| | 4.4 Describe safeguards that must be in place if restrictive interventions are used. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Explain reporting and recording requirements of incidents where restrictive interventions have been used. | | |
| 5. Be able to respond appropriately to incidents of challenging behaviour. | 5.1 Identify types of challenging behaviours. | | |
| | 5.2 Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines. | | |
| | 5.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour. | | |
| | 5.4 Complete records following an incident of challenging behaviour. | | |
| 6. Be able to support individuals and others following an incident of challenging behaviour. | 6.1 Support an individual to return to a calm state following an incident of challenging behaviour. | | |
| | 6.2 Describe how to support an individual to reflect on an incident, to include:<br>• how they were feeling at the time prior to and directly before the incident<br>• their behaviour<br>• the consequences of their behaviour<br>• how they were feeling after the incident. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.3 Describe the complex feelings that may be experienced by **others** involved or witnessing an incident of challenging behaviour. | | |
| | 6.4 Debrief others involved in an incident of challenging behaviour. | | |
| | 6.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour. | | |
| 7 Be able to review and revise approaches to promoting positive behaviour. | 7.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour. | | |
| | 7.2 Work with others to review the approaches to promoting positive behaviour using information from records, debriefing and support activities. | | |
| | 7.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0398. |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 5, 6 and 7 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 78
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.

**AN 79: Promotion of general health and well-being**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7292 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 12 |
| **Unit aim** | This unit is concerned with health promotion related to general health and well-being. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the methods of health promotion planning. | 1.1 Outline the stages of a health promotion project. | | |
| | 1.2 Distinguish between aims and objectives. | | |
| | 1.3 Explain the importance of needs assessments. | | |
| 2. Be able to identify opportunities for the practical application of health promotion. | 2.1 Recognise appropriate applications of own health promotion knowledge. | | |
| | 2.2 Identify opportunities for health promotion within own workplace. | | |
| | 2.3 Outline strategies for health promotion opportunities. | | |
| 3. Understand the scientific basis of health promotion. | 3.1 Describe the evidence available for the cause(s) of one body system-related disease. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Identify the effect of this disease on general health and well-being. | | |
| | 3.3 Review current methods of disease prevention. | | |
| | 3.4 State appropriate health promotion messages. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PHP13, 14, 15 & 16<br>CVD ED2 & 3, CHD EB2. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |

**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:** AN 79
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.

**AN 80: Human structure and functionality**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/8596 | **Unit level** | 3 |
| **Credit value** | 8 | **GL** | 20 |
| **Unit aim** | This unit covers knowledge about human structure and functionality relevant to the learner's role. This unit should be applied in the context of where the learner works. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the structure and function of the human body | 1.1 Describe the structure of the **body's major systems**. | | |
| | 1.2 Describe the function of the body's major systems. | | |
| | 1.3 Describe how the body maintains a constant internal environment (homeostatic state). | | |
| | 1.4 Describe how the body's major systems develop across the lifespan. | | |
| 2. Understand factors that affect the function of the human body. | 2.1 State the normal **observation ranges** for individuals. | | |
| | 2.2 Outline how the normal observation ranges change across the lifespan. | | |
| | 2.3 Describe factors which affect normal functioning of the body's systems. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Outline the links between physiological malfunction and ill health observed within **individual**s in own workplace. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>For assessment criterion 2.4, the learner must choose two physiological malfunctions and outline the signs and symptoms that are reflected as ill health. The learner should relate the changes to the normal observational ranges covered in 2.1 and changes to the homeostatic state outlined in 1.3. |
| Unit guidance | **Body's major systems**:<br>• musculoskeletal<br>• nervous<br>• cardiovascular<br>• respiratory<br>• digestive<br>• urinary<br>• lymphatic<br>• integumentary<br>• reproductive.<br><br>**Observation ranges** includes:<br>• heart rate<br>• breathing rate<br>• temperature<br>• blood pressure.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AN 80
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.

**AN 81: Prepare individuals for healthcare activities**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7235 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 9 |
| **Unit aim** | The aim of this unit is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities. | 1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an **individual** for healthcare activities. | | |
| | 1.2 Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities. | | |
| 2. Be able to prepare individuals for healthcare activities. | 2.1 Greet the individual, introduce yourself and own role. | | |
| | 2.2 Confirm the individual's identity, explain the activity to be undertaken and obtain **valid consent.** | | |
| | 2.3 Maintain the individual's privacy and dignity at all times. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Apply standard precautions for infection prevention and control. | | |
| | 2.5 Confirm that the individual has complied with any pre-procedural instruction. | | |
| | 2.6 Provide support and reassurance to the individual being sensitive to their personal beliefs and **preferences**. | | |
| | 2.7 Respond to any questions the individual may have, referring to **others** when required. | | |
| | 2.8 Prepare the individual for the healthcare activity in accordance to the requirements of the activity. | | |
| | 2.9 Explain how to respond to any issue that arises. | | |
| 3. Be able to record and report healthcare activities. | 3.1 Record information in line with national and local policy and protocol. | | |
| | 3.2 Describe how to report any issues that arise to the relevant person. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN4. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |

| | |
|---|---|
| | Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>AC 2.8 ensuring:<br>• optimal position of the individual<br>• optimal position of medical equipment<br>• secure storage of personal articles. |

**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:** AN 81
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.

**AN 82: Select and wear appropriate personal protective equipment for work in healthcare settings**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7245 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 15 |
| **Unit aim** | This unit aims to develop the learner in achieving a professional standard when dressing for work.<br><br>Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting. | 1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings. | | |
| | 1.2 Explain standard precautions for infection prevention and control which affect own practice in:<br>• preparing for work<br>• dressing for work. | | |
| | 1.3 Explain how and when to cleanse own hands in line with local policy and protocol. | | |
| | 1.4 Explain the importance of maintaining a professional appearance and presentation. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting. | | |
| 2. Be able to select and use personal protective equipment (PPE) in a healthcare setting. | 2.1 Check for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken. | | |
| | 2.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken. | | |
| | 2.3 Describe how PPE may become unsuitable for use including the actions to take if this happens. | | |
| | 2.4 Remove and dispose of PPE in line with local policy and protocol. | | |
| | 2.5 Describe what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation. | | |
| | 2.6 Describe the importance of promptly reporting reduction in stocks of PPE. | | |
| | 2.7 Explain when synthetic non-powdered un-sterile gloves and apron should be used. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN2. |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |

**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:** AN 82
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.

**AN 83: Assist the practitioner to carry out health care activities**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7239 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 13 |
| **Unit aim** | This unit develops the assistant's role and skills in supporting the health care practitioner and can be evidenced in a range of environments.<br><br>It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual. This unit should be applied in the context of the learner's own role and work setting. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities. | 1.1 Summarise own roles, responsibilities and accountability with regard to:<br>• current legislation<br>• national guidelines<br>• policies, protocols and good practice guidelines. | | |
| 2. Be able to assist the practitioner in carrying out health care activities. | 2.1 Identify the information needed by the practitioner:<br>• prior to carrying out **health care activities**<br>• during health care activities. | | |
| | 2.2 Confirm the identity of the **individual**. | | |
| | 2.3 Confirm **valid consent** has been obtained. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Carry out tasks as required by the practitioner, the care plan and own scope of practice. | | |
| | 2.5 Communicate information to other team members while maintaining confidentiality. | | |
| | 2.6 Explain how to seek guidance and refer on to the appropriate person if any adverse events occur in line with organisational requirements. | | |
| | 2.7 Collaborate during activities that require team work. | | |
| | 2.8 Record information as directed by the practitioner in line with national and local policy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN8. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |
| Unit guidance | **Health care activities** could include clinical or therapeutic activities.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AN 83
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.

**AN 84: Monitor and maintain the environment and resources during and after health care activities**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7248 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 20 |
| **Unit aim** | This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during health care activities. Knowledge of monitoring and maintenance parameters informs practice. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the procedures for monitoring and maintaining the environment and resources. | 1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability. | | |
| | 1.2 Identify the procedures relating to monitoring the environment during specific **health care activities** in own work practice. | | |
| | 1.3 Identify the **resources** needed during specific health care activities in own work practice. | | |
| | 1.4 Explain the procedures for reporting problems with the environment and resources, beyond own scope of practice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled. | | |
| 2. Be able to operate equipment. | 2.1 Explain the importance of ensuring equipment is safe to use. | | |
| | 2.2 Apply standard precautions for infection control when handling equipment. | | |
| | 2.3 Implement health and safety measures when handling equipment. | | |
| | 2.4 Operate equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice. | | |
| 3. Be able to monitor and maintain the environment and resources. | 3.1 Maintain environmental conditions at the levels required by the activity. | | |
| | 3.2 Replenish and replace resources as required for the activity. | | |
| | 3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity. | | |
| | 3.4 Return unused and/or surplus resources to the correct storage location. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Store resources in line with local policy or protocol at the end of the activity. | | |
| | 3.6 Maintain monitoring records in line with national and local policies and protocols. | | |
| 4. Be able to clean resources in own work area. | 4.1 Maintain the levels of cleanliness required in own work area. | | |
| | 4.2 Clean fixed resources after use in line with national and local policies and protocols. | | |
| | 4.3 Clean reusable resources and make safe prior to storage. | | |
| | 4.4 Dispose of waste in line with national and local policy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN7. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Health care activities** could include clinical or therapeutic activities.<br><br>**Resources** are all equipment, items or materials used to undertake activities. |

**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:** AN 84
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.

**AN 85: Contribute to the discharge of individuals to carers**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7195 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 11 |
| **Unit aim** | This unit develops the learner to assist in the discharge process when the decision has been taken by the practitioner. Knowledge of procedures and policies for discharging an individual is vital, as is maintaining confidentiality, sharing information, and effective communication. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the procedures for discharging individuals to a carer. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform the discharge of an **individual** to a **carer**. | | |
| | 1.2 Explain the national/local policies with regard to sharing clinical records and information. | | |
| | 1.3 Explain the procedures for contacting carers to which the individual is being discharged. | | |
| | 1.4 Explain the procedures to follow when the receiving carer cannot accommodate the individual. | | |
| 2. Be able to prepare individuals for discharge. | 2.1 Inform the individual of the decisions made in relation to their discharge. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Explain to the individual about discharge arrangements. | | |
| | 2.3 Communicate information in a way that is sensitive to the needs, personal beliefs and **preferences** of the individual or carer. | | |
| | 2.4 Check that the individual understands the arrangements that have been made. | | |
| 3. Be able to contribute to the discharge of individuals to carers. | 3.1 Explain the reasons for arranging transport or escorts for an individual. | | |
| | 3.2 Explain the procedures for arranging transport or escorts in line with local policy. | | |
| | 3.3 Make arrangements for transport or escort in line with local procedures. | | |
| | 3.4 Advise the receiving carer of the individual's discharge and communicate information in line with local procedures. | | |
| | 3.5 Ensure that discharge records are updated in line with local procedures and within own role and responsibilities. | | |
| | 3.6 Refer any problems or issues regarding discharge to an appropriate person. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.7 Maintain confidentiality in accordance with national/local **policies and procedures**. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN17. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Carer** may include a family member, a residential or nursing care establishment, sheltered housing officer.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Policies and procedures** may include other agreed ways of working as well as formal policies and procedures. |

**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:** AN 85
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.

**AN 86: Inform an individual of discharge arrangements**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7241 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 10 |
| **Unit aim** | This unit develops the learner's ability to assist in the discharge of an individual by providing information on discharge arrangements. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand discharge and post-discharge information needs of individuals. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to informing an **individual** of discharge arrangements. | | |
| | 1.2 Describe the information an individual might need about discharge recovery. | | |
| 2. Be able to inform individuals of discharge arrangements. | 2.1 Clarify with the practitioner the potential side effects of treatment to which the individual should be aware of on discharge. | | |
| | 2.2 Clarify with the practitioner any advice and information to be given to the individual. | | |
| | 2.3 Gain any necessary authorisation prior to passing on discharge information to the individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Communicate information in a way that is sensitive to the needs, personal beliefs, **preferences** and abilities of the individual. | | |
| | 2.5 Confirm the individual's and/or relevant **other's** understanding of general and after care information. | | |
| | 2.6 Maintain confidentiality throughout the procedure. | | |
| | 2.7 Record details of the procedure in line with organisational requirements. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN16. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 86
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.

**AN 87: Contribute to the care of a deceased person**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7296 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 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 contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the factors that affect how individuals are cared for after death. | 1.1 Outline legal requirements and agreed ways of working that underpin the care of deceased **individual**s. | | |
| | 1.2 Describe how beliefs, religious and cultural factors affect how deceased individuals are cared for. | | |
| | 1.3 Identify the physical changes that take place after death and how this may affect laying out and moving individuals. | | |
| | 1.4 Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high-risk diseases and conditions. | | |
| 2. Be able to contribute to supporting those who are close to deceased individuals. | 2.1 Describe the likely immediate impact of an individual's death on others who are close to the deceased individual. | | |
| | 2.2 Support others immediately following the death of the individual in ways that:<br>• reduce their distress<br>• respect the deceased individual. | | |
| 3. Be able to contribute to preparing deceased individuals prior to transfer. | 3.1 Contact **key people** according to the deceased individual's personal beliefs, expressed wishes and **preferences**. | | |
| | 3.2 Confirm with key people the expressed wishes and preferences of the deceased individual about how they will be viewed and moved after death. | | |
| | 3.3 Follow agreed ways of working to ensure that the deceased person is correctly identified. | | |
| | 3.4 Prepare the deceased individual in a manner that respects their dignity, beliefs and culture. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Apply standard precautions for infection control during preparation of the deceased individual. | | |
| | 3.6 Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements. | | |
| 4. Be able to contribute to transferring deceased individuals | 4.1 Contact appropriate organisations. | | |
| | 4.2 Carry out agreed role in transferring the deceased individual. | | |
| | 4.3 Record details of the care and transfer of the deceased individual. | | |
| 5. Be able to manage own feelings in relation to the death of individuals | 5.1 Identify ways to manage own feelings in relation to an individual's death. | | |
| | 5.2 Access support systems to deal with own feelings in relation to an individual's death. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0239. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner<br><br>**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** AN 87
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.

**AN 88: Assist others to monitor individuals' progress in managing dysphagia**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7306 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 38 |
| **Unit aim** | This unit is aimed at those who assist members of the care team to monitor individuals' progress with managing dysphagia. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring **individual**s with **dysphagia.** | | |
| 2. Understand how to assist others in monitoring the progress of individuals with dysphagia. | 2.1 Explain the importance of regularly monitoring an individual's progress in managing dysphagia. | | |
| | 2.2 Explain how to assist **others** to monitor an individual's progress. | | |
| | 2.3 Explain how to assess an individual's capacity to make informed decisions. | | |
| | 2.4 Explain the importance of monitoring an individual's progress in a constructive and encouraging manner. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.5 Outline how to create an environment where open and confidential discussions with the individual can take place. | | |
| | 2.6 Explain why creating the correct environment is important. | | |
| | 2.7 Explain the importance of the support required by the individual. | | |
| 3. Know the action to take as a result of the monitoring undertaken. | 3.1 Outline the action to take if adverse issues and risks emerge. | | |
| | 3.2 Outline how and when information should be fed back and to whom. | | |
| | 3.3 Outline record-keeping practices and procedures in relation to diagnostic and therapeutic programmes. | | |
| 4. Be able to assist others in monitoring an individual's progress in managing dysphagia. | 4.1 Confirm the individual's identity and gain **valid consent** prior to carrying out the monitoring activity. | | |
| | 4.2 Work with the individual and others to identify areas of progress and difficulty. | | |
| | 4.3 Assist others in recording information. | | |
| | 4.4 Assist others in setting goals with the individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Reinforce positive feedback and advice provided by others, regarding the individual's approach to managing their dysphagia. | | |
| | 4.6 Assist others to support the individual's **active participation** in managing their dysphagia. | | |
| | 4.7 Assist others to support the individual to increase their understanding of dysphagia. | | |
| 5. Be able to report and record an individual's progress in managing their dysphagia. | 5.1 Provide regular feedback on the individual's progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention. | | |
| | 5.2 Update records in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS160. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Dysphagia** includes eating, drinking and swallowing difficulties**.**<br><br>**Others** may include: |

| | |
|---|---|
| | • team members<br>• other colleagues<br>• families, carers and advocates.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**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. |

**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:** AN 88
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.

**AN 89: Support carers to meet the care needs of individuals**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7307 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community. | 1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community. | | |
| 2. Understand why individuals require support. | 2.1 Identify disorders that impact on **individuals.** | | |
| | 2.2 Describe the effects disorders may have on individuals' lifestyles. | | |
| | 2.3 Explain how increased dependence affects individuals, carers and the provision of services. | | |
| 3. Understand how to ensure individuals receive the support they need from carers. | 3.1 Explain reasons for linking support with need. | | |
| | 3.2 Explain the importance of establishing partnerships with carers. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Explain the importance of open communication with carers and how to encourage carers to ask questions. | | |
| | 3.4 Describe reasons for assessing a carer's abilities in relation to supporting individuals. | | |
| | 3.5 Describe the demands placed on a carer. | | |
| | 3.6 Describe potential tensions between the demands placed on a carer and other commitments. | | |
| | 3.7 Identify signs which indicate issues with service delivery. | | |
| 4. Be able to support carers to meet the care needs of individuals. | 4.1 Inform the carer of the individual's needs and care plan. | | |
| | 4.2 Agree the type of support needed by the carer for them to meet the individual's care needs. | | |
| | 4.3 Arrange for the provision of resources necessary for the carer to support the individual. | | |
| | 4.4 Provide the carer with information on how to contact the care team. | | |
| | 4.5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.6 Update records related to service delivery agreements in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN20. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 4 must be assessed in a real work environment. |
| Unit guidance | **Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AN 89
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.

**AN 90: Perform first line calibration on clinical equipment to ensure it is fit for use**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7217 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 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.<br><br>This is not intended for use following major repair or service. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 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 policies and procedures including their importance. | | |
| | 1.3 Explain own role in relation to the calibration of equipment. | | |
| 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. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Identify the faults in equipment and corrective action that should be taken. | | |
| | 2.4 Conduct a risk assessment to recognise factors that pose a risk to safety associated with the use of equipment within scope of own role. | | |
| 3. Be able to run tests on equipment. | 3.1 Undertake tests/checks to confirm operational status. | | |
| | 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 operational effectiveness of equipment. | | |
| | 3.5 Confirm the equipment is suitable. | | |
| 4. Be able to conclude and report on tests on equipment. | 4.1 Record the validity and reliability of the calibration procedure. | | |
| | 4.2 Prevent accidental use of any equipment that does not meet calibration standards. | | |
| | 4.3 Notify the appropriate person of the status of equipment following calibration. | | |
| **Additional information about the unit:** | | | |

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN77. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. Simulation is not acceptable. |
| Unit guidance | **Calibration** e.g.:<br>• daily<br>• weekly<br>• monthly<br>• new kits<br>• new reagents<br>• quality control protocols.<br><br>**Equipment**<br>Depending on the setting and use, equipment can be a mechanical or electronic device which can be used to monitor, diagnose, maintain or improve a clinical condition.<br><br>**Reference material** may be:<br>• solutions<br>• test strips<br>• electronic sensors. |

**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:** AN 90
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.

**AN 91: Reprocess endoscopy equipment**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7264 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit is aimed at those who reprocess endoscopy equipment. This involves preparing and testing the endoscopic equipment prior to use, and then reprocessing the endoscopy equipment, including the endoscope itself. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to the reprocessing of endoscopy equipment. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the **reprocessing** of **endoscopy equipment**. | | |
| | 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out the reprocessing of endoscopy equipment. | | |
| 2. Understand the procedures involved in reprocessing endoscopy equipment. | 2.1 Explain the **endoscopic procedures**, equipment, and sedation that are used. | | |
| | 2.2 Describe the admission and discharge procedures for reprocessing endoscopic equipment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Identify the sources of authoritative information on endoscopic procedures, including evidence-based information. | | |
| 3. Be able to carry out the reprocessing procedure. | 3.1 Check that all endoscopy equipment is accounted for after the endoscopic procedure. | | |
| | 3.2 Maintain compliance with health and safety guidance at all times relevant to reprocessing endoscopy equipment. | | |
| | 3.3 Test reprocessing equipment prior to use. | | |
| | 3.4 Reprocess the endoscopy equipment in accordance with local policy and protocol. | | |
| | 3.5 Dispose of any used, damaged, or out-of-date items in accordance with local policy and protocol. | | |
| | 3.6 Restore the endoscopy equipment and environmental conditions in preparation for the next procedure. | | |
| 4. Be able to report on and record the reprocessing of endoscopy equipment. | 4.1 Report any endoscopy or reprocessing equipment that is not functioning correctly or requires maintenance. | | |
| | 4.2 Keep records in accordance with local policy and procedure. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Liaise with the **individual**, **others** and agencies in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | END21. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Reprocessing** includes:<br>• cleaning<br>• decontamination<br>• disposal<br>• preparation for re-use<br>• storage.<br><br>**Endoscopy equipment** may include:<br>• accessories<br>• diathermy<br>• disposable items<br>• emergency<br>• endoscopes<br>• fluoroscopy<br>• imaging systems<br>• lasers<br>• light sources<br>• monitoring systems<br>• oxygen supply<br>• recording systems<br>• suction devices<br>• ultrasound.<br><br>**Endoscopic procedures** could be one of the following:<br>• colonoscopy<br>• enteroscopy<br><br>• Endoscopic Retrograde Cholangio- |

| | |
|---|---|
| | Pancreatography (ERCP)<br>• Endoscopic Ultrasound (EUS)<br>• flexible sigmoidoscopy<br>• gastroscopy<br>• Percutaneous Endoscopic Gastrostomy (PEG) insertion.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 91
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.

**AN 92: Conduct routine maintenance on clinical equipment**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7283 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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. Be able to 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 preventative and/or first line corrective maintenance/fault diagnosis activities. | | |
| 4. Be able to carry out routine maintenance on clinical equipment. | 4.1 Notify any issues affecting the preventative 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. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Conduct planned preventative and/or first line corrective maintenance in line with local policy and protocol. | | |
| | 4.4 Check equipment is functioning against operational parameters to confirm operational status. | | |
| | 4.5 Seek advice or support when preventative 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. Be able to report and record 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. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN78. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Routine preventative and/or first line corrective maintenance**<br>Maintenance which is predicted, regular, expected and scheduled within the scope of the learner.<br><br>**Standard precautions for infection control** include:<br>• correct procedures for handwashing<br>• using gloves and aprons<br>• using sharps safely<br>• educating patients and their carers about infection. |

**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:** AN 92
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.

**AN 93: Make recommendations for the use of physical resources in a health setting**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7194 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 15 |
| **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 required to meet health service delivery needs. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to make recommendations for the use of physical resources in a health setting. | 1.1 Explain own role and responsibilities in relation to making recommendations for the use of physical resources. | | |
| | 1.2 Explain the types of information required in order to make recommendations for the use of physical resources. | | |
| | 1.3 Explain local plans and objectives in relation to programmes of work. | | |
| | 1.4 Identify possible trends and developments which might influence future expenditure. | | |
| | 1.5 Explain the principles and methods which underpin budgetary control. | | |
| 2. Be able to interpret information to inform | 2.1 Gather information to inform proposals for expenditure. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| expenditure proposals, in line with organisational plans and objectives. | 2.2 Identify the level of physical resources required to maintain service. | | |
| | 2.3 Explain 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 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 explanations 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Conclude negotiations with stakeholders within the agreed timescale. | | |
| | 4.3 Use communication skills to maintain positive relations with stakeholders. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN65. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |

**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:** AN 93
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.

**AN 94: Manage the availability of physical resources to meet service delivery needs in a health setting**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7334 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to manage the availability and use of physical resources in a health setting. | 1.1 Describe legal and organisational requirements for selecting suppliers. | | |
| | 1.2 Explain the need for confidentiality in the use of physical resources. | | |
| | 1.3 Identify links between work activities and the supplies needed. | | |
| | 1.4 Describe methods of monitoring supplies to ensure quality and quantity. | | |
| | 1.5 Explain why team members should be empowered to take responsibility for their own use of physical resources. | | |
| | 1.6 Discuss the corrective action to take when experiencing problems with obtaining supplies. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.7 Describe ways of agreeing amendments to orders when resource needs cannot be fully met. | | |
| 2. Understand 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. | | |
| **Additional information about the unit:** | | | |

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN64. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 3 must be assessed in a real work environment. |

**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:** AN 94
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.

**AN 95: Control the use of physical resources in a health setting**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7222 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 25 |
| **Unit aim** | This unit is aimed at those who are responsible for controlling the use of physical resources in a health service.<br><br>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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to control the use of physical resources in a health setting in line with local policy and protocol. | 1.1 Explain the principles and systems which underpin expenditure control. | | |
| | 1.2 Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions. | | |
| | 1.3 Describe corrective action to take in response to actual variations from agreed budget. | | |
| | 1.4 Describe corrective action to take in response to potential variations from agreed budgets. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Describe how to respond to requests for additional expenditure, in line with local policy and protocol. | | |
| | 1.6 Explain the importance of effective expenditure control. | | |
| | 1.7 Explain the importance of accurate and comprehensive record-keeping to expenditure control and systems to achieve this. | | |
| 2. Be able to advise team members on the control of expenditure and physical resource usage in a health setting. | 2.1 Prepare advisory information for team members on the control of expenditure and resource usage. | | |
| | 2.2 Set targets for team members to take responsibility for monitoring and controlling expenditure. | | |
| 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. | | |
| | 3.3 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. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN66. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |

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

**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:** AN 95
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.

**AN 96: Maintaining quality standards in the health sector**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7197 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 13 |
| **Unit aim** | 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. | | |
| **Barred units** | This unit is barred against D/615/7225 – Service improvement in the health sector | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain the importance of working effectively with others to provide a quality service. | | |
| 3. Know how to monitor quality standards. | 3.1 Describe methods of monitoring quality standards. | | |
| | 3.2 Explain 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 Explain how prioritising work will ensure the maintenance and improvement of a quality service. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Policies and procedures** may include other agreed ways of working as well as formal policies and procedures.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AN 96
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.

**AN 97: Service improvement in the health sector**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7225 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 20 |
| **Unit aim** | This unit aims 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. | | |
| **Barred units** | This unit is barred against A/615/7197 – Maintaining quality standards in the health sector. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Be able to evaluate own work and that of others to identify improvements. | 1.1 Show 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 Explain how service improvements could be implemented. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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 Explain 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. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 1 must be assessed in a real work environment. |

**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:** AN 97
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
.

**AN 98: Contribute to the effectiveness of teams**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7256 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 5 |
| **Unit aim** | The aim of this unit is to introduce learners to the skills and knowledge that will ensure they contribute to the effectiveness of teams. The unit also addresses time management. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand 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 Explain their activities and ideas to other members in the team. | | |
| 2. Be able to reflect on own 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Undertake development and learning to interact with the team more effectively. | | |
| 3. Be able to 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 commitments cannot be fulfilled within specified timescales. | | |
| 4. Be able to establish effective working relationships with all members of the team. | 4.1 Behave towards other team members in a way that supports the effective functioning of the team. | | |
| | 4.2 Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0241. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |

**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:** AN 98
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.

**AN 99: Prepare and reproduce permanent radiographic images**

| | | | |
|---|---|---|---|
| **Unit reference** | K/602/2720 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 23 |
| **Unit aim** | This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures. It includes the production and reproduction of original and duplicate images (such as copies, slides and miniatures) for all radiographic imaging modalities. This unit is designed to be applicable in all settings where permanent radiographic images are produced. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the legislation and codes of practice related to the preparation and reproduction of radiographic images. | 1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for preparing and reproducing permanent radiographic images. | | |
| 2. Understand the materials and techniques involved in preparing and reproducing permanent images. | 2.1. Explain why radiographic images and other materials must be handled carefully. | | |
| | 2.2. Explain why radiographic images and other materials must be correctly identified and labelled. | | |
| | 2.3. Explain the types and amounts of materials to use with different processors. | | |
| | 2.4. Explain how to prepare materials for use with different processors. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.5. Explain the equipment, materials and systems to use for different radiographic image production and reproduction processes. | | |
| | 2.6. Explain the different stages of film processing and preparation. | | |
| | 2.7. Explain the procedures associated with using different radiographic image production and reproduction equipment and materials. | | |
| 3. Be able to prepare equipment and materials to process radiographic images. | 3.1. Confirm that the equipment is in good working order and fully operational prior to use. | | |
| | 3.2. Select image production and reproduction materials or systems appropriate to the modality, type of permanent image required and the method of image storage. | | |
| | 3.3. Monitor and maintain heating, lighting, ventilation and humidity at correct levels for the process and the materials being used. | | |
| 4. Be able to carry out the processing of radiographic images. | 4.1. Operate and handle equipment, materials or systems in line with local policy and protocol. | | |
| | 4.2. Explain how to identify and remedy any faults or minimise any damage to equipment and materials. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3. Label images where they are not automatically identified in line with local policy and protocol. | | |
| | 4.4. Prepare radiographic images for distribution. | | |
| 5. Be able to monitor the processing procedure for radiographic images. | 5.1. Monitor heating, lighting, ventilation and humidity at correct levels for the process and the materials being used throughout procedure. | | |
| | 5.2. Confirm the quality of permanent radiographic images in line with local standards and protocol. | | |
| | 5.3. Record where the quality of permanent radiographic images does not meet local standards and protocol. | | |
| | 5.4. Explain the remedial action to take if the quality of any image does not meet local standards and protocol. | | |
| | 5.5. Explain why the quality of processing equipment and procedures must be regularly monitored. | | |

| **Additional information about the unit:** | |
|---|---|
| Guidance for developing unit assessment arrangements – provided with the unit | Policies may include:<br>• other agreed ways of working<br>• formal policies and procedures. |
| Additional unit assessment requirements | Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |

**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:** AN 99
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.

**AN 100: Assure the effective functioning of radiographic image processing equipment**

| | | | |
|---|---|---|---|
| **Unit reference** | R/602/2680 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 25 |
| **Unit aim** | This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures. It covers the monitoring and maintenance work required for quality assurance within an imaging department, though it does not include actual repairs to equipment. This unit is designed to be applicable in all environments where permanent images are produced. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the legislation, policy and good practice guidelines related to assuring the effective functioning of radiographic image processing equipment. | 1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the functioning of radiographic image processing equipment. | | |
| 2. Understand procedures and techniques in relation to radiographic image processing equipment. | 2.1. Explain how to prepare and handle quality assurance equipment and materials. | | |
| | 2.2. Explain the optimum frequency of quality control tests on equipment. | | |
| | 2.3. Explain how to monitor radiographic image processing equipment and memory. | | |
| | 2.4. Explain how to maintain radiographic image processing equipment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Be able to monitor the functioning of radiographic image processing equipment and environments. | 3.1. Prepare monitoring equipment and materials in line with health and safety guidance. | | |
| | 3.2. Use monitoring equipment and materials in line with health and safety guidance. | | |
| | 3.3. Obtain sufficient information to allow the quality and reliability of equipment and procedures to be accurately assessed. | | |
| | 3.4. Monitor the functioning of radiographic image processing equipment and environments in line with local policy and protocol. | | |
| | 3.5. Carry out any digital cleansing in line with local policy and procedures. | | |
| 4. Be able to report on the functioning of radiographic image processing equipment. | 4.1. Record the results of monitoring in line with local policy and procedures. | | |
| | 4.2. Describe how to investigate where any monitoring reveals actual or potential defects in equipment. | | |
| | 4.3. Describe how to report results of any investigation into actual or potential defects in line with local policy and procedure. | | |
| | 4.4. Store monitoring records in line with local policy and procedure. | | |

| **Additional information about the unit:** | |
|---|---|
| Guidance for developing unit assessment arrangements – provided with the unit | Policies may include:<br>• other agreed ways of working<br>• formal policies and procedures. |
| Additional unit assessment requirements | Learning outcomes 3 and 4 must be assessed in a real work environment. |

**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:** AN 100
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.

# Option 2: Maternity Support - Optional Units

**MAT 1: Provide advice and information to enable parents to promote the health and well-being of their newborn babies**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7181 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 22 |
| **Unit aim** | This unit is aimed at those who provide advice and information to parents to enable them to promote the health and well-being of their newborn babies, adopting a suitable lifestyle to optimise the health and well-being of the babies, themselves and the whole family. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and well-being of newborn babies. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and well-being of newborn babies. | | |
| | 1.2 Describe local policies for child safety and protection. | | |
| | 1.3 Explain how to work in partnership with parents/carers and **significant others.** | | |
| | 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain how to obtain advice and information to support own practice. | | |
| | 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or well-being in line with local policy and protocol. | | |
| | 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol. | | |
| | 1.8 Explain the importance of confidentiality when accessing records and information. | | |
| 2. Understand the requirements for the health and well-being of newborn babies and their parents/carers | 2.1 Explain the differing needs of babies at the different stages of physical, social, emotional and cognitive development. | | |
| | 2.2 Describe the main trends and changes relating to the care of newborn babies. | | |
| | 2.3 Explain how adopting a **healthy lifestyle** can enable parents/carers to promote their own health and well-being and that of their babies. | | |
| | 2.4 Explain the benefits of empowering parents/carers to manage the care of their babies, including the involvement of the father/father figure. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.5 Describe the principles and practice of infant feeding during the first year. | | |
| | 2.6 Explain how the needs of newborn babies may affect those who care for them. | | |
| | 2.7 Explain the impact of family and environment, including parenting capacity, on the health and well-being of babies. | | |
| | 2.8 Identify the contributing factors that increase the risk of significant harm to newborn babies and how to respond to any concerns. | | |
| 3. Be able to provide advice and information that enables parents/carers to meet the health and well-being needs of their newborn babies. | 3.1 Explain the purpose of own role and role of organisation to parents/carers. | | |
| | 3.2 Explain the importance of confirming the parents'/carers' understanding of how to promote and protect the health and well-being of their baby. | | |
| | 3.3 Involve parents/carers in identifying their requirements for promoting and protecting the health and well-being of their baby, including the advice and information needed. | | |
| | 3.4 Provide information in a way that enables parents/carers to make informed choices about the care of their baby. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Discuss with parents/carers potential **lifestyle changes** that will increase their capacity to manage their parenting responsibilities and optimise their own health and well-being, encouraging them to set achievable targets. | | |
| | 3.6 Assist parents/carers in developing realistic and achievable plans for promoting and protecting the health and well-being of their baby. | | |
| | 3.7 Provide information on how to access services, information and other resources available locally or nationally for parents/carers. | | |
| | 3.8 Update records in line with local policy and protocol. | | |
| | 3.9 Agree dates to review progress and requirements. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | MCN26. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 3 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Significant others** may include<br>• family<br>• colleagues<br>• other individuals involved with the care or well-being of the baby, child or young person.<br><br>**Healthy lifestyle** may include:<br>• diet<br>• nutrition<br>• physical exercise<br>• rest.<br><br>**Lifestyle changes** may include reference to:<br>• smoking<br>• alcohol intake<br>• recreational drugs. |

**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:** MAT 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.

**MAT 2: Care for a newborn baby**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7252 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 32 |
| **Unit aim** | This unit is aimed at those who provide care for newborn babies. Learners will have the opportunity to develop understanding and skills related to the needs of newborns and be able to provide care that contributes to their development and well-being, whilst keeping babies safe and secure. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the care of newborn babies. | | |
| | 1.2 Describe local policies for child safety and protection. | | |
| | 1.3 Explain how to work in partnership with parents or carers and **significant others.** | | |
| | 1.4 Explain the rights and responsibilities of parents or carers for their child and own role in relation to this. | | |
| | 1.5 Explain how to obtain advice and information to support own practice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.6 Explain how to report any concerns about the parent, carer or child's health, safety or well-being in line with local policy and protocol. | | |
| | 1.7 Explain how to access records and information on the needs and **preferences** of babies, parents and carers, in line with local policy and protocol. | | |
| | 1.8 Explain the importance of confidentiality when accessing records and information. | | |
| 2. Understand how to meet the physical, social, emotional and developmental needs of newborn babies. | 2.1 Describe the **normal state of newborn babies**. | | |
| | 2.2 Explain how to recognise when a newborn baby may be becoming unwell. | | |
| | 2.3 Describe the physical, social and emotional developmental needs of babies during the first ten days of life. | | |
| | 2.4 Explain how to anticipate and respond to the needs of newborn babies using non-verbal cues. | | |
| | 2.5 Explain the health, safety and hygiene requirements of newborn babies. | | |
| | 2.6 Explain the importance of providing consistency and continuity of care for newborn babies. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.7 Explain how to protect the rights and interests of babies. | | |
| 3. Be able to contribute to the safety of newborn babies within own care. | 3.1 Create a care environment which ensures the newborn baby is safe, secure and free from danger, harm and abuse. | | |
| | 3.2 Handle, move and position the baby safely to encourage interaction and help them feel secure, in line with local policy and protocol. | | |
| | 3.3 Confirm the identity of anyone who wants to handle the baby, checking that identification labels are secure and visible. | | |
| | 3.4 Update and store records in line with local policy and protocol. | | |
| 4. Be able to feed, bathe and clothe newborn babies in line with local policy and protocol. | 4.1 Apply standard precautions for infection control. | | |
| | 4.2 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.3 Prepare the environment and equipment for feeding, bathing and clothing newborn babies according to their individual needs. | | |
| | 4.4 Dispose of left-over food in line with local policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Undress the baby, wash, bathe and dry them, following safe hygiene and care principles. | | |
| | 4.6 Monitor skin condition, treating any dryness or soreness in accordance to care plan. | | |
| | 4.7 Dress the baby in a clean nappy and suitable clothes for the environmental conditions and temperature. | | |
| | 4.8 Dispose of soiled nappies, clean and store equipment in line with local policy and protocol. | | |
| | 4.9 Update records, referring any observations and actions to the **appropriate person**. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC314. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Significant others** may include<br>• family<br>• colleagues<br>• other individuals involved with the care or well-being of the baby, child or young person.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Normal state of newborn babies** should be monitored by checking their temperature, skin, umbilical cord, eyes, hair, muscle tone, urine, stools and genitalia.<br><br>An **appropriate person** could include other members of the care team or family of the newborn baby. |

**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:** MAT 2
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.

**MAT 3: Support parents or carers to interact with and care for their newborn baby**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7288 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit is aimed at those who support parents or carers to interact with and care for their newborn baby/babies. Learners will have the opportunity to develop the knowledge, understanding and skills necessary to reinforce advice related to active parenting. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents or carers to interact with and care for their newborn baby. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents or carers to interact with and care for their newborn baby. | | |
| | 1.2 Describe local policies for child safety and protection. | | |
| | 1.3 Explain how to work in partnership with parents, carers and **significant others**. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.4 Explain own role in relation to the rights and responsibilities of parents or carers for their child. | | |
| | 1.5 Explain how to obtain advice and information to support own practice. | | |
| | 1.6 Explain how to report any concerns about the parent, carer or child's health, safety or well-being in line with local policy and protocol. | | |
| | 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol. | | |
| | 1.8 Explain the importance of confidentiality when accessing records and information. | | |
| 2. Understand how to support parents or carers to interact and care for their newborn babies. | 2.1 Explain the responsibilities and limits of own relationship with parents or carers and their newborn baby. | | |
| | 2.2 Describe the **normal state of newborn babies**. | | |
| | 2.3 Explain how care and environmental conditions impact on the normal state of the newborn baby. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Support parents or carers to recognise when a newborn baby may be becoming unwell. | | |
| | 2.5 Explain why parents or carers should be encouraged to engage in active parenting. | | |
| | 2.6 Explain the importance of confirming the level of assistance required by parents or carers. | | |
| 3. Be able to support parents or carers in caring for, interacting with and forming bonds with their newborn babies. | 3.1 Discuss with parents or carers the ways in which they can meet the physical, social and emotional needs of their baby. | | |
| | 3.2 Provide active support to the parent or carer, within the level of assistance required, to handle and interact with the baby and deal with their needs. | | |
| | 3.3 Observe the parent or carer interacting with their baby. | | |
| | 3.4 Provide encouragement to parents or carers when they bond with and relate to their baby. | | |
| | 3.5 Update records about the progress of the parent or carer, reporting any concerns to the person with responsibility to act. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Be able to support parents or carers in feeding and keeping their babies clean and safe. | 4.1 Support parents or carers to prepare themselves, the environment and the equipment prior to feeding, bathing or clothing the baby. | | |
| | 4.2 Discuss with parents or carers approaches to feeding in line with the advice they have been given. | | |
| | 4.3 Support parents attending to their baby‘s comfort, hygiene and well-being needs. | | |
| | 4.4 Encourage parents or carers to monitor their baby’s condition and observe any changes in behaviour, feeding or content of nappy and to seek support if required. | | |
| | 4.5 Advise parents or carers about the baby’s sleeping positions, room and body temperature, coverings and clothing. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC320. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health’s Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Significant others** may include<br>• family<br>• colleagues<br>• other individuals involved with the care or well-being of the baby, child or young person.<br><br>**Normal state of newborn babies** should be monitored by checking their temperature, skin, umbilical cord, eyes, hair, muscle tone, urine, stools and genitalia. |

**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:** MAT 3
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.

**MAT 4: Anatomy and physiology for maternity support workers**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7315 | **Unit level** | 3 |
| **Credit value** | 2 | **GL** | 20 |
| **Unit aim** | The aim of this unit is to provide learners with knowledge of the anatomy and physiology of the female reproductive system and breast. Learners will develop an understanding of the physical changes that happen to the body during pregnancy. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the anatomy and physiology of the female reproductive system | 1.1 Summarise the structure and function of the female reproductive system | | |
| | 1.2 Explain the role of hormones in female reproduction. | | |
| 2. Know the anatomy and physiology of the breast | 2.1 Explain the structure of the breast. | | |
| | 2.2 Describe the process of lactation. | | |
| 3. Understand physical changes during pregnancy | 3.1 Explain the physical changes in the body due to pregnancy. | | |
| | 3.2 Analyse physical changes which pose a risk to pregnancy. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |

**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:** MAT 4
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.

**MAT 5: Develop and agree individualised care plans for babies and families**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7356 | **Unit level** | 4 |
| **Credit value** | 5 | **GL** | 38 |
| **Unit aim** | This unit is aimed at practitioners who develop and agree individualised care plans for babies and families. It is relevant to practitioners who deliver services to babies, their families and those involved in the care of babies. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year. | | |
| | 1.2 Describe local policies for child safety and protection. | | |
| | 1.3 Explain how to work in partnership with parents/carers and **significant others** in order to support them to care for babies during their first year. | | |
| | 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain how to obtain advice and information to support own practice. | | |
| | 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or well-being in line with local policy and protocol. | | |
| | 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol. | | |
| | 1.8 Explain the importance of confidentiality when accessing records and information. | | |
| 2. Understand how to access and gather relevant information for care planning. | 2.1 Explain the importance of gathering relevant information to inform care planning. | | |
| | 2.2 Describe ways to access information, including information held by other practitioners and agencies. | | |
| 3. Understand the factors which impact on care planning needs. | 3.1 Describe how babies communicate by behaviour. | | |
| | 3.2 Describe how different behaviours can be interpreted. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Evaluate the main issues and debates relating to the health and well-being of babies. | | |
| | 3.4 Describe a range of conditions affecting babies in own area of practice. | | |
| | 3.5 Describe the risk factors for premature birth, including foetal, maternal and social influencing factors relative to birth history. | | |
| | 3.6 Explain aspects of **neonatal development.** | | |
| | 3.7 Explain the impact of parenting, family and environment on the health and well-being of a baby. | | |
| | 3.8 Describe the interdependent relationship of the health and well-being of a mother and that of her baby/babies. | | |
| 4. Be able to develop and agree individualised care plans for babies and families. | 4.1 Confirm the identity of the person legally responsible for the baby and gain **valid consent.** | | |
| | 4.2 Explain the preliminary and preparatory actions to take when carrying out care planning for babies and families. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Communicate and interact with the baby and those involved in the baby's care. | | |
| | 4.4 Provide information for those involved in the care of the baby. | | |
| | 4.5 Support those involved in the care of the baby to take an active part in decisions affecting them. | | |
| | 4.6 Explain the options for addressing the health and well-being needs of the baby, including any benefits and risks. | | |
| | 4.7 Agree an individualised care plan with those involved in the care of the baby. | | |
| | 4.8 Maintain records in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | MCN12. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 4 must be assessed in a real work environment. |
| Unit guidance | **Significant others** may include<br>• family<br>• colleagues<br>• other individuals involved with the care or well-being of the child or young person.<br><br>**Neonatal development** e.g. physiological, physical, psychological and social development, taking into account gestational age or delivery.<br><br>**Valid consent** must be in line with agreed UK country definition**.** |

**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:** MAT 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.

**MAT 6: Support individuals with feeding babies**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7367 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 26 |
| **Unit aim** | This unit is about supporting individuals with feeding babies. It covers supporting individuals in their choice of feeding method and includes providing advice and information to the mother and key people on each feeding method. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, procedures and good practice guidelines related to feeding babies. | 1.1 Summarise current legislation, national guidelines, policies, procedures and good practice guidelines relating to feeding babies. | | |
| | 1.2 Describe how local policies on feeding supports child safety and protection. | | |
| | 1.3 Explain how to work in partnership with **individual**s/carers and **significant others.** | | |
| | 1.4 Explain the rights and responsibilities of individuals/carers for their child and own role in relation to this. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain how to report any concerns about the individual/carer or child's health, safety or well-being in line with local policy and procedures. | | |
| | 1.6 Explain how to access records and information on the needs and preferences of babies, individuals and carers, in line with local policy and procedures. | | |
| | 1.7 Explain the importance of confidentiality when accessing records and information. | | |
| | 1.8 Explain how to obtain advice and information to support own practice. | | |
| 2. Know how to feed babies in line with evidence-based practice. | 2.1 List the **factors** which can impact on the choice of feeding method. | | |
| | 2.2 Describe the anatomy and physiology related to milk production and breastfeeding. | | |
| | 2.3 Explain the health benefits of breastfeeding and how to promote these to individuals. | | |
| | 2.4 Explain the importance of promoting skin-to-skin contact. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.5 Describe how the maternal health of individuals can impact on breast feeding. | | |
| | 2.6 Describe the behaviour and feeding cues of babies. | | |
| | 2.7 Describe changing patterns of stool and urine related to the different feeding methods. | | |
| | 2.8 Explain how to position the individual and baby for feeding. | | |
| | 2.9 Describe the different methods, techniques and equipment required for the different methods of feeding. | | |
| 3. Be able to communicate with individuals when assisting with feeding babies. | 3.1 Communicate with the individual and significant others in a way that is sensitive to the personal beliefs and preferences of the individual. | | |
| 4. Be able to support the individual with feeding babies | 4.1 Discuss with the individual how they wish to feed the baby. | | |
| | 4.2 Explain the importance of providing an environment to support breastfeeding. | | |
| | 4.3 Discuss with the individual the importance of the baby's hydration and **nutrition.** | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Explain the benefits of **different feeding methods** and respond to any concerns the individual and significant others may have. | | |
| | 4.5 Demonstrate appropriate health and safety measures and standard precautions for infection control in line with local policy and procedures. | | |
| | 4.6 Assist with the positioning of the individual and the baby. | | |
| | 4.7 Demonstrate how to support an individual to feed a baby using the appropriate method and equipment. | | |
| | 4.8 Explain how to wind the baby and the reasons why winding is necessary. | | |
| | 4.9 Respond to any situations which are outside of the scope of your role. | | |
| | 4.10 Complete records in accordance with organisational requirements | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | MCN27. |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support (parent/carer); it will usually mean the person or people supported by the learner.<br><br>**Significant others** may include<br>• family<br>• colleagues<br>• other individuals involved with the care or well-being of the baby, child or young person.<br><br>**Factors** covered should include:<br>• socio-economic<br>• environmental<br>• cultural.<br><br>**Nutrition** may include:<br>• the weaning of babies, including the correct nutrition<br>• special dietary requirements.<br><br>**Different feeding methods**:<br>• breastfeeding<br>• bottle-fed using expressed milk<br>• bottle-fed using artificial milk<br>• syringe feeding<br>• cup feeding<br>• weaning. |

**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:** MAT 6
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.

# Option 3: Theatre Support - Optional Units

**THEA 1: Perform the non-scrubbed circulating role for perioperative procedures**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7180 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 23 |
| **Unit aim** | This unit is aimed at those who work in a non-scrubbed role to support perioperative teams during perioperative procedures. Learners will have the opportunity to develop knowledge, understanding and skills to maintain the sterile field and work safely with medical devices and the equipment that underpins practice. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to perform the non-scrubbed **circulating role** for perioperative procedures in line with policies, protocols and good practice. | 1.1 State the **standard precautions** used for the provision and monitoring of medical equipment, devices and items, and the potential consequences of not following these. | | |
| | 1.2 Explain local policies and procedures regarding the correct handling of contaminated items. | | |
| | 1.3 Describe how to avoid compromising the **sterile field.** | | |
| | 1.4 State the procedures which must be followed when there is a breakdown in the sterile field. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 State how to dispose of contaminated or potentially hazardous waste in line with local and national policies and protocols. | | |
| 2. Know how medical devices are used for surgical interventions. | 2.1 State the purpose and function of medical devices used for surgical interventions. | | |
| | 2.2 Identify the potential hazards of medical devices. | | |
| | 2.3 Describe the suitability of different types of surgical instrumentation for different procedures. | | |
| | 2.4 Identify the equipment to be used for weighing swabs and counting instruments. | | |
| | 2.5 Explain the actions to be taken when there is a problem with an item and the potential consequences of not following procedures. | | |
| 3. Be able to work with medical devices and equipment for clinical procedures in accordance with requirements. | 3.1 Apply standard precautions for infection control. | | |
| | 3.2 Apply health and safety measures relevant to the procedure and environment. | | |
| | 3.3 Obtain, prepare and position medical devices and equipment in line with local policies and protocols. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Use, care for and store medical devices and equipment in line with manufacturers' instructions and local policies and protocols. | | |
| | 3.5 Monitor and count surgical instruments, swabs and sharps with the **appropriate person** in line with national and local policies and protocols. | | |
| | 3.6 Maintain tracking and traceability requirements for sterile items. | | |
| | 3.7 Dispose of clinical and hazardous waste safely, according to local policies and protocols. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS24. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 3 must be assessed in a real work environment. |
| Unit guidance | The **circulating role** is someone in a clinical role assisting the practitioner during perioperative procedures.<br><br>**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens. |

| | |
|---|---|
| | The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.<br><br>An **appropriate person** is the designated member of the team responsible for counting the surgical instruments. |

**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:** THEA 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.

**THEA 2: Receive and handle clinical specimens within the sterile field**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7192 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit is aimed at those who work in a scrubbed role to receive and handle clinical specimens. Learners will have the opportunity to develop the ability to receive and handle clinical specimens within the sterile field. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to receive and handle clinical specimens within the sterile field in line with health and safety guidance. | 1.1 Identify the different types of specimens received and handled within the perioperative environment. | | |
| | 1.2 State the requirements for handling and transporting both frozen and non-frozen clinical specimens to ensure their condition is maintained. | | |
| | 1.3 Identify different types and uses of container and transport media in the perioperative environment. | | |
| | 1.4 Describe the potential consequences of poor practice related to handling, labelling and transporting clinical specimens. | | |
| | 1.5 Explain how to deal with hazards associated with receiving and handling clinical specimens. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.6 Explain the pathogenic causes of wound infections. | | |
| | 1.7 Explain the consequences of the contamination of clinical specimens. | | |
| 2. Be able to receive and handle clinical specimens within the sterile field. | 2.1 Apply **standard precautions** for infection control. | | |
| | 2.2 Apply health and safety measures relevant to handling clinical specimens. | | |
| | 2.3 Obtain valid consent to collect clinical specimens. | | |
| | 2.4 Receive specimens in line with local policies and procedures. | | |
| | 2.5 Maintain the sterile field when passing specimens to the appropriate person. | | |
| | 2.6 Ensure specimens are labelled and documentation has been completed in line with local policies and procedures. | | |
| | 2.7 Process and dispatch clinical specimens in line with local policies and procedures. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS17. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |
| Unit guidance | **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.<br><br>An **appropriate person** is possibly someone senior who has responsibility for receiving and processing specimens. |

**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:** THEA 2
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.

**THEA 3: Prepare anaesthetic environment and provide support for pre-and post-operative anaesthesia and recovery**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7193 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 38 |
| **Unit aim** | This unit equips learners within the anaesthetic/recovery environment with knowledge about health and safety measures and the parameters for clinical readings, as well as competence in the preparation of equipment and the care of individuals. This involves a degree of autonomy and responsibility. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand health and safety measures specific to carrying out activities in the anaesthetic/recovery environment. | 1.1 Explain the **standard precautions** required for preparing the anaesthetic/recovery environment and the potential consequences of poor practice. | | |
| | 1.2 Explain the importance of wearing personal protective equipment in the anaesthetic/recovery environment. | | |
| | 1.3 Explain the importance of using equipment in line with manufacturers' instructions and local policies and protocols. | | |
| | 1.4 Explain how to recognise clinical emergencies, and how to provide support to the registered practitioner in these emergencies. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand the parameters for clinical readings taken in the anaesthetic/recovery environment. | 2.1 Identify the normal parameters for temperature, pulse, blood pressure, respiration, oxygen levels and urinary output. | | |
| | 2.2 Explain how to measure an **individual**'s temperature, blood pressure, respiration, oxygen levels and urinary output. | | |
| | 2.3 Explain how anaesthesia may affect an individual's temperature, pulse, blood pressure, respiration, oxygen levels and urinary output. | | |
| | 2.4 Explain the common adverse reactions an individual may experience related to anaesthetic and recovery care. | | |
| | 2.5 Explain the importance of reporting any issues beyond own competence in accordance with local policies and protocols. | | |
| 3. Be able to prepare and maintain anaesthetic/recovery equipment for the reception of individuals. | 3.1 Apply health and safety measures relevant to anaesthetic/recovery equipment. | | |
| | 3.2 Apply standard precautions for infection control. | | |
| | 3.3 Ensure equipment and documentation is available for the registered practitioner. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Document and report any equipment that is unfit for use according to local policies and protocols. | | |
| | 3.5 Clean reusable equipment in line with local policies and protocols. | | |
| | 3.6 Dispose of single-use equipment and waste according to local policies and protocols. | | |
| | 3.7 Maintain the stock of disposables/fluids/line. | | |
| 4. Be able to assist the registered practitioner in caring for individuals in the anaesthetic/recovery environment. | 4.1 Confirm the individual's identity and gain valid consent. | | |
| | 4.2 Maintain the individual's privacy, dignity and comfort when the individual is transferred and received into the anaesthetic/recovery environment. | | |
| | 4.3 Work within own sphere of competence, recognising when to refer on issues. | | |
| | 4.4 Use verbal and non-verbal skills to support individuals, prior to and after anaesthesia/sedation, overcoming any possible communication difficulties. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Support the registered practitioner in the assessment, management and reassurance of the individual in the anaesthetic/recovery environment. | | |
| | 4.6 Monitor the individual as delegated by the registered practitioner in accordance with the care plan. | | |
| | 4.7 Measure and record clinical observations, reporting any deviation from normal parameters to the registered practitioner. | | |
| | 4.8 Record information in line with local policies and protocols. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS25. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** THEA 3
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.

**THEA 4: Contribute to the safe use of medical devices in the perioperative environment**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7209 | **Unit level** | 2 |
| **Credit value** | 4 | **GL** | 29 |
| **Unit aim** | This unit is aimed at those whose responsibility it is to ensure medical devices in the perioperative environment are safe for use. Learners will have the opportunity to consolidate safe working practices which are underpinned by an understanding of sterile practices and fields within the perioperative environment. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the importance of following health and safety requirements when using medical devices in the perioperative environment. | 1.1 Explain how **sterile fields** are maintained in the perioperative environment. | | |
| | 1.2 Describe the sterilisation processes used for **medical devices.** | | |
| | 1.3 Explain the role of **traceability systems** and recording mechanisms in health and safety. | | |
| | 1.4 Explain the importance of compliance with specific organisational health and safety policies and procedures for medical devices and the implications of non-compliance. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Describe how to sort and dispose of medical devices and waste materials in line with local policies and protocols. | | |
| | 1.6 Identify different types of waste and spillage and how to dispose of them. | | |
| 2. Be able to check and handle medical devices in the perioperative environment, according to health and safety procedures. | 2.1 Apply **standard precautions** for infection control. | | |
| | 2.2 Apply health and safety measures relevant to handling medical devices. | | |
| | 2.3 Follow procedures for ensuring medical devices are fit for purpose. | | |
| | 2.4 Follow procedures for the use and storage of medical devices. | | |
| | 2.5 Document and report any shortage of supplies according to local policy and protocol. | | |
| 3. Be able to check the integrity of instrument trays. | 3.1 Confirm instrument trays contain the specified items before and after use and record in line with local policies and procedures. | | |
| | 3.2 Follow tracking and traceability procedures for the safe use of instrument trays. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Implement the correct procedures for locating and replacing missing items from instrument trays and record and report to the appropriate person in line with local policies and procedures. | | |
| | 3.4 Identify, record and report any faulty equipment, instruments or soft pack items to the appropriate team member. | | |
| 4. Be able to dispose of used items and equipment safely. | 4.1 Dispose of single-use equipment in line with local policies and protocols. | | |
| | 4.2 Ensure items for decontamination and sterilisation are processed in accordance with local policies and protocols. | | |
| | 4.3 Ensure empty pack containers, trays and used medical devices are placed in the appropriate location for collection. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS2. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.<br><br>**Medical devices** include medical products, equipment and packs.<br><br>**Traceability systems**<br>Include those designed to provide:<br>• evidence of the sterility of sterile surgical instruments<br>• a tracing system through the cleaning, packing and sterilisation processes<br>• information regarding which individual the equipment was used for.<br><br>**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens. |

**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:** THEA 4
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.

**THEA 5: Provide support to the surgical team when preparing individuals for operative and invasive procedures**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7210 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 32 |
| **Unit aim** | This unit is aimed at those who support the surgical team when preparing individuals for operative procedures. Learners will have the opportunity to develop knowledge, understanding and skills related to preparing individuals and selecting, handling and disposing of surgical instruments and supplementary items. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to prepare individuals for operative and invasive procedures in line with national guidelines, policies, protocols and good practice. | 1.1 Explain how to apply **standard precautions** to the preparation of **individual**s for operative and invasive procedures. | | |
| | 1.2 Explain the importance of applying standard precautions to the health and safety of individuals. | | |
| | 1.3 Identify sources of contamination when preparing individuals for operative and invasive procedures. | | |
| | 1.4 Explain the dangers of re-using single-use equipment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand the factors to be considered in the choice of surgical instruments and supplementary items during operative procedures. | 2.1 Identify the types, purpose and functions of surgical instruments and supplementary items used in the surgical environment. | | |
| | 2.2 Describe potential hazards of using surgical instruments and ways to minimise the risk of harm. | | |
| | 2.3 Explain the factors affecting the choice of surgical instruments and supplementary items. | | |
| | 2.4 Identify the factors which inform the choice of sites for attachment of surgical instruments. | | |
| | 2.5 Explain how different types of skin preparation agents and surgical drapes are used in the surgical environment to provide barriers to cross infection. | | |
| 3. Be able to support others to prepare individuals for operative and invasive procedures. | 3.1 Confirm the individual's identity and gain valid consent. | | |
| | 3.2 Apply standard precautions for infection control. | | |
| | 3.3 Implement health and safety measures relevant to the procedure and environment. | | |
| | 3.4 Identify the individual's operative site, clarifying any queries with the **appropriate person**. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Support others to prepare the individual for an operative or invasive procedure, maximising their dignity, comfort and safety. | | |
| 4. Be able to select, handle and dispose of surgical instruments and supplementary items for operative and invasive procedures. | 4.1 Select and handle surgical instruments and supplementary items safely and in line with the manufacturers' instructions. | | |
| | 4.2 Select an appropriate site in the **sterile field** for attaching surgical instruments and supplementary items. | | |
| | 4.3 Account for and record all items and swabs used in the preparation of the operative site in line with local policies and protocols. | | |
| | 4.4 Dispose of waste generated during surgical preparation in line with local policies and protocols. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS15. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>An **appropriate person** could include someone in a senior position who has overall responsibility for overseeing and/or directing the preparation of a pre-operative individual.<br><br>The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the 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:** THEA 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.

**THEA 6: Assist in receiving, handling and dispatching clinical specimens**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7268 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 17 |
| **Unit aim** | This unit is aimed at those who assist others to receive, handle and dispatch clinical specimens. Learners will have the opportunity to develop knowledge, understanding and skills related to using appropriate containers and transport methods while ensuring precautions related to infection control are upheld. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how health and safety measures are implemented when receiving, handling and dispatching clinical specimens. | 1.1 Explain how the **standard precautions** for infection control apply when receiving, handling and dispatching specimens. | | |
| | 1.2 Describe how to avoid compromising the **sterile field.** | | |
| | 1.3 Outline the actions to take when there is a breakdown in the sterile field. | | |
| 2. Understand the reasons for different containers and transport media for different clinical specimens. | 2.1 Identify different types and uses of containers and transport media used in the perioperative environment. | | |
| | 2.2 Explain the differences between the types of specimens and how these are received, handled and dispatched. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain the potential consequences of failing to follow procedure when handling, labelling and dispatching clinical specimens. | | |
| 3. Be able to assist others to receive, handle, label and dispatch clinical specimens. | 3.1 Apply standard precautions for infection control. | | |
| | 3.2 Implement health and safety measures relevant to handling clinical specimens. | | |
| | 3.3 Use the correct container and transport medium for the type of specimen as directed by the **appropriate person**. | | |
| | 3.4 Receive, handle, label, dispatch and record information on specimens in line with local policies and protocols as directed by the appropriate person. | | |
| | 3.5 Notify the appropriate person of any queries relating to clinical specimens which are beyond own competence. | | |
| | 3.6 Update records in line with local policies and protocols. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS10. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 3 must be assessed in a real work environment. |
| Unit guidance | **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.<br><br>The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.<br><br>An **appropriate person** may include registered practitioners or other colleagues. |

**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:** THEA 6
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.

**THEA 7: Transport, transfer and position individuals and equipment within the perioperative environment**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7271 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 32 |
| **Unit aim** | This unit is aimed at those who work in a perioperative environment transferring, transporting and positioning individuals. Learners will have the opportunity to develop the knowledge, understanding and skills needed to avoid musculoskeletal injury to staff and tissue damage to the individual. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment. | 1.1 Explain the standard health and safety precautions used when moving, handling and transporting individuals and equipment and the potential consequences if these are not applied. | | |
| | 1.2 Explain the safe techniques and procedures used for moving and positioning individuals and equipment in the perioperative environment, according to local and organisational policies and procedures. | | |
| | 1.3 Explain the importance of using personal protective equipment. | | |
| | 1.4 Identify situations when additional protective equipment may be required. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand the requirements for pressure area care in the perioperative environment. | 2.1 Explain how to contribute to the maintenance of individuals' skin integrity in the perioperative environment. | | |
| | 2.2 Explain how to use risk assessment documents for pressure area care during transfers and positioning. | | |
| | 2.3 Explain the importance of using appropriate equipment to minimise the risk of tissue damage. | | |
| | 2.4 Explain the importance of recording and reporting using the appropriate documents in line with local policies and protocols. | | |
| 3. Be able to prepare to transport individuals within the perioperative care environment. | 3.1 Identify the nature of the task required in discussion with the **appropriate person**/registered practitioner. | | |
| | 3.2 Apply **standard precautions** for infection control. | | |
| | 3.3 Implement health and safety measures relevant to transporting individuals within the perioperative care environment. | | |
| | 3.4 Check that the transport equipment is clean, safe and functioning in line with local policies and protocols. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Report any potential hazards to the appropriate team member. | | |
| | 3.6 Identify the individual who needs to be moved. | | |
| | 3.7 Inform the individual of the nature and purpose of the transfer and the role of people involved. | | |
| | 3.8 Confirm that any required documents are available to accompany the individual. | | |
| 4. Be able to assist in the transfer and positioning of individuals within the perioperative environment. | 4.1 Use safe moving and handling techniques which minimise risk to all involved, including pain, friction and discomfort for those being moved. | | |
| | 4.2 Transfer and position individuals according to instructions, confirming they are positioned safely, comfortably and in accordance with guidelines. | | |
| | 4.3 Maintain the privacy, dignity, safety, security and comfort of individuals while using equipment for transfer and positioning. | | |
| | 4.4 Identify the effects of pre-medication and anaesthesia on the ability of individuals to move independently. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Use verbal and non-verbal skills to support individuals, closely observing and reporting any changes in condition to the appropriate team member. | | |
| | 4.6 Transfer the individual and their associated documentation over to the appropriate member of staff in the perioperative environment. | | |
| | 4.7 Return equipment to the correct location in good working order. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS1 and PCS23. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Appropriate person** may include registered practitioners or other colleagues.<br><br>**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens. |

**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:** THEA 7
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.

**THEA 8: Measure and record individuals' body fluid balance in a perioperative environment**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7285 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 23 |
| **Unit aim** | This unit is aimed at those who work within the perioperative environment to measure, record and review individuals' fluid balance. This unit provides an opportunity to develop understanding of the procedures which underpin measuring individuals' fluid balance, and the importance of doing so. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment. | 1.1 Describe the purposes of measuring an individual's fluid balance and wound drainage. | | |
| | 1.2 Describe the factors that affect fluid input, output and wound drainage. | | |
| | 1.3 Explain the potential hazards associated with measuring an individual's body fluids and wound drainage. | | |
| | 1.4 Describe adverse circumstances related to measuring and recording an individual's fluid balance that would require immediate reporting. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Describe organisational policies and procedures on correct disposal of single-use equipment and other hazardous waste. | | |
| | 1.6 Explain the organisational policies and procedures for reporting and recording faulty equipment. | | |
| | 1.7 Explain why it is important to work within own sphere of competence. | | |
| 2. Be able to measure, record and review individuals' body fluid balance in a perioperative environment. | 2.1 Confirm the individual's identity and gain valid consent. | | |
| | 2.2 Apply **standard precautions** for infection control. | | |
| | 2.3 Implement health and safety measures relevant to recording an individual's body fluid balance when carrying out this task. | | |
| | 2.4 Measure the individual's fluid input, output and wound drainage using equipment in line with local policy and protocol. | | |
| | 2.5 Record the individual's body fluid balance in line with local policy and protocol. | | |
| | 2.6 Identify the difference between body fluid and other fluids. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.7 Review fluid balance measurements in line with local policy and protocol. | | |
| | 2.8 Explain why it is necessary to report any problems in measuring or recording the individual's fluid balance in line with local policy and protocol. | | |
| | 2.9 Report results in line with local policy and protocol. | | |
| 3. Be able to manage equipment after measuring individuals' body fluid balance. | 3.1 Clean reusable equipment after use using the correct materials in line with local policy and protocols. | | |
| | 3.2 Return equipment to the storage or collection location. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS6. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens. |

**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:** THEA 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.

**THEA 9: Assist in the delivery of perioperative care and support to individuals**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7360 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 31 |
| **Unit aim** | This unit is aimed at those who support and monitor individuals in a perioperative environment, according to their care plan. The learner will develop their understanding of how the perioperative environment and procedures affect individuals' responses to clinical interventions. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care. | 1.1 Explain the effects of pre-medication and sedation on the **individual** and how these affect support and monitoring requirements. | | |
| | 1.2 Explain the importance of ensuring the environment is suitable for the conscious /unconscious individual. | | |
| | 1.3 Identify factors in the perioperative environment and procedures which could cause stress and distress to the individual. | | |
| | 1.4 Describe the signs of distress which may be exhibited by the individual in the perioperative environment and how these affect support requirements. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to support individuals in a perioperative environment according to their care plan. | 2.1 Use verbal and non-verbal communication to support the individual's comfort, privacy, dignity, emotional and physical care needs according to their care plan. | | |
| | 2.2 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual. | | |
| | 2.3 Respond to the individual's questions, referring on those outside own sphere of competence in accordance with local policy and protocol. | | |
| | 2.4 Provide support and care to the individual to promote their comfort in the perioperative environment. | | |
| 3. Be able to monitor individuals in a perioperative environment according to the requirements of their care plans. | 3.1 Explain the importance of closely monitoring the individual in the perioperative environment. | | |
| | 3.2 Identify any changes in and concerns about the individual's condition. | | |
| | 3.3 Seek advice about changes in and concerns about the individual's condition in line with local policy and protocol. | | |
| | 3.4 Record outcomes of monitoring activities in line with local policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Obtain and pass on relevant information on the individual's care requirements to other team members in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS5 & PCS7. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture. |

**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:** THEA 9
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.

**THEA 10: Prepare and dress for scrubbed clinical roles**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7249 | **Unit level** | 2 |
| **Credit value** | 4 | **GL** | 28 |
| **Unit aim** | This unit is aimed at those who work under direction from the perioperative team. Learners will have the opportunity to develop underpinning knowledge of the requirements involved in preparing and dressing for the scrubbed clinical role and be able to apply these to practice. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to follow safe procedures when preparing and dressing for scrubbed clinical roles. | 1.1 Explain how national guidelines and local policies and protocols inform the selection and preparation of personal protective equipment. | | |
| | 1.2 Explain what is meant by an aseptic environment and the **sterile field**. | | |
| | 1.3 Explain the importance of reporting any potential contamination in line with local policies and procedures. | | |
| 2. Know how to work within own sphere of competence. | 2.1 Outline the importance of understanding and working within the limits of own competence. | | |
| | 2.2 Identify the action to take on issues outside own sphere of competence. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Understand how to dress for scrubbed clinical roles. | 3.1 Explain how to follow infection control procedures in preparation for the scrubbed clinical role. | | |
| | 3.2 Describe the factors which affect the choice of personal protective clothing for different procedures. | | |
| | 3.3 Explain the importance of wearing personal protective clothing for the scrubbed clinical role. | | |
| | 3.4 Explain why it is necessary to change personal protective equipment which has become unsuitable. | | |
| 4. Be able to work within scrubbed clinical roles. | 4.1 Apply **standard precautions** for infection control. | | |
| | 4.2 Implement health and safety measures relevant to scrubbed clinical roles. | | |
| | 4.3 Select and wear personal protective equipment in line with local policies and protocols. | | |
| | 4.4 Identify and maintain the sterile field by following theatre etiquette and protocols. | | |
| | 4.5 Dispose of used personal protective equipment appropriately. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.6 Report any potential contamination in line with local policies and protocols. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS13. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 4 must be assessed in a real work environment. |
| Unit guidance | The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.<br><br>**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens. |

**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: THEA 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.

**THEA 11: Prepare and provide surgical instrumentation and supplementary items for the surgical team**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7250 | **Unit level** | 3 |
| **Credit value** | 6 | **GL** | 43 |
| **Unit aim** | This unit is aimed at those who are responsible for preparing surgical instrumentation and supplementary items and making them available to the surgical team in a perioperative environment. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to prepare and provide surgical instrumentation and items for the surgical team in line with health and safety procedures and protocols. | 1.1 Explain how the sterile field contributes to infection control in the operative setting. | | |
| | 1.2 Explain how to maintain the sterile field during surgical procedures and the actions to take if it is compromised. | | |
| | 1.3 Explain the types, purposes and functions of commonly used surgical instruments and the potential hazards associated with their use. | | |
| | 1.4 Describe common supplementary items and their use during surgery. | | |
| | 1.5 Explain the procedures for identifying and reporting problems with instruments and items during preparation and throughout the procedure. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.6 Explain the principles and techniques for counting instruments, sharps, swabs and supplementary items and the importance of these. | | |
| 2. Be able to prepare surgical instruments and supplementary items for the surgical team. | 2.1 Apply standard precautions for infection control. | | |
| | 2.2 Maintain compliance with health and safety guidance at all times. | | |
| | 2.3 Check surgical instruments and supplementary items before preparation and confirm as being within expiry date, safe and fit for purpose. | | |
| | 2.4 Select and prepare required surgical instruments and supplementary items for the procedure. | | |
| | 2.5 Set up surgical instruments and supplementary items to meet the needs of the operative procedure and the individual's plan of care. | | |
| | 2.6 Count and record instruments, sharps, swabs and supplementary items prior to commencing the procedure in line with local policies and protocols. | | |
| 3. Be able to provide surgical instruments and supplementary items for the surgical team. | 3.1 Handle instruments and supplementary items in line with local policies and protocols while maintaining the integrity of the sterile field. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Anticipate the needs of the surgical team by monitoring their activities and the placement of items within the surgical field. | | |
| | 3.3 Clarify any uncertainty over the requirements of the surgical team with the **appropriate person**. | | |
| | 3.4 Provide instrumentation and supplementary items to meet the needs of the surgical team and the individual's plan of care. | | |
| | 3.5 Count and record instruments, sharps, swabs and supplementary items during the process and prior to close and completion in line with national and local policies and protocols. | | |
| | 3.6 Inform the surgical team of instrument and supplementary item counts during the procedure in line with local policies and protocols. | | |
| 4. Be able to dispose of waste from the sterile field | 4.1 Dispose of and transfer used instruments and supplementary items to the non-sterile area for accounting, tracking and traceability in line with local policies and protocols. | | |
| | 4.2 Update records in line with national guidelines. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Remove and dispose of drapes in line with local policies and protocols. | | |
| | 4.4 Maintain the dignity of the **individual** throughout the procedure in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS14 & 16. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | The **appropriate person** will be another member of the surgical team.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** THEA 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.

**THEA 12: Prepare equipment for intraoperative cell salvage blood processing**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7267 | **Unit level** | 2 |
| **Credit value** | 4 | **GL** | 26 |
| **Unit aim** | This unit aims to develop the learner's ability to set up equipment to process salvaged blood. Understanding of the functions and recommended uses of processing equipment is required. The learner works closely with the appropriate member of the team. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice which inform own practice in the preparation of equipment for intraoperative cell salvage blood processing. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the preparation of equipment for intraoperative cell salvage blood processing. | | |
| 2. Understand blood transfusion issues in relation to intraoperative cell salvage. | 2.1 Explain the rationale for using autologous blood transfusion. | | |
| | 2.2 Explain the applications of intraoperative cell salvage with regard to those who refuse allogeneic blood on religious or other grounds. | | |
| 3. Understand the rationale for the use of intraoperative cell salvage. | 3.1 Outline the indications and contra-indications for the use of intraoperative cell salvage. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Understand how the decision to proceed with intraoperative cell salvage blood processing is made. | 4.1 Outline how to estimate blood loss during intraoperative cell salvage. | | |
| | 4.2 Outline the reasons for an expiry time for intraoperative cell salvaged blood and define how this is calculated. | | |
| | 4.3 Outline the possible contents of the collection reservoir during surgery relevant to the decision to set up to process intraoperative cell salvaged blood. | | |
| 5. Understand the rationale for swab washing in relation to intraoperative cell salvage blood. | 5.1 Outline the benefits and risks of swab washing. | | |
| 6. Understand the role and function of equipment used for intraoperative cell salvage blood processing. | 6.1 Outline the types and functions of intraoperative cell salvage machines used in own work practice to salvage blood. | | |
| | 6.2 Explain the rationale for expiry time on the set-up equipment. | | |
| | 6.3 Outline the factors which inform the decision to set up processing equipment. | | |
| | 6.4 Explain the rationale for selecting the machine programme. | | |
| | 6.5 Explain the dangers of re-using single-use equipment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.6 Describe the potential hazards and malfunctions of equipment and how to deal with them. | | |
| 7. Be able to prepare equipment for intraoperative cell salvage blood processing. | 7.1 Apply **standard precautions** for infection control. | | |
| | 7.2 Implement health and safety measures relevant to preparing equipment for intraoperative cell salvage blood processing. | | |
| | 7.3 Confirm with the **appropriate person** the suitability of the intraoperative cell salvage blood for processing. | | |
| | 7.4 Confirm that the processing equipment is fit for purpose. | | |
| | 7.5 Load the processing equipment and connect to the collection equipment in accordance with manufacturer's guidelines. | | |
| | 7.6 Confirm the wash fluid is intravenous normal saline 0.9%. | | |
| | 7.7 Prime the system and set the machine programme ready for use in accordance with guidance. | | |
| | 7.8 Inform the appropriate person that the processing equipment is ready for use. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS21. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 7 must be assessed in a real work environment. |
| Unit guidance | **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.<br><br>An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (e.g. nurse, operating department practitioner (ODP), midwife, perfusionist) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line. |

**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:** THEA 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.

**THEA 13: Prepare and apply dressings and drains to individuals in the perioperative environment**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7286 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 18 |
| **Unit aim** | This unit is aimed at those in a scrubbed role who assist with the preparation and application of dressings, wound supports and drains. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the health and safety measures related to preventing wound contamination and cross-infection when preparing and applying dressings and drains. | 1.1 Explain the principles of asepsis, antisepsis and cross-infection. | | |
| | 1.2 Identify potential sources of contamination when preparing surgical fields and how to prevent this. | | |
| | 1.3 Identify the types of pathogens commonly causing wound infection and the consequences of wound contamination. | | |
| | 1.4 Explain the principles of wound healing and wound care. | | |
| | 1.5 Identify the correct dressings and drains to suit the type and size of wound. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand how medical devices are used in the application of dressings, wound supports and drains in the learner environment. | 2.1 Explain the purpose and function of medical devices used in the application of dressings and drains. | | |
| | 2.2 Describe potential hazards associated with the use of medical devices to apply dressings and drains. | | |
| | 2.3 Explain the factors which inform the choice of medical devices for the application of dressings and drains to individuals. | | |
| | 2.4 Explain the factors which inform the choice of sites for attaching medical devices. | | |
| 3. Be able to select and prepare dressings and drains according to individual requirements. | 3.1 Confirm the individual's identity and gain **valid consent.** | | |
| | 3.2 Give the individual information and reassure them when preparing to administer a dressing or drain. | | |
| | 3.3 Apply **standard precautions** for infection control. | | |
| | 3.4 Implement health and safety measures relevant to preparing dressings and drains. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Identify, through discussion with the individual, any allergies they may have which will affect the types of dressing used. | | |
| | 3.6 Select and prepare dressings to suit the size and type of wound and promote healing. | | |
| | 3.7 Prepare drains according to local policies and protocols. | | |
| 4. Be able to apply dressings and attach drains according to individual requirements. | 4.1 Apply the dressing or attach drain to the individual in accordance with local policies and protocols. | | |
| | 4.2 Check that the dressing has been applied correctly, in particular that:<br>• the pressure is consistent with the type of wound<br>• drains are secure<br>• vacuum seals on the drains are intact<br>• the position of the drain prevents syphonage and/or harm to the individual. | | |
| | 4.3 Report any issues outside your own sphere of competence in line with local policy and protocol. | | |
| | 4.4 Update records in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS18. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Valid consent** must be in line with agreed UK country definition.<br><br>**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens. |

**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:** THEA 13
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.

**THEA 14: Operate equipment for intraoperative cell salvage blood collection**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7303 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 40 |
| **Unit aim** | This unit aims to develop the learner's ability to operate equipment for intraoperative cell salvage blood collection. Understanding of the rationale for the activity is required as well as knowledge of the role and function of the equipment used. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to the operation of equipment for intraoperative cell salvage blood collection. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the operation of equipment for intraoperative cell salvage blood collection. | | |
| 2. Understand blood physiology related to intraoperative cell salvage. | 2.1 Outline the components of whole blood. | | |
| | 2.2 Describe the functions of red blood cells in oxygen delivery. | | |
| | 2.3 Explain the differences between salvaged red cells and whole blood. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Understand the rationale for intraoperative cell salvage blood collection. | 3.1 Explain the rationale for using autologous blood transfusion. | | |
| | 3.2 Outline the indications and contra-indications for the use of intraoperative cell salvage blood collection. | | |
| | 3.3 Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds. | | |
| | 3.4 Explain when and for which **individuals** intraoperative cell salvage blood collection could be started. | | |
| 4. Understand the role and function of equipment used in intraoperative cell salvage blood collection. | 4.1 Explain the importance of labelling collection equipment with a unique individual identification. | | |
| | 4.2 Explain the role of suction equipment in intraoperative cell salvage blood collection. | | |
| | 4.3 Explain the rationale for setting a suitable vacuum level. | | |
| | 4.4 Outline the effects of anticoagulant on salvaged blood. | | |
| | 4.5 Explain the rationale for priming the collection equipment with anticoagulant. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.6 Describe the potential hazards and malfunctions of equipment and how to deal with them. | | |
| | 4.7 Explain the dangers of re-using single-use equipment. | | |
| 5. Understand the process and rationale of swab washing for intraoperative cell salvage blood collection. | 5.1 Outline the benefits and risks of swab washing. | | |
| | 5.2 Explain the rationale for weighing all swabs during intraoperative cell salvage blood collection. | | |
| | 5.3 Describe the process of salvaging blood from swabs. | | |
| 6. Be able to prepare to operate equipment for intraoperative cell salvage blood collection. | 6.1 Apply **standard precautions** for infection control. | | |
| | 6.2 Implement health and safety measures in accordance with national and local policies and protocols. | | |
| | 6.3 Confirm the decision to collect blood with the appropriate person. | | |
| | 6.4 Label the collection reservoir with the individual's unique identification details in line with local policy and protocols. | | |
| | 6.5 Prime the collection equipment with anticoagulant solution according to the manufacturer's instructions. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 7. Be able to collect intraoperative cell salvage blood. | 7.1 Use equipment to collect intraoperative cell salvage blood. | | |
| | 7.2 Monitor the volume of cell salvage blood, immediately reporting any problems to an appropriate person. | | |
| | 7.3 Regulate the required volume of anticoagulant in relation to blood loss. | | |
| | 7.4 Explain the importance of reporting problems/sudden increases in the rate of blood loss to the **appropriate person**. | | |
| | 7.5 Explain how to estimate blood loss during intraoperative cell salvage blood collection. | | |
| | 7.6 Report the estimated volume of cell salvage blood collected to the appropriate person. | | |
| | 7.7 Outline the possible contents of the collection reservoir during surgery. | | |
| | 7.8 Outline the reasons for an expiry time for cell salvaged blood and how this is calculated. | | |
| | 7.9 Record the outcome of this activity in line with national/local policies and protocols. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 7.10 Dispose of waste in line with national/local policies and protocols. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS20. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 6 and 7 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.<br><br>An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (e.g. nurse, ODP, midwife, perfusionist) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line. |

**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:** THEA 14
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.

**THEA 15: Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7330 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 39 |
| **Unit aim** | This unit aims to develop the learner's ability to operate equipment for intraoperative cell salvage blood processing and to complete the intraoperative cell salvage blood process. Knowledge and understanding of blood physiology, roles and functions of equipment and the rationale for intraoperative cell salvage underpins work practice. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to operating equipment for intraoperative cell salvage blood processing and completing the intraoperative cell salvage blood process. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the operation of equipment for processing and completing the intraoperative cell salvage blood process. | | |
| 2. Understand blood physiology in relation to processing intraoperative cell salvaged blood. | 2.1 Outline the components of whole blood. | | |
| | 2.2 Describe the functions of red blood cells in oxygen delivery. | | |
| | 2.3 Outline the effects of citrate or heparin anticoagulant on salvaged blood. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Explain the differences between salvaged red cells and whole blood. | | |
| | 2.5 Outline the basis of centrifugal separation. | | |
| 3. Understand the rationale for using intraoperative cell salvage. | 3.1 Outline the indications and contra-indications for the use of intraoperative cell salvage. | | |
| | 3.2 Explain the rationale for using autologous blood transfusion. | | |
| | 3.3 Explain the applications of intraoperative cell salvage with regard to those who refuse allogeneic blood on religious or other grounds. | | |
| 4. Understand the process and rationale for swab washing in relation to intraoperative cell salvage. | 4.1 Outline the benefits and risks of swab washing during intraoperative cell salvage. | | |
| | 4.2 Explain the rationale for weighing all swabs during intraoperative cell salvage. | | |
| | 4.3 Outline how blood is salvaged from swabs. | | |
| 5. Understand the role and function of equipment used in intraoperative cell salvage. | 5.1 Outline the types and functions of intraoperative cell salvage machines used in own work practice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Explain the rationale informing the choice of machine programmes for intraoperative cell salvage machines used in own work practice. | | |
| | 5.3 Explain the purpose of the collection and processing set equipment. | | |
| | 5.4 Describe the potential hazards and malfunctions of equipment and how to deal with them. | | |
| | 5.5 Outline the dangers of re-using single-use equipment. | | |
| | 5.6 Explain the limits of their own role in operating and monitoring equipment for processing salvaged blood. | | |
| 6. Understand the reinfusion process. | 6.1 Describe how reinfusion bags should be labelled. | | |
| | 6.2 Outline the potential contents of the reinfusion bag. | | |
| | 6.3 Outline the types of filters used to reinfuse intraoperative cell salvage blood and their limitations. | | |
| 7. Be able to prepare to operate equipment for intraoperative cell salvage blood processing. | 7.1 Implement health and safety measures relevant to preparing to operate equipment for intraoperative cell salvage blood processing. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 7.2 Apply **standard precautions** for infection control. | | |
| | 7.3 Outline the factors which inform the decision to process the reservoir contents. | | |
| | 7.4 Confirm the decision to process intraoperative cell salvage blood with the **appropriate person**. | | |
| | 7.5 Use normal intravenous saline 0.9% wash fluid and explain the factors which inform the choice of wash fluid. | | |
| | 7.6 Explain the importance of using the required wash volume. | | |
| 8. Be able to operate equipment for processing intraoperative cell salvage blood and complete intraoperative cell salvage blood process. | 8.1 Monitor the progress of intraoperative cell salvage blood processing, reporting any problems to the appropriate person in line with local policy and protocol. | | |
| | 8.2 Record the volume of processed intraoperative cell salvage blood for reinfusion. | | |
| | 8.3 Report completion of the process to the appropriate person. | | |
| | 8.4 Outline how to estimate blood loss during intraoperative cell salvage. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 8.5 Outline the reasons for an expiry time for intraoperative cell salvaged blood and define how this is calculated. | | |
| | 8.6 Label salvaged blood reinfusion bags in line with national/local policy. | | |
| | 8.7 Keep the intraoperative cell salvaged blood reinfusion bags with the individual at all times. | | |
| | 8.8 Dispose of waste in line with national/local policy and protocol. | | |
| | 8.9 Explain the principles of waste disposal in relation to equipment. | | |
| | 8.10 Explain the importance of documenting the amount of anticoagulant used. | | |
| | 8.11 Complete required documentation in line with national/local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS22 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 7 and 8 must be assessed in a real work environment. |
| Unit guidance | **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.<br><br>An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (e.g. nurse, ODP, midwife, perfusionist) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line. |

**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:** THEA 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.

**THEA 16: Prepare equipment for intraoperative cell salvage blood collection**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7331 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 17 |
| **Unit aim** | The unit aims to develop the learner's ability to prepare equipment necessary for intraoperative cell salvage blood collection. Understanding of the role and purpose of equipment is central to work practice, as is the requirement to follow recommended procedures and protocols. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know current legislation, national guidelines, policies, protocols and good practice related to the preparation of equipment for intraoperative cell salvage blood collection. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the preparation of equipment for intraoperative cell salvage blood collection. | | |
| | 1.2 Explain the importance of informing all members of the theatre team that intraoperative cell salvage blood collection is planned. | | |
| 2. Understand transfusion issues related to intraoperative cell salvage. | 2.1 Explain the rationale for using autologous blood transfusion. | | |
| | 2.2 Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Understand the role and function of equipment used in intraoperative cell salvage blood collection. | 3.1 Describe the role and function of suction and collection set equipment used in intraoperative cell salvage blood collection. | | |
| | 3.2 Explain the rationale for setting up collection equipment. | | |
| | 3.3 Explain the rationale for setting the expiry time on set-up equipment. | | |
| | 3.4 Explain the importance of setting a suitable vacuum level. | | |
| | 3.5 Explain the importance of using an appropriate anti-coagulant. | | |
| | 3.6 Explain how to prepare the anti-coagulant. | | |
| | 3.7 Outline the dangers of re-using single-use equipment. | | |
| | 3.8 Describe the potential hazards and malfunctions of equipment and how to deal with them. | | |
| 4. Be able to prepare equipment for intraoperative cell salvage blood collection. | 4.1 Apply **standard precautions** for infection control when preparing equipment. | | |
| | 4.2 Apply health and safety measures in accordance with national and local policies and protocols. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Select and set up collection equipment in accordance with manufacturer's instructions applying aseptic techniques. | | |
| | 4.4 Prepare the anti-coagulant in line with national/local guidelines and policy. | | |
| | 4.5 Inform the **appropriate person** that the collection equipment is fully prepared. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PCS19. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 4 must be assessed in a real work environment. |
| Unit guidance | **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.<br><br>An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (e.g. nurse, ODP, midwife, perfusionist) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line. |

**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:** THEA 16
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.

# Option 4: Mental Health - Optional Units

## MH 1: Understand the legal, policy and service framework in mental health

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7233 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 16 |
| **Unit aim** | This unit is about understanding the legal, policy and service framework requirements for those working in mental health services. It covers promoting the rights of individuals with mental health problems, as well as the rights and responsibilities of those working in mental health services. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the legal and current policy framework for mental health. | 1.1 Explain the key points of mental health legislation. | | |
| | 1.2 Explain the relevance of other important legislation when supporting individuals with mental ill health. | | |
| | 1.3 Describe two current national policy initiatives that are relevant to mental health. | | |
| | 1.4 Explain how current national policy initiatives that are relevant to mental health are intended to change or improve service provision. | | |
| | 1.5 Identify the key points of legislation relating to carers of individuals with mental health problems. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Know the service framework for mental health. | 2.1 Describe the framework of national mental health service provision. | | |
| | 2.2 Describe the role and responsibilities of the key statutory, voluntary or private agencies involved in mental health care. | | |
| | 2.3 Describe the role and responsibilities of the main professionals and workers within mental health care. | | |
| | 2.4 Explain why and how carers/others should be involved in service delivery. | | |
| 3. Understand the rights and responsibilities of individuals using services and of others. | 3.1 Describe the rights and responsibilities of individuals with mental health problems. | | |
| | 3.2 Explain why workers should promote the rights of and challenge discrimination against individuals with mental health problems. | | |
| | 3.3 Explain how to promote the rights of individuals with mental health problems within their own area of practice. | | |
| | 3.4 Explain how to challenge discrimination against individuals with mental health problems within their own area of practice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Explain the role of independent advocacy in promoting the rights of individuals with mental health problems. | | |
| | 3.6 Explain the role of independent advocacy in promoting the rights of carers and others. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Other important legislation:**<br>• mental capacity – Mental Capacity Act - DoLS<br>• mental health – Mental Health Act CAMHS<br>• disability rights<br>• human rights<br>• eligibility for services<br>• safeguarding vulnerable adults<br>• health and safety<br>• data protection.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** MH 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.

**MH 2**: **Support individuals to manage their own recovery from mental health problems**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7226 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 10 |
| **Unit aim** | This unit covers the knowledge and skills required to be able to support individuals to manage their own recovery from mental health problems. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the principles that promote and support well-being and recovery from mental health problems. | 1.1 Explain the biological, psychological and social factors that influence mental well-being and recovery from mental health problems. | | |
| | 1.2 Define the term '**recovery**' when working with **individual**s who are managing their mental health problems. | | |
| | 1.3 Explain how the factors affect an individual's ability to apply the recovery principles. | | |
| | 1.4 Describe how self-management approaches put the individual in control of their own recovery. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Know the range of issues that may be addressed in a recovery plan. | 2.1 Explain how different aspects of the individual's life can be addressed in their recovery plan. | | |
| | 2.2 Evaluate the approaches and interventions that can support individuals in their recovery. | | |
| 3. Be able to support people to use approaches for managing their own recovery from mental health problems. | 3.1 Apply recovery principles and values in their own actions and interactions with others. | | |
| | 3.2 Work in a way that recognises that a person who needs additional support may have their own definitions of recovery which should be respected and supported. | | |
| | 3.3 Support an individual in drawing up their own recovery plan. | | |
| | 3.4 Support an individual in putting their recovery plan into practice. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Recovery** is about building a meaningful and satisfying life, whether or not there are recurring or ongoing symptoms or mental health problems. |

| | |
|---|---|
| | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** MH 2
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.

**MH 3**: **Understanding suicide interventions**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7253 | **Unit level** | 4 |
| **Credit value** | 6 | **GL** | 43 |
| **Unit aim** | This unit is aimed at individuals who have a role in contributing to suicide prevention. This may include workers in a range of settings who form part of a network of support within an organised suicide prevention framework. It provides an understanding of the factors that may lead to suicidal behaviour and acknowledgement of the key components of suicide prevention. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the causes and prevalence of suicidal behaviour. | 1.1 Interpret information on the prevalence of suicidal behaviour. | | |
| | 1.2 Analyse factors that lead to suicidal behaviour. | | |
| | 1.3 Analyse impact the media and society has on suicidal behaviour. | | |
| 2. Understand the process of suicide intervention. | 2.1 Describe different **suicide interventions**. | | |
| | 2.2 Describe the importance of directive and non-directive approaches in suicide interventions. | | |
| | 2.3 Explain the relationship between the components of suicide intervention. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Describe the relationship between the suicide intervention tasks and the needs of the **individual** at risk. | | |
| | 2.5 Evaluate the use of risk assessment tools in suicide interventions. | | |
| 3. Understand the role of the main caregiver and other professionals in managing suicide interventions. | 3.1 Evaluate the role of a population-based approach to suicide prevention. | | |
| | 3.2 Analyse the relationships between the main caregiver and professionals in suicide intervention. | | |
| | 3.3 Explain the need to conform to legal and organisational policies and procedures when undertaking suicide interventions. | | |
| | 3.4 Evaluate the importance of knowledge of the local network in delivering suicide interventions. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Suicide interventions** – including safety planning and management of suicidal ideation.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** MH 3
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.

**MH 4: Support positive risk-taking for individuals**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7262 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 32 |
| **Unit aim** | This unit is aimed at people who are working with individuals where they are promoting positive risk-taking. It is applicable to a range of care settings. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the importance of risk-taking in everyday life. | 1.1 Explain ways in which risk is an important part of everyday life. | | |
| | 1.2 Explain why **individual**s may have been discouraged or prevented from taking risks. | | |
| | 1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion. | | |
| 2. Understand the importance of a positive, person-centred approach to risk-assessment. | 2.1 Explain the process of developing a positive, **person-centred approach** to risk-assessment. | | |
| | 2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk-assessment. | | |
| | 2.3 Explain how a service-focused approach to risk assessment would differ from a person-centred approach. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Identify the consequences for individuals of a service-focused approach to risk assessment. | | |
| 3. Understand the framework which underpins an individual's right to make decisions and take risks. | 3.1 Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own lives. | | |
| | 3.2 Describe how a human rights-based approach supports an individual to make decisions and take risks. | | |
| 4. Be able to support individuals to make decisions about risks. | 4.1 Support individuals to recognise potential risk in different areas of their lives. | | |
| | 4.2 Support individuals to balance choices with their own and others' health, safety and well-being. | | |
| | 4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks. | | |
| | 4.4 Record all discussions and decisions made when supporting the individual to take risks. | | |
| 5. Be able to support individuals to take risks. | 5.1 Complete a risk assessment with an individual following agreed ways of working. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Communicate the content of the risk assessment to **relevant others.** | | |
| | 5.3 Support the individual to take the risk for which the assessment has been completed. | | |
| | 5.4 Review and revise the risk assessment with the individual. | | |
| | 5.5 Evaluate with the individual how taking the identified risk has contributed to that individual's well-being. | | |
| 6. Understand duty of care in relation to supporting positive risk-taking. | 6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks. | | |
| | 6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/her or relevant others in immediate or imminent danger. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in the workplace. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>A **person-centred approach** involves listening, thinking together, coaching, sharing ideas, and seeking feedback from the individual.<br><br>**Relevant others** may include:<br>• parent/s<br>• carer/s<br>• those with parental responsibility. |

**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:** MH 4
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.

**MH 5: Enable individuals with mental health problems to develop alternative coping strategies**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7293 | **Unit level** | 4 |
| **Credit value** | 4 | **GL** | 16 |
| **Unit aim** | This unit aims to provide learners with the knowledge, skills and understanding to be able to work with individuals with mental health problems to change behaviour which has a negative impact on themselves or others. The focus is on helping the individual recognise the impact of their behaviour and develop alternative coping strategies. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the legal, service and social context of work with individuals in relation to their behaviour. | 1.1 Explain how the practice of working with **individual**s in relation to their behaviour is affected by:<br>• the purpose of the service provider<br>• the priorities of the service provider<br>• legislation. | | |
| | 1.2 Explain how culture, gender and beliefs can affect views of acceptable and non-acceptable behaviour. | | |
| | 1.3 Describe the personal, interpersonal and social factors that may influence or trigger behaviour that is seen as non-acceptable. | | |
| | 1.4 Describe the sources of support available. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Identify the range of sources of information about an individual. | | |
| | 1.6 Explain how to assess and manage risks to own and others' safety. | | |
| | 1.7 Explain the ethical and moral issues that arise when dealing with behaviours that could harm the individual or others. | | |
| 2. Be able to gather and use relevant information to explore behavioural responses. | 2.1 Review information from a range of sources about the individual's background, circumstances, behaviour and needs. | | |
| | 2.2 Use strategies to establish a positive working relationship with the individual. | | |
| | 2.3 Review information to confirm whether it provides an accurate basis on which to explore behavioural responses. | | |
| | 2.4 Support the individual to identify patterns of behaviour that have a negative impact on themselves and others. | | |
| | 2.5 Support the individual to recognise the impact of their behaviour on themselves and others. | | |
| | 2.6 Support the individual to recognise triggers that may lead to patterns of behaviour that have a negative impact on themselves and others. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.7 Support the individual to identify ways in which they could change their behavioural response and what benefits this may bring to themselves and others. | | |
| | 2.8 Recognise limitations of own role and the point at which you need to seek further support. | | |
| 3. Be able to work with an individual to plan a **strategy for changing patterns of behaviour** that have a negative impact. | 3.1 Support the individual to identify patterns of behaviour that they are willing to change. | | |
| | 3.2 Produce a plan in partnership with the individual. | | |
| | 3.3 Produce a record of what has been agreed with the individual. | | |
| 4. Be able to work with an individual and significant others to review a strategy for changing patterns of behaviour that have a negative impact. | 4.1 Conduct reviews according to the individual's needs and the nature of the behaviour. | | |
| | 4.2 Support the individual and **significant others** to evaluate the effectiveness of the strategy. | | |
| | 4.3 Produce a record of the review. | | |
| | 4.4 Communicate the results of the review to all those who have a right and need to receive them. | | |

**Additional information about the unit:**

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Strategies for changing patterns of behaviour** could include:<br>• Cognitive Behavioural Therapy (CBT)<br>• motivational interviewing<br>• e-health interventions<br>• Neuro-linguistic Programming (NLP)<br>• Dialectic Behavioural Therapy (DBT)<br>• psychodynamic therapy<br>• family therapy or family systems therapy.<br><br>**Significant others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** MH 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.

**MH 6: Understand mental health interventions**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7298 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 14 |
| **Unit aim** | This unit covers the underpinning knowledge relating to the main types of mental health intervention and the factors which may influence the type of intervention offered to individuals. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the needs of people with mental health problems. | 1.1 Explain the **key principles** for working with an individual to identify their needs. | | |
| | 1.2 Explain how a person with mental health problems may have needs in common as well as individual needs. | | |
| | 1.3 Describe the range, complexity and inter-related nature of **different needs.** | | |
| | 1.4 Explain how **diversity and difference** may influence the identification of needs. | | |
| 2. Understand the strengths and limitations of the main interventions in mental health. | 2.1 Describe the argument for and against the two main physical interventions that are used within the mental health system:<br>• drug treatment<br>• electro-convulsive therapy. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Explain the strengths and limitations of **other interventions** that may be available to people with mental health problems. | | |
| | 2.3 Explain the strengths and limitations of the **main forms of service interventions** in mental health. | | |
| | 2.4 Explain how an individual may access a range of intervention options in their local area. | | |
| | 2.5 Explain the **barriers** that an individual may face in accessing a range of intervention options in their local area. | | |
| | 2.6 Explain the benefits of early intervention. | | |
| 3. Know the key principles and factors that underpin the choice of mental health interventions. | 3.1 Identify factors that may underpin the choice of intervention from the point of view of:<br>• service users<br>• mental health practitioners. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Explain the importance of **applying key principles** to select the most appropriate interventions:<br>• individuality of experiences, needs and wants<br>• evidence-based practice<br>• avoiding unwanted effects<br>• equality of opportunity<br>• promoting social inclusion<br>• a collaborative approach<br>• sharing information<br>• the role of family and wider systems of support<br>• strengthening networks of support<br>• anticipating setbacks and promoting problem-solving<br>• focusing on recovery. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Key principles**<br>• individualised and needs-led not service-led approach<br>• person-centred<br>• promoting self-direction<br>• focusing on strengths, hope and recovery.<br><br>**Different needs**<br>• physical needs<br>• practical and financial needs<br>• social needs<br>• psychological needs<br>• cultural needs<br>• spiritual needs<br>• behavioural needs. |

| | |
|---|---|
| | **Diversity and difference**<br>• gender<br>• age<br>• culture<br>• beliefs<br>• sexual orientation<br>• social class<br>• ability.<br><br>**Other interventions**<br>• complementary/alternative approaches: for example, acupuncture, reflexology<br>• 'food and mood'<br>• self-management approaches<br>• talking therapies<br>• arts therapies<br>• peer support<br>• social prescribing (e.g. bibliotherapy, green gyms)<br>• work, education and volunteering<br>• spiritual support<br>• occupational therapy.<br><br>**Main forms of service interventions**<br>• in-patient treatment<br>• home treatment<br>• crisis services<br>• assertive outreach.<br><br>**Barriers**<br>• service or professional bias<br>• financial barriers<br>• equalities issues<br>• availability<br>• physical access.<br><br>**Applying key principles**<br>• individuality of experiences, needs and wants<br>• evidence-based practice<br>• avoiding unwanted effects<br>• equality of opportunity<br>• promoting social inclusion<br>• a collaborative approach<br>• sharing information<br>• the role of family and wider systems of support<br>• strengthening networks of support<br>• anticipating setbacks and promoting problem solving<br>• focusing on recovery. |

**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:** MH 6
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.

**MH 7: Effective communication and building relationships in mental health work**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7300 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 17 |
| **Unit aim** | This unit covers the knowledge and understanding required to enable effective communication and building relationships in mental health settings. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand key principles for communication and relationships in mental health work. | 1.1 Evaluate the role of effective communication in building relationships and promoting recovery of individuals. | | |
| | 1.2 Explain the **key principles** that should underpin communication and relationships in mental health work. | | |
| | 1.3 Explain how to build positive relationships using principles from the **main theories** of communication in mental health. | | |
| 2. Understand effective communication skills in building and sustaining relationships in mental health work with individuals and others. | 2.1 Explain how **key communication skills** can be used to build and sustain relationships in mental health context. | | |
| | 2.2 Explain how mental health problems may impact on an individual's ability or wish to communicate and form relationships. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain **common barriers** to communication and relationships between:<br>• service users and mental health workers<br>• **others** and mental health workers. | | |
| | 2.4 Explain how to overcome common barriers to communication and relationships between:<br>• service users and mental health workers<br>• others and mental health workers. | | |
| | 2.5 Identify situations in which a mental health worker may need additional support to communicate and build relationships. | | |
| | 2.6 Evaluate the potential **contribution to communication and relationship building** of specialist health support workers. | | |
| 3. Understand how to support individuals in their relationships. | 3.1 Explain the importance of relationships for promoting and maintaining well-being and mental health. | | |
| | 3.2 Describe the factors that can impact on the ability of an individual to develop and maintain a strong social network. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Describe the impact of mental health problems on relationships between individuals and others. | | |
| | 3.4 Describe the support needs of others at the **key stages of illness.** | | |
| | 3.5 Explain how mental health workers may support an individual as they go through the various **stages** of their relationship from initiating to ending. | | |
| | 3.6 Explain how to enable others with mental health problems to access support. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Key principles** includes:<br>• reliability<br>• clarity about boundaries<br>• being genuine<br>• positive attitude and hopefulness<br>• open to ideas<br>• non-judgemental<br>• active listening<br>• showing respect<br>• realistic expectations<br>• sharing information.<br><br>**Main theories** includes:<br>• person-centred<br>• cognitive behavioural<br>• transactional analysis |

| | |
|---|---|
| | • motivational interviewing<br>• solution-focused<br>• psychodynamic<br>• systemic.<br><br>**Key communication skills** includes:<br>• active listening<br>• empathy and validation<br>• types of questions<br>• checking understanding<br>• summarising.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Common barriers** includes:<br>• conflicting opinions<br>• powerful emotions<br>• past experiences<br>• stereotypes and assumptions<br>• environment<br>• personality clashes<br>• unrealistic expectations<br>• Issues of power and control<br>• cultural differences<br>• overload<br>• organisational dynamics.<br><br>**Contribution to communication and relationship building** includes:<br>• interpreters<br>• translators<br>• speech therapy<br>• psychologists<br>• advocacy<br>• equipment<br>• communication aids.<br><br>**Key stages of illness** includes:<br>• when a person first develops mental health problems<br>• if an individual goes into psychiatric care<br>• over the longer term. |

| | |
|---|---|
| | **Stages** includes:<br>• initiating<br>• developing/changing<br>• maintaining<br>• ending. |

**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:** MH 7
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.

**MH 8: Enable mental health service users and carers to manage change**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7340 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 11 |
| **Unit aim** | This unit covers the knowledge and skills required to enable mental health services users to manage change. It involves working with the service user and their carers to actively involve them in the process of managing change. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the different ways in which individuals may react to change. | 1.1 Explain the positive and negative changes that may be experienced by **individual**s with mental health problems. | | |
| | 1.2 Explain the positive and negative changes that may be experienced by carers, family, friends and others in the individual's network. | | |
| | 1.3 Explain how change may impact on mental health workers. | | |
| | 1.4 Explain how a theory about the impact of change may help us understand the different ways in which people respond to change. | | |
| 2. Apply an active approach in supporting service users or carers to manage change. | 2.1 Explain how mental health problems may affect an individual's ability to cope with and manage change. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Explain how to involve service users and encourage them to make and maintain change. | | |
| | 2.3 Explain how to help service users and carers take each of the following active approaches to managing change:<br>• encouraging openness<br>• exploring options<br>• identifying losses and gains<br>• exploring obstacles<br>• problem-solving<br>• goal-planning<br>• identifying sources of support<br>• finding ways of keeping motivated<br>• maintaining hopefulness<br>• acknowledging and anticipating setbacks<br>• reinforcing achievements. | | |
| | 2.4 Apply an active approach to enable service users or carers to manage change. | | |
| | 2.5 Show how shared decision-making supports people with mental health problems and their carers to make informed choices and become active partners in managing change. | | |
| | 2.6 Show how service users are supported to play an active part in evaluating the service they receive in relation to managing change. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** MH 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.

**MH 9: Assist individuals who have mental health problems when they are transferring between agencies and services**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7199 | **Unit level** | 3 |
| **Credit value** | 2 | **GL** | 6 |
| **Unit aim** | This unit is aimed at people working with individuals who have mental health issues and staff who assist them when they transfer between agencies. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how legislation and organisational policies impact on the transfer of individuals between agencies and services. | 1.1 List legislation that affects arrangements for referring or transferring **individual**s between services. | | |
| | 1.2 Identify how organisational policies influence transfer arrangements. | | |
| 2. Be able to apply agency and service procedures correctly in preparing people for, and supervising them during, transfer from one service to another. | 2.1 Obtain and use the necessary information about transfer arrangements. | | |
| | 2.2 Describe what information should be provided to meet the needs of individuals and others. | | |
| | 2.3 Prepare an individual for transfer in accordance with agency and service procedures. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Describe the roles and responsibilities of those involved in the transfer. | | |
| | 2.5 Identify the agencies' requirements for support and monitoring of individuals. | | |
| | 2.6 Complete accurate records and store them as required in accordance with confidentiality policies. | | |
| | 2.7 Plan arrangements as necessary in order to monitor and review the individual's adjustment to change. | | |
| 3. Be able to respect the rights of the individual and value diversity. | 3.1 Identify the support and assistance which individuals will need to help them make the transfer. | | |
| | 3.2 Show how an individual's culture and gender influence own practice when helping them to prepare for transfer and when supervising transfer arrangements. | | |
| | 3.3 Demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied during a transfer. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Demonstrate how individuals and **relevant others** can be encouraged to seek information and express their views during the process of preparing for a transfer. | | |
| 4. Be able to use communication skills effectively in working with individuals and the agencies and services to which they are being transferred. | 4.1 Explain to individuals and relevant others the arrangements and reasons for a transfer. | | |
| | 4.2 Provide clear and accurate information about the support that will be provided. | | |
| | 4.3 Explain how people should seek further support should they need it. | | |
| | 4.4 Demonstrate how to provide support to individuals in situations where they may be distressed, anxious or angry. | | |
| | 4.5 Identify any disagreements that could arise and how you would negotiate with those involved. | | |
| | 4.6 Demonstrate how communication should be adapted to meet:<br>• the needs of individuals<br>• the requirements of different agencies. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in the working environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Relevant others** may include:<br>• parent/s<br>• carer/s<br>• those with parental responsibility. |

**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:** MH 9
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.

**MH 10: Facilitate and monitor housing and accommodation services to support individuals with mental health needs**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7182 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 32 |
| **Unit aim** | This unit is intended for those who work directly with housing and accommodation services to enable them to support individuals with mental health needs. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand legislation, national guidelines, policies, protocols and good practice guidelines related to working with housing and accommodation agencies supporting individuals with mental health needs. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for working with an **individual** with mental health needs. | | |
| | 1.2 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of **housing and accommodation** for an individual with mental health needs. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand the nature and operation of the housing sector as related to people with mental health needs. | 2.1 Explain the role of the principal agencies within the housing sector which develop housing and accommodation for individuals with mental health needs. | | |
| | 2.2 Explain the impact of homelessness on mental health needs. | | |
| | 2.3 Describe the different types of accommodation that are available with reference to an individual's mental health needs. | | |
| | 2.4 Compare different types of accommodation in terms of the support they offer to an individual with mental health needs. | | |
| | 2.5 Explain the influence of age and type of mental health needs on decisions made relating to housing. | | |
| | 2.6 Describe the practical and emotional skills required to live independently. | | |
| 3. Be able to facilitate the arrangement of housing and accommodation services for | 3.1 Support the individual to prepare for attending housing and accommodation services. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| individuals with mental health needs. | 3.2 Discuss the individual's housing and accommodation needs with housing and accommodation services. | | |
| | 3.3 Explain the factors that need to be considered when arranging housing and accommodation to meet the individual's needs. | | |
| | 3.4 Confirm that steps have been taken to maintain an individual's privacy and dignity at all times. | | |
| | 3.5 Confirm that steps have been taken to treat individuals with equality and that they are not discriminated against due to mental health needs. | | |
| | 3.6 Provide information to the housing and accommodation services in line with local policy and protocol. | | |
| | 3.7 Explain own role in assisting housing and accommodation services. | | |
| | 3.8 Explain the procedures for raising concerns relating to an individual with mental health needs in line with local policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Be able to monitor the provision of housing and accommodation services for individuals with mental health needs. | 4.1 Maintain contact with housing and accommodation workers to review arrangements in line with local policy and protocol. | | |
| | 4.2 Monitor an individual's progress in maintaining housing responsibilities. | | |
| | 4.3 Respond to any issues that interfere with the housing and accommodation arrangements. | | |
| | 4.4 Support partnership arrangements in maintaining housing and accommodation for an individual with mental health needs. | | |
| 5. Be able to keep records relating to individuals' housing and accommodation. | 5.1 Update records on the individual's progress with their housing and accommodation in line with local policy and protocol. | | |
| | 5.2 Collate records to contribute to data collection on work carried out with housing and accommodation services. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0349. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Housing and accommodation** covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places. |

**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:** MH 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.

**MH 11: Enable individuals to develop strategies to manage their behaviour**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7261 | **Unit level** | 3 |
| **Credit value** | 8 | **GL** | 41 |
| **Unit aim** | This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour. | 1.1 Describe the relationship between legislation, policy and practice in relation to supporting **individual**s to manage their behaviour. | | |
| | 1.2 Describe the methods and approaches available to help an individual manage their behaviour. | | |
| 2. Understand the factors that influence behaviour. | 2.1 Explain how factors relating to the individual can affect behaviour. | | |
| | 2.2 Describe the potential effects of the environment and the behaviour of others on individuals. | | |
| 3. Be able to work with individuals to recognise the | 3.1 Describe why it is important to establish a professional relationship. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| impact of their behaviour on others. | 3.2 Support the individual and **others** to recognise their behavioural responses to different situations. | | |
| | 3.3 Encourage the individual to consider the impact of their behaviour. | | |
| 4. Be able to support individuals to develop strategies for managing behavioural responses. | 4.1 Work with an individual to identify and agree the factors which will motivate them to manage their behaviour. | | |
| | 4.2 Explain to an individual the positive outcomes of managing behaviours. | | |
| | 4.3 Support an individual to identify situations and circumstances which trigger specific behavioural responses. | | |
| | 4.4 Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to manage. | | |
| | 4.5 Work with the individual to identify and agree strategies. | | |
| | 4.6 Support an individual to develop and practise the agreed strategies. | | |
| | 4.7 Record the individual's agreement and motivation to manage their behaviour. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.8 List any potential barriers to progress and ways in which these barriers can be overcome. | | |
| | 4.9 Describe advice and support available. | | |
| 5. Be able to evaluate and review strategies for managing behavioural responses. | 5.1 Conduct regular reviews of strategies for managing behavioural responses. | | |
| | 5.2 Assist the individual and others to evaluate the effectiveness of strategies for managing behavioural responses. | | |
| | 5.3 Use the positive outcomes identified through the review process to motivate the individual. | | |
| | 5.4 Give constructive feedback on progress. | | |
| | 5.5 Encourage individuals to find ways in which to sustain the management of their behaviour. | | |
| | 5.6 Record and report on the evaluation and review process. | | |
| | 5.7 Agree actions to be taken. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** MH 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.

**MH 12: Recognise indications of substance misuse and refer individuals to specialists**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7277 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 24 |
| **Unit aim** | The purpose of this unit is to provide the learner with the skills, knowledge and understanding to recognise indicators of substance misuse and refer to appropriate services locally and nationally based on the individual's needs. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the regulations and legislation that apply to the misuse of substances in line with organisational procedures. | 1.1 Outline the regulations and legislation that apply to the misuse of **substances**. | | |
| | 1.2 Identify the organisation's policies and procedures that relate to substance misuse. | | |
| 2. Understand the indications of substance misuse. | 2.1 Describe theories relevant to substance misuse. | | |
| | 2.2 Identify the range of substances which may be misused. | | |
| | 2.3 Explain the effects of the range of substances that may be misused. | | |
| | 2.4 Identify indications of substance misuse. | | |
| | 2.5 Identify factors which produce similar indications that are misinterpreted as being caused by substance misuse. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.6 Explain how to obtain specialist assistance when required. | | |
| | 2.7 Describe how to keep the following up to date:<br>• personal knowledge about substances<br>• indications of substance misuse. | | |
| 3. Be able to assess and monitor risk in accordance with organisational procedures. | 3.1 Assess the risk to the individual and to others which may result from substance misuse. | | |
| | 3.2 Review the assessment of risk. | | |
| | 3.3 Explain why the review of risk assessment is important. | | |
| | 3.4 Describe positive interventions that can be used with individuals in line with risk assessment. | | |
| | 3.5 Apply the risk assessment appropriate to the level of risk. | | |
| 4. Understand how to handle information and maintain records in line with organisational procedures. | 4.1 Explain the importance of following organisational requirements when handling information and maintaining records. | | |
| | 4.2 Explain own approach to handling information and records in relation to the:<br>• rights of individuals<br>• principles of confidentiality. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Be able to refer individuals to appropriate services in line with organisational requirements. | 5.1 Identify the range of services in relation to substance misuse which is available locally and nationally. | | |
| | 5.2 Refer individuals to services in line with organisational requirements. | | |
| | 5.3 Provide services with information about the referral in line with organisational requirements. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | AA1. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 4 must be assessed in a real work environment. |
| Unit guidance | **Substances** may include illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents, novel psychoactive compounds. |

**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:** MH 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.

## MH 13: Understand care and support planning and risk management in mental health

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7299 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 14 |
| **Unit aim** | The aim of this unit is to provide learners with knowledge and understanding of the care and support planning and risk management processes when working with individuals with mental ill health. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to work within the care and support planning process. | 1.1 Explain the **principles and values underpinning effective care** and support planning. | | |
| | 1.2 Describe the tasks associated with each stage of the care and support planning process:<br>• assessment of need<br>• planning goals<br>• monitoring progress<br>• reviewing plans. | | |
| | 1.3 Explain the principles and values implemented at each stage of the care and support planning process:<br>• assessment of need<br>• planning goals<br>• monitoring progress<br>• reviewing plans. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.4 Explain how to enable an **individual** to take an active part in the care planning process. | | |
| | 1.5 Explain how to enable carers and family members to take an effective part in the care planning process. | | |
| | 1.6 Explain how agencies and workers should work together within the care planning process, including why this is important. | | |
| | 1.7 Describe ways of overcoming differences or conflicts that may occur between those involved in the care planning process. | | |
| | 1.8 Explain how to keep effective, accurate and concise records of the care planning process. | | |
| 2. Understand how to work within a risk management process. | 2.1 Explain the **principles and values that underpin effective risk management**, including how these contribute to the protection of individuals. | | |
| | 2.2 Explain how agencies and workers should work together within the risk management process, including why this is important. | | |
| | 2.3 Explain how to involve carers and family members effectively in the risk management process. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Describe the range of factors that should be considered during risk assessment for an individual in the following situations:<br>• risk of harm to self<br>• risk of harm to others<br>• risk of being harmed by others<br>• risk of being harmed by mental health services. | | |
| | 2.5 Describe the role of suicide reduction strategies. | | |
| | 2.6 Explain how suicide reduction strategies can inform actions within a risk management process. | | |

| **Additional information about the unit:** | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Principles and values underpinning effective care must include:**<br>• person-centred<br>• needs-led<br>• holistic approach<br>• collaboration and full participation<br>• building on strengths<br>• anti-discriminatory practice<br>• promoting social inclusion<br>• recovery focused<br>• effective record-keeping.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

| | |
|---|---|
| | **Principles and values that underpin effective risk management must include:**<br>• positive risk-taking in addition to risk of harm<br>• considering a range of types of risks<br>• evidence-based approach<br>• forward planning to reduce risk of harm<br>• specifying warning signs<br>• contingency planning<br>• specifying roles and responsibilities<br>• anti-discriminatory practice<br>• regular review<br>• effective record-keeping. |

**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:** MH 13
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.

**MH 14: Support children and young people with mental health conditions**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7309 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 42 |
| **Unit aim** | This unit provides the knowledge, understanding and skills to support children and young people with mental health conditions. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand legal and organisational requirements which protect children and young people with mental health conditions. | 1.1 Explain legal and organisational requirements which protect **children and young people** with mental health conditions. | | |
| 2. Understand the needs of children and young people with mental health conditions. | 2.1 Describe **issues** that may be experienced by children and young people with mental health conditions. | | |
| | 2.2 Describe the impact of issues that may be experienced by children and young people with mental health conditions. | | |
| | 2.3 Analyse factors that can reduce or increase the needs of children and young people with mental health conditions. | | |
| 3. Understand interventions available to support children and young people with mental health conditions and their parents or carers. | 3.1 Describe support available for:<br>• children and young people with mental health conditions<br>• their parents or carers. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Describe therapeutic interventions that support children and young people with mental health conditions and their parents or carers. | | |
| | 3.3 Compare and contrast a therapeutic group and a non-therapeutic group. | | |
| 4. Understand education provision for children and young people within a mental health setting. | 4.1 Describe government guidelines in relation to education provision for children and young people within a mental health setting. | | |
| | 4.2 Identify educational provisions which support children and young people with mental health conditions. | | |
| | 4.3 Describe support children and young people with mental health conditions may need to return to school. | | |
| | 4.4 Describe own role in relation to school integration. | | |
| | 4.5 Describe information to be shared with the multi-disciplinary team when supporting children and young people with mental health conditions during school integration. | | |
| 5. Be able to support a child or young person with a mental health condition. | 5.1 Use strategies to build self-confidence and self-esteem of a child or young person with a mental health condition. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Support a child or young person with a mental health condition to develop independence in daily living. | | |
| | 5.3 Maintain records in line with current legislation, practice and policy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCD HSC 0313, CM D1, CS21, CS5, GEN8 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 5 must be assessed in a real work environment. |
| Unit guidance | **Children and young people** are from birth to their 19th birthday.<br><br>**Issues** may include:<br>• social<br>• emotional<br>• physical. |

**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:** MH 14
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.

# Option 5: Children and Young People Support - Optional Units

**CYP 1: Support parents/carers and those in a parental role to care for babies during their first year**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7332 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 36 |
| **Unit aim** | This unit is aimed at those who provide support to parents and carers to care for and protect babies in the first year of their lives. Learners will have the opportunity to develop knowledge, understanding and skills related to offering advice regarding the health and safety needs of children and how to support their development. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies. | | |
| | 1.2 Describe local policies for child safety and protection. | | |
| | 1.3 Explain how to work in partnership with parents/carers and **significant others.** | | |
| | 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain how to obtain advice and information to support own practice. | | |
| | 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or well-being in line with local policy and protocol. | | |
| | 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol. | | |
| | 1.8 Explain the importance of confidentiality when accessing records and information. | | |
| 2. Understand how to support the physical, social, emotional and cognitive development of babies during their first year. | 2.1 For babies during their first year, outline the expected indicators of:<br>• physical development<br>• pre-speech development and verbal/non-verbal behaviour and cues<br>• language and communication development<br>• social and emotional development. | | |
| | 2.2 Explain what parents/carers can do to encourage development. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain the importance of play to overall development and the role of adults and other children in encouraging this. | | |
| | 2.4 Describe the impact of factors that can affect the health, well-being, behaviour, skills, abilities and development of parents/carers and their children. | | |
| | 2.5 Explain how personal beliefs, previous experiences and preferences of parents/carers may impact the ways in which they care for their child. | | |
| 3. Be able to provide active support to parents/carers in relation to keeping their babies safe. | 3.1 Involve parents/carers in identifying their requirements in meeting the rights and protection needs of their baby. | | |
| | 3.2 Explain to parents/carers the importance of only leaving the baby with people who are capable of caring for children. | | |
| | 3.3 Support parents/carers to follow safety measures when handling their baby. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Provide encouragement, guidance and support to parents/carers in relation to keeping their baby safe, secure and free from danger as the baby becomes mobile. | | |
| | 3.5 Explain how active parenting can benefit the baby. | | |
| 4. Be able to provide active support to parents/carers to look after the health needs of their babies. | 4.1 Support parents/carers to prepare themselves, the environment and the baby for bathing. | | |
| | 4.2 Support parents/carers to maintain their baby's comfort, health and well-being during handling, washing, nappy-changing and dressing. | | |
| | 4.3 Support parents/carers to monitor their baby's condition for signs of discomfort and distress. | | |
| | 4.4 Explain to parents/carers how to take action in response to signs of discomfort and distress from their baby, including the need to seek immediate attention in case of an emergency. | | |
| | 4.5 Reinforce advice given to parents/carers about sleeping positions, room and body temperature, coverings and clothing. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.6 Encourage parents/carers to seek advice and support about any aspects of their baby's care. | | |
| | 4.7 Support parents/carers to make informed choices when their baby persistently cries. | | |
| 5. Be able to provide active support to parents/carers in meeting the developmental needs of their babies. | 5.1 Discuss with parents/carers the physical, social, emotional and developmental needs of their baby during the first year, including the importance of language development. | | |
| | 5.2 Support parents/carers to interact and play with their baby using play materials that supports each aspect of their developmental capabilities. | | |
| | 5.3 Update records on the parents'/carers' progress in line with local policy and protocol, referring any concerns to an **appropriate person**. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0321. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Significant others** may include<br>• family<br>• colleagues<br>• other individuals involved with the care or well-being of the baby, child or young person.<br><br>An **appropriate person** could include other members of the care 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:** CYP 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.

**CYP 2: Care for the physical and nutritional needs of babies and young children**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7184 | **Unit level** | 3 |
| **Credit value** | 6 | **GL** | 45 |
| **Unit aim** | The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their third birthday. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Be able to provide physical care for babies and young children. | 1.1 Provide physical care for babies and young children in relation to their:<br>• skin<br>• hair<br>• teeth<br>• nappy area. | | |
| | 1.2 Explain the importance of taking into account preferences of carers in the provision of physical care. | | |
| | 1.3 Engage with babies or young children in a respectful manner. | | |
| | 1.4 Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to provide routines for babies and young children that support their health and development. | 2.1 Plan daily and weekly routines for babies and young children to meet individual needs. | | |
| | 2.2 Treat babies or young children with respect and sensitivity during everyday care routines. | | |
| | 2.3 Explain the principles of effective toilet training. | | |
| 3. Be able to provide opportunities for exercise and physical activity. | 3.1 Explain the importance of exercise and physical activity for babies and young children. | | |
| | 3.2 Provide opportunities for babies or young children to engage in exercise and physical activity. | | |
| 4. Be able to provide safe and protective environments for babies and young children. | 4.1 Explain policies and procedures that cover health, safety and protection of babies and young children. | | |
| | 4.2 Review the environment's safety features and ensure they provide a safe and protective environment for babies and young children. | | |
| | 4.3 Supervise babies or young children and demonstrate a balanced approach to risk management. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Explain current advice on minimising sudden infant death syndrome in everyday routines for babies. | | |
| 5. Be able to provide for the nutritional needs of babies under 18 months. | 5.1 Identify, using current government guidance, the nutritional needs of babies until they are fully weaned. | | |
| | 5.2 Plan a **programme of weaning** using information from carers. | | |
| | 5.3 Prepare formula feeds hygienically following current guidance. | | |
| | 5.4 Evaluate the benefits of different types of formula that are commonly available. | | |
| 6. Understand how to provide for the nutritional needs of young children from 18-36 months. | 6.1 Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers. | | |
| | 6.2 Explain food allergies and intolerances that a young child may experience and the importance of following carers' instructions on the needs of their child. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0037. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Programme of weaning** may include supporting mothers to breastfeed whilst weaning. |

**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: CYP 2**
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.

**CYP 3: Work with babies and young children to support their development and learning**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7166 | **Unit level** | 3 |
| **Credit value** | 6 | **GL** | 45 |
| **Unit aim** | The unit is designed to assess competence in work with babies and young children to support their learning and development. This would normally cover children from birth to their fifth birthday. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the development and learning of babies and young children. | 1.1 Explain the pattern of development in the first five years of life and the skills typically acquired at each stage. | | |
| | 1.2 Explain how development and learning are interconnected. | | |
| | 1.3 Explain how and why variations occur in rate and sequence of development and learning. | | |
| | 1.4 Explain that learning may take place in different ways. | | |
| | 1.5 Explain the importance of play. | | |
| | 1.6 Explain the potential effects on development of pre-conceptual, pre-birth and birth experiences. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.7 Explain the impact of current research into the development and learning of babies and young children. | | |
| 2. Be able to support the development and learning of babies and young children. | 2.1 Undertake assessments of babies' or young children's development and learning needs. | | |
| | 2.2 Demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children. | | |
| | 2.3 Plan play-based activities and experiences based on assessments to support development and learning. | | |
| | 2.4 Demonstrate in own practice the provision of play-based activities and experiences to support development and learning that are tailored to babies or young children's needs. | | |
| 3. Understand the attachment needs of babies and young children. | 3.1 Explain the benefits of the key worker/person system in early years settings. | | |
| | 3.2 Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Analyse the possible effects of poor quality attachments on the development of babies and children. | | |
| 4. Be able to engage with babies and young children and be sensitive to their needs. | 4.1 Engage sensitively with babies and young children, giving them time to respond. | | |
| | 4.2 Engage in playful activity with babies and young children. | | |
| | 4.3 Explain how babies express their emotions, preferences and needs. | | |
| | 4.4 Demonstrate **responsive care** for babies and young children in own practice. | | |
| | 4.5 Explain why it is important to manage transitions for babies and young children. | | |
| | 4.6 Explain when and why babies and young children require periods of quiet to rest and sleep. | | |
| 5. Be able to work in partnership with carers in order to support the learning and development of babies and young children. | 5.1 Explain the primary importance of carers in the lives of babies and young children. | | |
| | 5.2 Communicate information with carers. | | |
| | 5.3 Evaluate ways of working in partnership with carers. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0037. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Responsive care** should include verbal and non-verbal cues from babies. |

**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:** CYP 3
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.

**CYP 4: Understand child and young person development**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7255 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the expected pattern of development for children and young people from birth to 19 years | 1.1 Explain the sequence and rate of each aspect of **development** from birth to 19 years. | | |
| | 1.2 Explain the difference between sequence of development and rate of development and why the difference is important. | | |
| 2. Understand the factors that influence children and young people's development and how these affect practice | 2.1 Explain how children and young people's development is influenced by a range of personal factors. | | |
| | 2.2 Explain how children and young people's development is influenced by a range of external factors. | | |
| | 2.3 Explain how theories of development and frameworks to support development influence current practice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern. | 3.1 Explain how to monitor children and young people's development using different methods. | | |
| | 3.2 Explain the reasons why children and young people's development may not follow the expected pattern. | | |
| | 3.3 Explain how disability may affect development. | | |
| | 3.4 Explain how different types of interventions can support positive outcomes for children and young people where development is not following the expected pattern. | | |
| 4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people. | 4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition. | | |
| | 4.2 Explain how multi-agency teams work together to support speech, language and communication. | | |
| | 4.3 Explain how play and activities are used to support the development of speech, language and communication. | | |
| 5. Understand the potential effects of transitions on children and young people's development. | 5.1 Explain how different types of transitions can affect children and young people's development. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CYP M3.1, CCLD303, HSC36, CWDC5. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Development** may include:<br>• physical<br>• physiological<br>• emotional. |

**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:** CYP 4
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.

**CYP 5: Develop positive relationships with children and young people**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7179 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit is about establishing and developing positive relationships with children and young people in order to ensure they have the support and advice they need in a range of environments. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year. | | |
| | 1.2 Describe local policies for child safety and protection. | | |
| | 1.3 Explain how to work in partnership with parents/carers and **significant others** in order to support them to care for babies during their first year. | | |
| | 1.4 Explain the rights and responsibilities of parents/carers for their child and how they relate to own role. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain how to obtain advice and information to support own practice. | | |
| | 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or well-being in line with local policy and protocol. | | |
| | 1.7 Explain how to access records and information on the **needs** and **preferences** of babies, parents, and carers in line with local policy and protocol. | | |
| | 1.8 Explain the importance of confidentiality when accessing records and information. | | |
| 2. Understand the need for developing positive relationships with children and young people. | 2.1 Explain why developing positive relationships with **children and young people** is important. | | |
| | 2.2 Explain how to develop positive relationships with children and young people. | | |
| | 2.3 Explain how to maintain positive relationships with children and young people. | | |
| 3. Be able to establish positive relationships with | 3.1 Explain how to respect privacy and confidentiality wishes | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| children and young people. | 3.2 Check that the child or young person understands that their needs are important and are being addressed. | | |
| | 3.3 Establish, through play and other methods, a rapport with the child or young person that encourages a good relationship to develop. | | |
| | 3.4 Obtain support in line with local policy or protocol where there are communication or relationship issues. | | |
| 4. Be able to provide information and advice to children and young people. | 4.1 Respond to any concerns that the child or young person might have. | | |
| | 4.2 Agree with the child or young person the information which may be shared with others. | | |
| | 4.3 Provide information for the child or young person using different words, phrases, and expressions to assist understanding. | | |
| | 4.4 Direct the child or young person to any further sources of information, advice or support. | | |
| | 4.5 Maintain records in line with local policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.6 Communicate in a way that is sensitive to the age, understanding and preferences of the child or young person. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CS19. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Significant others** may include<br>• family<br>• colleagues<br>• other individuals involved with the care or well-being of the child or young person.<br><br>**Needs** may include:<br>• physical<br>• emotional<br>• mental health<br>• spiritual<br>• environmental<br>• social<br>• sexual<br>• developmental<br>• cultural.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Children and young people** are from birth to their 19th birthday. |

**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:** CYP 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.

## CYP 6: Support children and young people experiencing transitions

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7224 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 7 |
| **Unit aim** | This unit is aimed at those who support work with children, young people and their families during transitions. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the impact of transitions on children and young people. | 1.1 Define the term '**transitions**' in relation to children and young people. | | |
| | 1.2 Describe the types of transitions that children and young people can experience. | | |
| | 1.3 Explain how different types of transitions affect children and young people. | | |
| 2. Understand how to support children and young people experiencing transitions. | 2.1 Outline how to recognise that a **child or young person** is experiencing transition. | | |
| | 2.2 Explain how to support children and young people experiencing transitions to reach positive outcomes. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Explain the importance of children and young people making choices appropriate to their age and stage of development. | | |
| 3. Understand influences on children and young people experiencing transitions. | 3.1 Describe factors which influence children and young people's resilience during transitions. | | |
| | 3.2 Explain the importance of support from adults and **significant others** for children and young people experiencing transitions. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | Partially CS11, SCDLDSS312. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Transitions** could include:<br>• physical<br>• psychological<br>• cognitive<br>• emotional<br>• family<br>• social<br>• between services<br>• at school.<br><br>**Children and young people** are from birth to their 19th birthday.<br><br>**Significant others** may include:<br>• family<br>• colleagues |

| | |
|---|---|
| | • other individuals involved with the care or well-being of the child or young 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:** CYP 6
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.

**CYP 7: Enable children and young people to understand their health and well-being**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7329 | **Unit level** | 4 |
| **Credit value** | 5 | **GL** | 38 |
| **Unit aim** | This unit is about helping children and young people to understand their situation in relation to their health and well-being. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies and good practice guidelines related to supporting parents/carers to care for babies during their first year. | 1.1 Summarise current legislation, national guidelines, policies, procedures and good practice guidelines related to supporting parents/carers to care for babies during their first year which are relevant to own role. | | |
| | 1.2 Describe local policies for child safety and protection. | | |
| | 1.3 Explain how to work in partnership with parents/carers and **significant others** in order to **support** them to care for babies during their first year. | | |
| | 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain how to obtain advice and information to support own practice. | | |
| | 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or well-being in line with local policy and protocol. | | |
| | 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol. | | |
| | 1.8 Explain the importance of confidentiality when accessing records and information. | | |
| 2. Understand factors which impact upon enabling children and young people to understand their health and well-being. | 2.1 Explain how self-directed play and recreation help **children and young people** to:<br>• understand themselves<br>• understand the world around them<br>• promote their health and well-being<br>• realise their potential. | | |
| | 2.2 Explain the impact of **transitions** on child development from birth to 19 years. | | |
| | 2.3 Explain how to recognise signs of possible developmental delay, disability or undiagnosed health conditions. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Explain the referral process for possible developmental delay, disability or undiagnosed health conditions. | | |
| | 2.5 Describe the contributing **factors** that increase the risk of harm to children and young people. | | |
| | 2.6 Describe the triggers for reporting incidents or unexpected behaviour from children and young people. | | |
| 3. Be able to establish positive relationships with children, young people and relevant others to enable children and young people to understand their health and well-being. | 3.1 Communicate information about health and well-being in a way that is sensitive to the age, understanding and preferences of the child or young person. | | |
| | 3.2 Observe the child or young person's behaviour and note any unexpected changes or concerns. | | |
| | 3.3 Support the child, young person and relevant others to communicate with each other through a **partnership-based** approach. | | |
| | 3.4 Describe how children and young people see and experience the world and the implications for the way in which support is provided to help them understand their health and well-being. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Be able to develop a care plan in partnership with the child or young person to help them to achieve an understanding of the nature of their needs and preferences. | 4.1 Explain the options available to the child or young person and how to access support. | | |
| | 4.2 Provide any **evidence-based** information about the effectiveness, benefits and risks of the different options. | | |
| | 4.3 Support the child or young person to take an active part in any decisions that affect them. | | |
| | 4.4 Provide any information about the people, organisations and written resources that can assist the child or young person in understanding and promoting their health and well-being. | | |
| | 4.5 Make records in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CS20 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Significant others** may include<br>• family<br>• colleagues |

| | |
|---|---|
| | • other individuals involved with the care or well-being of the child or young person.<br><br>**Support** in relation to:<br>• advice, guidance, and counselling<br>• equipment<br>• mobility aids<br>• communication aids<br>• toys and games<br>• health, development or disability assessment<br>• treatment and management of health conditions<br>• self-care<br>• lifestyle changes<br>• housing/environment<br>• access to education, training or employment.<br><br>**Children and young people** are from birth to their 19th birthday.<br><br>**Transitions** may include<br>• puberty<br>• changing or leaving school<br>• family illness<br>• bereavement.<br><br>**Factors** may include:<br>• abuse<br>• drugs<br>• grooming/exploitation<br>• family breakdown<br>• unemployment/socio-economic status.<br><br>**Partnership-based**<br>Work with others towards a common goal, sharing power and responsibility.<br><br>**Evidence-based**<br>The best current research information available based on a systematic analysis of the effectiveness of a treatment, service or other intervention and its use, in order to produce the best outcome, result or effect for the individual. In the absence of independent, large-scale research, the evidence base may be derived from locally agreed good practice. |

**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:** CYP 7
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.

**CYP 8: Understand how to safeguard the well-being of children and young people**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7336 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 25 |
| **Unit aim** | This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people. | 1.1 Outline current legislation, guidelines, policies and procedures affecting the safeguarding of children and young people. | | |
| | 1.2 Explain child protection within the wider concept of safeguarding children and young people. | | |
| | 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people. | | |
| | 1.4 Explain when and why inquiries and Child Safeguarding Practice Reviews are required and how the sharing of the findings informs practice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information-handling and sharing. | | |
| 2. Understand the importance of working in partnership with other organisations to safeguard children and young people. | 2.1 Explain the importance of safeguarding children and young people. | | |
| | 2.2 Explain the importance of a child- or young person-centred approach. | | |
| | 2.3 Explain what is meant by partnership working in the context of safeguarding. | | |
| | 2.4 Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed. | | |
| 3. Understand the importance of ensuring children and young people's safety and protection in the work setting. | 3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting. | | |
| | 3.2 Explain **policies and procedures** that are in place to protect children and young people and adults who work with them. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle-blowers and those whose practice or behaviour is being questioned are protected. | | |
| | 3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits. | | |
| 4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed. | 4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding. | | |
| | 4.2 Describe the actions to take if a child or young person alleges **harm or abuse** in line with policies and procedures of own setting. | | |
| | 4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged. | | |
| | 4.4 Explain the importance of being open and honest with the carers of a child or young person where a safeguarding concern has been raised. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Understand how to respond to evidence or concerns that a child or young person has been bullied. | 5.1 Explain different types of **bullying** and the potential effects on children and young people. | | |
| | 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place. | | |
| | 5.3 Explain how to support a child or young person and/or their carers when bullying is suspected or alleged. | | |
| 6. Understand how to work with children and young people to support their safety and well-being. | 6.1 Explain how to support children and young people's self-confidence and self-esteem. | | |
| | 6.2 Analyse the importance of supporting resilience in children and young people. | | |
| | 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety. | | |
| | 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 7. Understand the importance of e-safety for children and young people. | 7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone. | | |
| | 7.2 Describe ways of reducing risk to children and young people from:<br>• social networking<br>• internet use<br>• buying online<br>• using a mobile phone. | | |
| | 7.3 Describe the actions to take if there are concerns about a child or young person's e-safety. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CCLD305, LDSS1, SCDHSC34, CWDC6. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Day-to-day work** may include:<br>• childcare practice<br>• child protection<br>• risk assessment<br>• ensuring the voice of the child or young person is heard (e.g. providing advocacy services)<br>• supporting children and young people and others who may be expressing concerns.<br><br>**Different organisations** may include:<br>• social services<br>• NSPCC<br>• health visiting<br>• GP<br>• probation |

| | |
|---|---|
| | • police<br>• school<br>• psychology service.<br><br>**Policies and procedures for safe working** may include:<br>• consent, proxy consent, parental responsibility<br>• acting in a child and young person's best interests<br>• working in an open and transparent way<br>• listening to children and young people<br>• duty of care<br>• whistleblowing<br>• power and positions of trust<br>• propriety and behaviour<br>• mental capacity<br>• physical contact<br>• intimate personal care<br>• off-site visits<br>• photography and video<br>• sharing concerns and recording / reporting incidents<br>• Prevent and British values.<br><br>**Harm or abuse** may take different forms, but can include**:**<br>• domestic<br>• physical<br>• psychological<br>• emotional<br>• sexual<br>• neglect<br>• trafficking<br>• Female Genital Mutilation (FGM)<br><br>**Bullying** may include:<br>• physical (pushing, kicking, hitting, pinching and other forms of violence or threats)<br>• verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)<br>• emotional **(**excluding, tormenting, ridicule, humiliation)<br>• cyberbullying (the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else)<br>• specific types of bullying which can relate to all the above such as homophobic or gender-based, racist/relating to special |

| | |
|---|---|
| | educational needs and disabilities. |

**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:** CYP 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.

**CYP 9: Communicate with children and young people in care settings**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7369 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 25 |
| **Unit aim** | This unit provides the knowledge, understanding and skills to communicate with children and young people through the use of play and distraction techniques. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand why effective communication with children and young people is important in the work setting. | 1.1 Identify the different reasons people communicate. | | |
| | 1.2 Explain how communication affects relationships in the work setting. | | |
| | 1.3 Explain how age influences methods of communicating with:<br>• adults<br>• babies<br>• infants<br>• children<br>• young people. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to meet the communication and language needs, wishes and preferences of children and young people and those involved in their care. | 2.1 Show how to establish the communication and language needs, wishes and **preferences** of **children and young people** and those involved in their care. | | |
| | 2.2 Demonstrate a range of **communication methods** and styles to meet the needs of the child or young person and those involved in their care. | | |
| | 2.3 Demonstrate how to respond to the child or young person's reactions when communicating. | | |
| | 2.4 Explain the importance of person-centred communication and shared decision-making. | | |
| | 2.5 Explain how to record the child or young person's preferred method of communication and how this information will be shared with others. | | |
| 3. Understand the rationale for the use of play and distraction techniques for communicating with children and young people. | 3.1 Explain how play supports the feelings and understanding of children and young people. | | |
| | 3.2 Explain age-appropriate distraction therapy. | | |
| | 3.3 Explain age-appropriate play therapy. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Evaluate the impacts of play and distraction techniques in relation to children and young people. | | |
| | 3.5 Explain when to implement play and distraction techniques with children and young people. | | |
| | 3.6 Describe the different roles and responsibilities in relation to the use of play and distraction techniques with children and young people. | | |
| 4. Understand the implementation of play and distraction techniques in the work setting. | 4.1 Explain preparation and resources required prior to implementation of:<br>• a play activity<br>• a distraction technique<br>• age-appropriate information sharing. | | |
| | 4.2 Describe the role of observation, communication, listening and understanding when using play and distraction techniques. | | |
| | 4.3 Explain the need for empathy when supporting children and young people. | | |
| | 4.4 Describe how others in the care team can contribute to and assist in play and distraction activities with children and young people. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.5 Explain reporting and recording requirements in relation to the use of play and distraction techniques. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CS1. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |
| Unit guidance | **Work settings** e.g. adult, children and young people's health settings and adult care settings.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Children and young people** are from birth to their 19th birthday.<br><br>**Communication methods** may include:<br>• non-verbal communication<br>– eye contact<br>– touch<br>– physical gestures<br>– body language<br>– behaviour<br>– sign language<br>– braille<br>– pictorial information<br>• verbal communication<br>– vocabulary<br>– linguistic tone<br>– pitch. |

**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:** CYP 9
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.

**CYP 10: Understand risk management in the paediatric mental health setting**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7165 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 25 |
| **Unit aim** | This unit provides the knowledge and understanding to undertake risk management in the paediatric mental health setting. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand local trust policy in relation to absconsion, self-harm and behaviour management in paediatric mental health settings. | 1.1 Describe local trust policy in relation to:<br>• absconsion<br>• self-harm<br>• behaviour management. | | |
| 2. Understand risk management in paediatric mental health settings. | 2.1 Describe the evidence base for using risk assessment in paediatric mental health settings. | | |
| | 2.2 Explain what is meant by a risk management plan. | | |
| | 2.3 Explain reasons for working in line with a risk management plan. | | |
| 3. Understand the implementation of risk management plans within paediatric mental health settings. | 3.1 Describe own role in relation to risk management plans. | | |
| | 3.2 Evaluate potential environmental risks in paediatric mental health settings. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Describe behaviours displayed by children and young people in paediatric mental health settings which may cause risk. | | |
| | 3.4 Identify strategies to minimise risk. | | |
| | 3.5 Explain recording and reporting procedures for incidents. | | |
| | 3.6 Explain action to take in response to an incident which has been made safe by deviating from the risk plan. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCD HSC 0313, CM D1, CS21, CS5, GEN8. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |

**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:** CYP 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.

## CYP 11: Understand mental health and behaviour management of children and young people

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7200 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 10 |
| **Unit aim** | This unit provides the knowledge and understanding in relation to mental health and behaviour management of children and young people. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand mental health and mental well-being. | 1.1 Define the term 'mental health'. | | |
| | 1.2 Identify components of mental well-being. | | |
| | 1.3 Explain positive mental health. | | |
| 2. Understand mental health conditions that affect children and young people and reasons for classifying. | 2.1 Identify mental health conditions that affect **children and young** people. | | |
| | 2.2 Describe features of **mental health conditions** that affect children and young people. | | |
| | 2.3 Evaluate the impact upon children and young people of experiencing a mental health condition. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Explain reasons for classifying mental health conditions that affect children and young people. | | |
| 3. Understand legal and organisational requirements in relation to working with children and young people with mental health conditions. | 3.1 Identify current legislation in relation to children and young people with mental health conditions. | | |
| | 3.2 Explain organisational policies and procedures that support children and young people with mental health conditions. | | |
| | 3.3 Explain reasons for challenging discrimination against children and young people with mental health conditions. | | |
| 4. Understand the use of behaviour management strategies for children and young people with mental health conditions. | 4.1 Describe behaviour management strategies used to support children and young people with mental health conditions. | | |
| | 4.2 Describe the impact of non-verbal cues when setting limits for children and young people with mental health conditions. | | |
| | 4.3 Explain the evidence base for the use of physical intervention. | | |
| 5. Understand supervision of children and young people with mental health conditions. | 5.1 Explain reasons for supervising children and young people with mental health conditions. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Describe formal and informal observation. | | |
| | 5.3 Identify the potential impacts upon children and young people when supervised on a 1:1 basis. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0313, CM D1, SCDHSC0326, SCDHSC0336, CS21, CS5, GEN8. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |
| Unit guidance | **Children and young people** are from birth to their 19th birthday.<br><br>**Mental health conditions** may include:<br>• ADHD<br>• bulimia nervosa<br>• anorexia nervosa<br>• anxiety disorders<br>• challenging 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:** CYP 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.

**CYP 12: Support child and young person development**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7294 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 25 |
| **Unit aim** | This unit provides a sound basis of knowledge, understanding and the competence required to support children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Be able to assess the development needs of children or young people and prepare a development plan. | 1.1 Explain the factors that need to be taken into account when assessing development. | | |
| | 1.2 Assess a child or young person's development in the following areas:<br>• physical<br>• physiological<br>• communication<br>• intellectual/ cognitive<br>• social, emotional and behavioural<br>• moral. | | |
| | 1.3 Explain the selection of the assessment **methods** used. | | |
| | 1.4 Develop a plan to meet the development needs of a child or young person in the work setting. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to support the development of children or young people. | 2.1 Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected. | | |
| | 2.2 Evaluate and revise the development plan once implemented. | | |
| | 2.3 Explain the importance of a person-centred and inclusive approach and give examples of how this is implemented in own work. | | |
| | 2.4 Listen to children or young people and communicate in a way that encourages them to feel valued. | | |
| | 2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities. | | |
| 3. Understand how to support the provision of environments and services that support the development of children or young people. | 3.1 Explain the features of an environment or service that supports the development of children and young people. | | |
| | 3.2 Explain how own work environment or service is organised to support the development of children or young people. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Understand how working practices can impact on the development of children and young people. | 4.1 Explain how own working practice can affect children and young people's development. | | |
| | 4.2 Explain how institutions, agencies and services can affect children and young people's development. | | |
| 5. Be able to support children and young people's positive behaviour. | 5.1 Evaluate different approaches to supporting positive behaviour. | | |
| | 5.2 Work with children and young people in a way that encourages positive behaviour. | | |
| 6. Understand how to support children and young people experiencing transitions. | 6.1 Explain how to support children and young people experiencing different types of transitions. | | |
| | 6.2 Evaluate the provision of structured opportunities for children or young people to explore the effects of transitions on their lives. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CYP M3.2. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 1, 2 and 5 must be assessed in a real work environment. Simulation is not permitted. |

| | |
|---|---|
| Unit guidance | **Factors** that need to be taken into account when assessing development may include:<br>• confidentiality and when, for the safety of the child or young person, confidentiality must be breached<br>• children's wishes and feelings<br>• ethnic, linguistic and cultural background<br>• disability or specific requirements (additional needs)<br>• reliability of information<br>• avoiding bias.<br><br>**Methods** may include:<br>• assessment framework/s<br>• observations<br>• standard measurements<br>• information from parents, carers, children and young people, other professionals and colleagues. |

**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:** CYP 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.

**CYP 13: Support children and young people with additional needs**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7313 | **Unit level** | 4 |
| **Credit value** | 6 | **GL** | 45 |
| **Unit aim** | The unit is designed to assess competence in supporting children and young people with additional needs in partnership with their carers. It also includes partnership working with other agencies and professionals. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the principles of working with children and young people with additional needs. | 1.1 Outline the legal entitlements of **children and young people** with **additional needs** for equality of treatment. | | |
| | 1.2 Outline the principles of working inclusively. | | |
| | 1.3 Compare service-led and child- and young person-led models of provision for children and young people. | | |
| | 1.4 Critically analyse the difference between the social and medical model of disability. | | |
| | 1.5 Explain how each model of disability affects provision. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.6 Explain the importance of:<br>• advocacy<br>• facilitated advocacy for children and young people who require it. | | |
| | 1.7 Explain the importance of encouraging the participation of children and young people. | | |
| 2. Be able to work in partnership with families with children or young people with additional needs. | 2.1 Explain the concepts and principles of partnerships with carers of children and young people. | | |
| | 2.2 Explain the types of support and information carers may require. | | |
| | 2.3 Demonstrate own partnership working with families. | | |
| 3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for children or young people with additional needs. | 3.1 Demonstrate in own practice engagement with children or young people with additional needs. | | |
| | 3.2 Encourage children or young people to express their preferences and aspirations using their chosen method of communication. | | |
| | 3.3 Assess a child or young person's learning, play or leisure needs, identifying solutions to any barriers according to the principles of inclusion. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Develop a plan with a child or young person to support learning, play or leisure needs. | | |
| | 3.5 Implement the learning, play or leisure plan according to own role and responsibility. | | |
| | 3.6 Evaluate the effectiveness of the plan, suggesting changes for the future. | | |
| 4. Understand how to evaluate, support and develop existing practice with children and young people with additional needs. | 4.1 Explain how barriers which restrict children and young people's access to services are overcome. | | |
| | 4.2 Explain the importance of evaluating existing practice. | | |
| | 4.3 Explain the importance of challenging existing practice and becoming an agent of change. | | |
| | 4.4 Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour. | | |
| | 4.5 Describe the impact a child or young person with additional needs has within different cultures. | | |
| | 4.6 Outline the importance of culturally sensitive practice. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.7 Explain the importance of systems for monitoring, reviewing and evaluating services. | | |
| 5. Understand how to work in partnership with other agencies and professionals to support provision for children and young people with additional needs. | 5.1 Explain the roles and responsibilities of partners that are typically involved with children and young people with additional needs. | | |
| | 5.2 Analyse examples of multi-agency and partnership working from own practice. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CYPOP 6. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Children and young people** are from birth to their 19th birthday.<br><br>**Additional needs** may include:<br>• behavioural, emotional and social development needs<br>• cognition and learning needs communication and interaction needs<br>• physical and sensory needs. |

**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:** CYP 13
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.

# Option 6: Allied Health Profession – Therapy Support - Optional Units

**AHP 1: Provide information and advice to individuals on eating to maintain optimum nutritional status**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7190 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 38 |
| **Unit aim** | This unit is aimed at those who provide advice and information to individuals on how to maintain optimum nutritional status. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know factors which can affect the nutritional status of individuals. | 1.1 Identify factors which can affect an **individual**'s nutritional intake. | | |
| | 1.2 Describe the relationship between exercise and weight management. | | |
| | 1.3 Describe the relationship between different foods and their nutritional composition. | | |
| | 1.4 Outline basic anatomy and physiology in relation to maintaining optimum nutritional status. | | |
| 2. Know how to advise individuals on maintaining optimum nutritional status. | 2.1 Identify local and national services for an individual who needs information and support about changing their health behaviour. | | |
| | 2.2 Identify contact details of registered dietitians. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Identify when to seek advice from a qualified practitioner. | | |
| | 2.4 Outline the components of an ideal nutritional plan for the specific needs of an individual. | | |
| | 2.5 Outline the importance of gaining specific **body measurements** from an individual in order to inform the type of support needed to obtain optimum nutritional status. | | |
| 3. Be able to obtain specific body measurements from individuals. | 3.1 Prepare an environment which is suitable for confidential discussions and for taking body measurements. | | |
| | 3.2 Gain **valid consent** from the individual prior to taking body measurements. | | |
| | 3.3 Obtain **background information** from the individual. | | |
| | 3.4 Take an individual's body measurements in line with local policy and protocol. | | |
| | 3.5 Interpret results against standard measures. | | |
| 4. Be able to provide individuals with information and advice on | 4.1 Explain the **nutritional composition** of different foods to the individual/carer. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| eating to maintain optimum nutritional status. | 4.2 Support an individual to assess their eating habits and set nutritional objectives. | | |
| | 4.3 Provide information to the individual/carer on how to maintain optimum nutritional status. | | |
| | 4.4 Update records in line with local policy and protocol. | | |
| | 4.5 Record any actions to be taken by the individual/carer. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS148. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Body measurements** should include waist circumference, skinfold thickness, weight and height but may also include Body Mass Index (BMI), percentage weight loss, bioelectrical impedance, waist-hip ratio and calculation of nutritional requirements.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Background information** may include: any medical, cultural, financial, or social information pertinent to managing the individual's body weight; blood health; eating habits; diet history.<br><br>**Nutritional composition** may include: fibre; salt content; sugar content; calories/energy values; proteins; saturated and unsaturated fat content; carbohydrate vitamins and minerals; additives and preservatives; fluid. |

**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: AHP 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.

**AHP 2: Monitor and review individuals' progress in relation to maintaining optimum nutritional status**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7218 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 26 |
| **Unit aim** | This unit is aimed at those who support individuals to maintain nutritional status by monitoring and reviewing their progress. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to monitor and review individuals' progress in relation to maintaining optimum nutritional status. | 1.1 Explain how to create a suitable environment for open and confidential discussions and for taking **body measurements**. | | |
| | 1.2 Outline the types of information to gather from an **individual** in order to assess their progress. | | |
| | 1.3 Identify the body measurements which must be taken in order to assess an individual's progress. | | |
| | 1.4 Explain how to review an individual's food diary. | | |
| | 1.5 Explain how to provide constructive feedback and encouragement to an individual regarding their progress. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to monitor individuals' progress in maintaining optimum nutritional status. | 2.1 Prepare an environment which is suitable for open and confidential discussions and for taking body measurements. | | |
| | 2.2 Confirm the individual's identity and gain **valid consent** prior to taking body measurements. | | |
| | 2.3 Obtain information from the individual regarding their experience in following a nutritional plan. | | |
| | 2.4 Take an individual's body measurements in line with local policy and protocol. | | |
| | 2.5 Interpret body measurements against standard measures. | | |
| 3. Be able to support individuals to review their own progress in relation to maintaining optimum nutritional status. | 3.1 Support an individual to review their own progress against agreed objectives. | | |
| | 3.2 Provide constructive feedback and affirm the individual's progress. | | |
| | 3.3 Suggest potential modifications to the nutritional plan which are consistent with nutritional objectives. | | |
| | 3.4 Reaffirm the benefits of adhering to the nutritional plan and lifestyle changes in relation to their effect on health. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Update records in line with local policy and protocol. | | |
| | 3.6 Record any **further actions** to be taken by the individual. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS149. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Body measurements** should include:<br>• waist circumference<br>• skinfold thickness<br>• weight<br>• height<br><br>but may also include:<br>• Body Mass Index (BMI)<br>• percentage weight loss<br>• bioelectrical impedance<br>• waist-hip ratio<br>• calculation of nutritional requirements.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**Further actions** may include future review dates. |

**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:** AHP 2
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.

**AHP 3: Contribute to monitoring the health of individuals affected by health conditions**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7280 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 18 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand monitoring of the health of individuals affected by health conditions. | 1.1 Explain the importance of monitoring the **health** of **individual**s affected by a health condition. | | |
| | 1.2 Describe ways in which the health of individuals can be monitored. | | |
| 2. Be able to carry out observations of the health of individuals affected by health conditions. | 2.1 Identify what **observations** have been agreed to monitor the health condition of an individual. | | |
| | 2.2 Carry out required observations in ways that:<br>• respect the individual's dignity and privacy<br>• reassure the individual and minimise any fears or concerns. | | |
| 3. Be able to record and report on observations. | 3.1 Identify requirements for recording and reporting on changes in the individual's condition and well-being. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Record required indicators of an individual's condition. | | |
| | 3.3 Report changes in the individual's condition. | | |
| | 3.4 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required. | | |
| 4. Be able to respond to changes in an individual's condition. | 4.1 Take immediate action when changes in an individual's health cause concern. | | |
| | 4.2 Work with **others** to review information about changes in an individual's health. | | |
| | 4.3 Clarify own understanding about changes to requirements for monitoring. | | |
| | 4.4 Implement required changes to monitoring processes. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0224. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Health** may include aspects that affect:<br>• physical health<br>• psychological well-being.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Observations** may include:<br>• informal observations<br>• physical measurements<br>• other agreed ways of monitoring.<br><br>**Others** may include:<br>• the individual<br>• family members<br>• line manager<br>• other professionals<br>• others who are important to the individual's 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:** AHP 3
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.

**AHP 4: Principles of health promotion**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7291 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 13 |
| **Unit aim** | The aim of this unit is to allow learners to be able to describe the factors that influence people's health and to state the role of effective communication in promoting a healthy living. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the factors that influence health. | 1.1 Define concepts of health and health promotion. | | |
| | 1.2 Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health. | | |
| | 1.3 Explore national health policies and local initiatives. | | |
| 2. Be able to explore behaviour change. | 2.1 Outline theories of behaviour change. | | |
| | 2.2 Discuss factors that influence behaviour change. | | |
| | 2.3 Investigate barriers to change. | | |
| 3. Know the role of effective communication in health promotion. | 3.1 Identify appropriate and inappropriate methods of communication. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Outline the range of health promotion communication methods. | | |
| | 3.3 Discuss the effectiveness of health promotion materials. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | PHP13, 14, 15 & 16<br>OH2.2012, CVDED2, CVD ED3. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |

**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:** AHP 4
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.

**AHP 5: Deliver training through demonstration and instruction**

| | | | |
|---|---|---|---|
| **Unit reference** | K/615/7289 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 21 |
| **Unit aim** | This unit provides learners with the knowledge and skill to train others using demonstration and instruction as a teaching strategy. It is particularly suitable for the training of others where there may be a requirement for learners to develop practical skills and techniques involving the hand-eye coordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment.<br><br>This unit covers the training of individuals or groups of learners.<br><br>This unit covers the training of single- or multiple-tasked practical activities. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to deliver training through demonstration and instruction. | 1.1 Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered. | | |
| | 1.2 Describe the **resources** required to deliver the training. | | |
| | 1.3 Describe what constitutes an appropriate environment for the delivery of the training. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.4 Explain how to overcome barriers that **individual**s may encounter while undertaking training. | | |
| | 1.5 Evaluate the use of demonstration and instruction as a teaching strategy. | | |
| | 1.6 Explain the skills required for the effective delivery of demonstration and instruction as a teaching method. | | |
| 2. Be able to deliver training by demonstration and instruction. | 2.1 Explain the learning aims and objectives of the training session to individuals. | | |
| | 2.2 Deliver the training programme to individuals through demonstration and instruction. | | |
| | 2.3 Maintain communication with individuals during demonstration and instruction. | | |
| | 2.4 Check individuals' understanding at regular intervals. | | |
| | 2.5 Encourage individuals to ask questions and seek clarification during training. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.6 Provide individuals with opportunities and support to demonstrate the learning achieved through the training. | | |
| | 2.7 Respond to the individuals' needs during the training. | | |
| | 2.8 Provide constructive feedback to individuals on their progress. | | |
| 3. Be able to review learning and training. | 3.1 Gather feedback from individuals on the effectiveness of the training. | | |
| | 3.2 Assess whether the training programme delivers the required learning outcomes. | | |
| | 3.3 Review the effectiveness of the training programme. | | |
| | 3.4 Identify ways to improve or adapt the training. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | Currently there is no specific NOS for the delivery of training through demonstration and instruction.<br><br>This unit is indicative of LLUK NOS:<br>1) Learning Delivery standards 1 and 9<br>2) Learning and Development standards 3, 4 and 5. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Resources** refers to any physical resource that supports demonstration and instruction-led training. This may include technical equipment, people or simulation devices, handouts, workbooks or Information Technology-based aides.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AHP 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.

**AHP 6: Monitor individuals' progress in relation to managing their body weight and nutrition**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7353 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 26 |
| **Unit aim** | This unit is aimed at those who support and monitor adults' and/or young people's progress in managing their body weight and nutrition. There will be opportunities to develop knowledge, understanding and skills related to assessing an individual's current body weight and nutritional status and working with them to re-establish goals for further progress. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how to monitor individuals' progress in relation to managing their weight and nutrition in line with current legislation, national guidelines, policies, protocols and good practice guidelines. | 1.1 Explain how to develop weight and nutritional management plans in line with current legislation, national guidelines, policies, protocols and good practice guidelines. | | |
| | 1.2 Outline the types of information to gather from an **individual** in order to assess their progress. | | |
| | 1.3 Explain how to provide constructive feedback and encouragement to an individual regarding their progress in line with policy and protocol. | | |
| | 1.4 Explain how to interpret **body measurements** to inform the type of support provided in line with policy and protocol. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 1.5 Explain when to refer the individual to other practitioners for modifications of plans. | | |
| 2. Be able to monitor individuals' progress in managing their body weight. | 2.1 Prepare an environment which is suitable for open and confidential discussions and for taking body measurements. | | |
| | 2.2 Confirm the individual's identity and gain **valid consent** prior to taking body measurements. | | |
| | 2.3 Take the individual's body measurements in line with local policy and protocol. | | |
| | 2.4 Interpret body measurements to inform the type of advice to give. | | |
| | 2.5 Discuss with the individual/carer the progress they have made and any difficulties they have experienced. | | |
| | 2.6 Support the individual to identify factors which have adversely affected their plan. | | |
| | 2.7 Evaluate the effectiveness of current interventions in achieving agreed goals. | | |
| 3. Be able to support individuals in | 3.1 Agree new goals with the individual/carer. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| re-establishing goals for further progress. | 3.2 Agree review dates with the individual/carer. | | |
| | 3.3 Provide encouragement to the individual by reinforcing the benefits of adhering to a weight management plan. | | |
| | 3.4 Update records in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS 146. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br>The use of 'individual' in this unit refers only to adults and young people (not infants or children).<br><br>**Body measurements** should include waist circumference; skinfold thickness; weight and height but may also include Body Mass Index (BMI); percentage weight loss; bioelectrical impedance; waist-hip ratio; and calculation of nutritional requirements.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AHP 6
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.

**AHP 7: Assist in implementing treatment programmes for individuals with severely reduced movement/mobility**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7354 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 29 |
| **Unit aim** | This unit develops the learner's ability to assist the practitioner to implement treatment programmes. Knowledge of the rationale for the programmes and associated anatomy and physiology is required. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice which inform own role in assisting in treatment programmes for individuals with severely reduced movement/mobility. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role. | | |
| 2. Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility. | 2.1 Describe the normal range of movements of the major joints and what can cause restrictions for movement in individuals. | | |
| | 2.2 Describe the physiological benefits of movement. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe the aspects of the anatomy and physiology of the skin and lungs which inform treatment programmes for **individual**s with severely reduced movement/mobility. | | |
| | 2.4 Describe the basic reaction to pain within the body. | | |
| | 2.5 Explain the principles of 24-hour posture management and pressure area care. | | |
| 3. Understand treatment programmes for individuals with severely reduced movement/mobility. | 3.1 Describe the types and purpose of treatment programmes used for different conditions. | | |
| | 3.2 Identify the functions of equipment and materials used in different treatment programmes. | | |
| | 3.3 Identify the potential dangers associated with:<br>• treatment programmes for individuals with severely reduced movement/ mobility<br>• the equipment and the materials used. | | |
| | 3.4 Identify potential adverse reactions to different treatment programmes. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Explain the actions to be taken when adverse reactions occur and the potential consequences of not taking action. | | |
| | 3.6 Explain the rationale for and importance of monitoring an individual's condition. | | |
| 4. Be able to implement treatment programmes for individuals with severely reduced movement/mobility. | 4.1 Position the individual appropriately for the treatment programme. | | |
| | 4.2 Obtain **valid consent**. | | |
| | 4.3 Carry out activities specified in the individual's treatment plan within scope of own role. | | |
| | 4.4 Monitor the individual's condition during and after treatment. | | |
| | 4.5 Provide verbal and physical support and encouragement during and after treatment. | | |
| | 4.6 Give feedback to the practitioner on the progress of the treatment programme in line with local policy or protocol. | | |
| | 4.7 Explain the importance of seeking advice and assistance on problems beyond own scope of competence. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.8 Make records of the treatment in line with national/local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS136. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AHP 7
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.

**AHP 8: Assist in the implementation of programmes to increase mobility, movement and functional independence**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7191 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 28 |
| **Unit aim** | This unit aims to develop the learner's ability to apply knowledge and understanding of health topics and treatment programmes to implementing programmes to restore mobility, movement and functional independence. The learner supports the practitioner. | | |

| | | | |
|---|---|---|---|
| **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 current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role and accountability when assisting in programmes to restore mobility, movement and functional independence. | | |
| 2. Understand health topics related to restoring movement and functional independence. | 2.1 Describe the physical and psychological benefits of functional exercise. | | |
| | 2.2 Identify and describe the functions of the main muscle groups and joints in the body. | | |
| | 2.3 Describe a range of psychological effects of physical disability on **individual**s. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.4 Describe the conditions which can cause difficulties in movement and mobility, in relation to those encountered in own role. | | |
| 3. Understand treatment programmes related to restoring movement and functional independence. | 3.1 Describe the treatment programmes for individuals with restricted movement and mobility encountered in own role. | | |
| | 3.2 Explain the functions of equipment and materials used in own role. | | |
| | 3.3 Identify and explain the hazards associated with using the equipment and materials. | | |
| | 3.4 Describe potential signs of adverse reactions to mobility and movement programmes. | | |
| 4. Be able to assist in implementing programmes to restore mobility, movement and functional independence. | 4.1 Obtain **valid consent** from the individual for the therapeutic activities. | | |
| | 4.2 Position the individual for the therapeutic activities. | | |
| | 4.3 Carry out therapeutic activities which fulfil the individual's needs and goals as outlined in the treatment plan. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Support and encourage the individual to practise existing and newly developed skills during the treatment programme. | | |
| | 4.5 Encourage the individual to practise skills developed during treatment in their daily life. | | |
| | 4.6 Monitor the individual during and after treatment in line with the treatment plan. | | |
| | 4.7 Describe monitoring processes used and their importance in treatment programmes. | | |
| 5. Be able to make records and provide information to the practitioner. | 5.1 Feedback information to the practitioner to inform future treatment in line with local policy and protocol. | | |
| | 5.2 Make records of treatment activities and the individual's condition in line with national/local policy and protocol. | | |
| | 5.3 Explain the importance of seeking advice and guidance when the treatment activity is beyond own competence. | | |
| | 5.4 Explain the importance of reporting adverse reactions. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.5 Explain the potential consequences of poor practice. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS138. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AHP 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.

**AHP 9: Implement hydrotherapy programmes for individuals and groups**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7207 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 35 |
| **Unit aim** | This unit aims to develop the learner's ability to implement hydrotherapy programmes under the overall direction of the therapist. Knowledge and understanding of the musculoskeletal anatomy of the human body and the principles and practices of hydrotherapy underpin work practice. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to implementing hydrotherapy programmes. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role when implementing hydrotherapy programmes. | | |
| | 1.2 Explain the importance of only working within own scope of practice. | | |
| 2. Know musculoskeletal aspects of the body. | 2.1 Identify the main bones, muscle groups and joints of the body. | | |
| | 2.2 Describe the functions of muscle, ligaments and tendons. | | |
| | 2.3 Describe the normal ranges of movement of the main joints in the body. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Understand the principles of hydrotherapy practice. | 3.1 Describe the principles and main benefits of hydrotherapy. | | |
| | 3.2 Identify the potential dangers and adverse reactions related to hydrotherapy and the actions to be taken. | | |
| | 3.3 Describe response procedures to follow in emergency situations in hydrotherapy. | | |
| | 3.4 Explain the reasons for respecting the **vulnerability** of **individuals** in the hydrotherapy environment. | | |
| | 3.5 Explain the importance of taking refreshment and rest during hydrotherapy programmes. | | |
| | 3.6 Describe the applications of hydrotherapy equipment. | | |
| 4. Be able to implement hydrotherapy programmes. | 4.1 Check the environment is suitable for hydrotherapy programmes. | | |
| | 4.2 Obtain **valid consent** from the individual. | | |
| | 4.3 Assist the individual to enter/exit the pool. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Carry out specified activities under direction of the practitioner as outlined in the treatment goals. | | |
| | 4.5 Monitor the safety and well-being of the individual during and after treatment in line with national/local policy and protocol. | | |
| | 4.6 Explain the importance of monitoring an individual's condition during hydrotherapy programmes. | | |
| | 4.7 Ensure self and individual take rest and refreshment as appropriate. | | |
| 5. Be able to report to the practitioner on the outcomes of the hydrotherapy programme. | 5.1 Make records of the programme activities and the individual's condition in line with national/local policy and protocol. | | |
| | 5.2 Feedback information to the practitioner to inform future planning. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS 139 |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Vulnerability** may be due to not being fully dressed, having cultural issues around modesty or use of professional touch.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AHP 9
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.

**AHP 10: Deliver exercise sessions to improve individuals' health and well-being**

| | | | |
|---|---|---|---|
| **Unit reference** | D/615/7208 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 32 |
| **Unit aim** | This unit aims to develop the learner's ability to deliver exercise sessions for individuals or groups. Knowledge of the roles of exercise in promoting health and well-being is required as well as an understanding of exercise programme rationales. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to delivering exercise sessions. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in delivering exercise sessions. | | |
| 2. Understand the role of exercise and its physical effects. | 2.1 Describe the physical effects of exercise. | | |
| | 2.2 Outline main aspects of cardiovascular anatomy and physiology which are relevant to exercise. | | |
| | 2.3 Explain the role of exercise in improving self-esteem, confidence and motivation. | | |
| 3. Understand the principles and rationales for exercise programmes. | 3.1 Explain what is meant by **FITT** principles and their application to exercise sessions. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Describe the principles used in designing and developing exercise sessions. | | |
| | 3.3 Explain the importance of using warm-up and cool-down exercises as part of a session. | | |
| | 3.4 Describe potential adverse reactions to exercise and the procedures for dealing with them. | | |
| | 3.5 Explain factors in risk assessment for exercise sessions for **individual**s and groups. | | |
| | 3.6 Describe ways to measure and evaluate individuals' responses to exercise. | | |
| 4. Understand the use of exercise equipment. | 4.1 Describe the functions and limitations of exercise equipment encountered in own work practice. | | |
| 5. Be able to deliver exercise sessions. | 5.1 Instruct individuals to carry out exercise activities. | | |
| | 5.2 Adapt exercise sessions in response to changes in the individuals' condition, needs, abilities and goals. | | |
| | 5.3 Give encouragement and feedback to promote individuals' confidence and motivation. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.4 Collaborate with individuals to agree on intended outcomes of exercise sessions within scope of own role. | | |
| | 5.5 Plan future goals with individuals to meet their needs and abilities within scope of own role. | | |
| | 5.6 Make records of all aspects of exercise sessions in line with national/local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS144. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 5 must be assessed in a real work environment. |
| Unit guidance | **FITT principles** are rules that relate to the *frequency, intensity, type* and *time* of exercise.<br><br>These four principles of fitness training are applicable to individuals exercising at low to moderate training levels and may be used to establish guidelines for both cardiorespiratory and resistance training.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AHP 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.

**AHP 11: Assist in testing individuals' abilities prior to planning physical activities**

| | | | |
|---|---|---|---|
| **Unit reference** | J/615/7266 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 38 |
| **Unit aim** | This unit aims to develop the learner's ability to assist in assessment prior to exercise and physical activities. Knowledge of health-related topics is required, as well as an understanding of the tests used in assessment. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to assisting in testing individuals prior to planning physical activities. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role. | | |
| 2. Understand health-related topics in relation to physical activities. | 2.1 Outline cardiovascular:<br>• anatomy<br>• physiology<br>• biochemistry. | | |
| | 2.2 Describe the bio-physical-social model of health as it relates to own role. | | |
| | 2.3 Identify factors which cause limitations to physical activity. | | |
| | 2.4 Define **rating of perceived exertion** and the methods used to calculate this. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 3. Understand motivation factors for physical activities. | 3.1 Explain how to motivate **individuals** to become involved in exercise regimes. | | |
| | 3.2 Explain factors which could motivate individuals to change behaviour and/or lifestyle. | | |
| 4. Be able to carry out preparations to assess individuals' ability to exercise | 4.1 Obtain the individual's **valid consent** to the assessment process. | | |
| | 4.2 Prepare environmental conditions for carrying out assessment in line with national/local policy and protocol. | | |
| | 4.3 Consult previous assessments and check individual's medication history. | | |
| | 4.4 Explain the importance of accessing previous assessments and medication history. | | |
| 5. Be able to assist the practitioner to administer tests to assess individuals' ability to exercise. | 5.1 Outline the tests used in own work practice to assess individuals' physical abilities. | | |
| | 5.2 Identify the barriers to exercise for individual. | | |
| | 5.3 Identify the individual's present and former levels of physical activity. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.4 Establish the individual's goals in relation to physical activity. | | |
| | 5.5 Assist the practitioner to administer tests to assess the individual's ability to exercise. | | |
| | 5.6 Report any medical limitations on the individual's physical activity. | | |
| | 5.7 Identify the individual's rating of perceived exertion. | | |
| | 5.8 Record the individual's exercise capacity in line with national/local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS143. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Rating of perceived exertion** is a method of monitoring exercise intensity that allows exercisers to rate how they feel while exercising using a numerical scale. In most RPE scales, the higher the number, the higher the exertion.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AHP 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.

**AHP 12: Collaborate in the assessment of environmental and social support in the community**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7183 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 23 |
| **Unit aim** | This unit is aimed at those who work together with others in the assessment of the need for, and provision of, environmental and social support in the community. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community. | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work related to the provision of environmental and social support in the **community.** | | |
| | 1.2 Identify when good practice suggests it may be necessary to seek assistance related to the provision of environmental and social support in the community. | | |
| 2. Understand how to assess the need for, and provision of, environmental and social support in the community. | 2.1 Describe situations when individuals may need to be provided with environmental or social support. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Describe the types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community. | | |
| | 2.3 Describe the purpose of the assessment tools used in the workplace in relation to environmental and social support in the community. | | |
| | 2.4 Explain the procedures relating to carrying out an assessment of environmental and social support in the community. | | |
| | 2.5 Explain the roles of those involved in assessing environmental and social support in the community. | | |
| 3. Be able to carry out assessments in collaboration with others to establish the need for, and provision, of environmental and social support in the community. | 3.1 Communicate with the **individual** and **relevant others** in a way that encourages personal choice. | | |
| | 3.2 Undertake the assessment in line with local policy and protocol. | | |
| | 3.3 Identify and prioritise the individual's needs, in conjunction with relevant others if necessary. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.4 Record the outcomes of the assessment in line with local policy and protocol. | | |
| | 3.5 Pass on the outcomes of the assessment in line with local policy and protocol. | | |
| 4. Be able to plan changes to be made to the environment and social support with individuals and relevant others. | 4.1 Confirm the availability of the resources required for the environmental or social support. | | |
| | 4.2 Communicate the options for support and equipment to the individual and relevant others. | | |
| | 4.3 Identify any difficulties with providing the support or equipment, discussing possible solutions. | | |
| | 4.4 Agree any proposed changes to the environment and social support and gain **valid consent** to carry these out. | | |
| | 4.5 Record the agreed actions in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN75. |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Community** could be the individual's own home, a community home, a day centre or the individual's place of work.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Relevant others** may include:<br>• colleagues<br>• family<br>• carers<br>• anyone else involved in the care and well-being of the individual.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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: AHP 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.

**AHP 13: Assist in planning and evaluating learning activities**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7237 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 22 |
| **Unit aim** | This unit develops the individual's ability to work with the therapist when planning and evaluating learning activities. Knowledge of learning styles, time management and an understanding of roles and responsibilities is required. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know current legislation, national guidelines, policies, protocols and good practice which inform planning and evaluating learning activities. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role. | | |
| 2. Understand learning styles. | 2.1 Describe learning styles and how they inform planning and evaluating learning activities within scope of own role. | | |
| 3. Understand roles and responsibilities in planning, implementing and evaluating learning activities. | 3.1 Identify the roles and responsibilities of self and **others** in planning, implementing and evaluating learning activities. | | |
| | 3.2 Identify own role and responsibilities in supporting individuals' learning. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.3 Describe own strengths, experience, expertise and areas for development in supporting different types of learning. | | |
| 4. Be able to assist in planning learning activities. | 4.1 Assist the therapist to identify the **learning styles** and needs of an individual. | | |
| | 4.2 Assist the therapist to clarify expected learning outcomes. | | |
| | 4.3 Maintain working relationships with colleagues when dealing with any differences of opinions. | | |
| | 4.4 Plan learning activities with the therapist offering:<br>• constructive suggestions on ideas<br>• options<br>• improvements<br>• difficulties which could occur. | | |
| | 4.5 Explain own role in implementing the learning activities. | | |
| | 4.6 Plan own time to meet responsibilities for implementing learning activities. | | |
| 5. Be able to evaluate learning activities. | 5.1 Evaluate the strengths and areas for development of the learning activities. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.2 Feedback on the success of the learning activities. | | |
| | 5.3 Propose constructive ideas for improving the learning activities. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN84. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Learning styles** may include:<br>• visual<br>• logical<br>• social<br>• solitary<br>• aural<br>• verbal<br>• physical/kinaesthetic. |

**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:** AHP 13
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.

**AHP 14: Provide support to maintain and develop skills for everyday life**

| | | | |
|---|---|---|---|
| **Unit reference** | H/615/7257 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 28 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the context of supporting skills for everyday life. | 1.1 Compare methods for developing and maintaining skills for everyday life. | | |
| | 1.2 Analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life. | | |
| | 1.3 Explain how maintaining, regaining or developing skills for everyday life can benefit individuals. | | |
| 2. Be able to support individuals to plan for maintaining and developing skills for everyday life. | 2.1 Work with an individual and **others** to identify skills for everyday life that need to be supported. | | |
| | 2.2 Agree a plan with the individual for developing or maintaining the skills identified. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Analyse possible sources of conflict that may arise when planning. | | |
| | 2.4 Evaluate ways to resolve any possible sources of conflict. | | |
| | 2.5 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it. | | |
| 3. Be able to support individuals to retain, regain or develop skills for everyday life. | 3.1 Provide agreed support to develop or maintain skills, in a way that promotes **active participation.** | | |
| | 3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills. | | |
| | 3.3 Describe actions to take if an individual becomes distressed or unable to continue. | | |
| 4. Be able to evaluate support for developing or maintaining skills for everyday life. | 4.1 Work with an individual and others to agree criteria and processes for evaluating support. | | |
| | 4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used. | | |
| | 4.3 Agree revisions to the plan. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Record and report in line with **agreed ways of working.** | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0344. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**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.<br><br>**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers. |

**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:** AHP 14
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.

**AHP 15: Support individuals with cognition or learning difficulties**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7265 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 34 |
| **Unit aim** | This unit aims to develop the learner's ability to support individuals with cognition or learning difficulties at the direction of the therapist. Knowledge of cognition and learning difficulties is paramount in order to apply theory to practice. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with cognition or learning difficulties. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role. | | |
| 2. Understand cognitive or learning difficulties. | 2.1 Identify the cognitive skills required for learning. | | |
| | 2.2 Explain how global learning difficulties and specific learning difficulties affect learning. | | |
| | 2.3 Explain how cognitive difficulties affect language development and communication. | | |
| | 2.4 Explain the effects of learning difficulties on perception, memory and information processing. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.5 Describe the cognition or learning difficulties encountered in own practice and the implications on providing support for learning activities. | | |
| | 2.6 Explain the importance of active learning for **individual**s with cognition or learning difficulties and how this can be promoted. | | |
| | 2.7 Explain the potential effects of medication on individuals with cognition or learning difficulties. | | |
| 3. Be able to assist the therapist to prepare learning activities. | 3.1 Obtain information about the individual's cognition or learning needs and the planned learning activities. | | |
| | 3.2 Work with the therapist to identify approaches to enable and motivate the individual to develop learning strategies. | | |
| | 3.3 Obtain and use suitable equipment and materials to support the individual's learning needs. | | |
| | 3.4 Adapt teaching and learning materials at the direction of the therapist to suit the individual's learning needs. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.5 Describe modifications to learning activities which can be made to improve an individual's progress. | | |
| 4. Be able to support individuals with learning tasks. | 4.1 Support, encourage, praise and reassure the individual to help them with learning tasks and following instructions. | | |
| | 4.2 Provide information, advice and opportunities to enable and encourage the individual to decide on own learning. | | |
| | 4.3 Monitor the individual's responses to learning activities and use appropriate strategies to improve achievement. | | |
| | 4.4 Use a range of methods to help the individual understand the environment and the use of objects. | | |
| | 4.5 Sequence and structure learning activities and the environment as directed by the therapist so the individual develops:<br>• organisational skills<br>• information-processing skills<br>• problem-solving skills. | | |
| | 4.6 Explain the use of educational/ behaviour support plans. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Be able to assist in reviewing learning. | 5.1 Feed back to the therapist on the individual's learning achievements and any problems encountered. | | |
| | 5.2 Help individuals to review their achievements and plan for future learning. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN86. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AHP 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.

**AHP 16: Provide support to individuals to continue recommended therapies**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7170 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 20 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the importance of supporting individuals to continue recommended therapies. | 1.1 Analyse benefits of recommended therapies to an **individual**'s health and well-being. | | |
| | 1.2 Describe barriers that prevent individuals from continuing recommended therapies. | | |
| | 1.3 Discuss consequences of individuals discontinuing recommended therapies. | | |
| 2. Be able to encourage individuals to continue recommended therapies. | 2.1 Agree individual's **needs**, **wishes** and **preferences** in relation to continuing a recommended therapy. | | |
| | 2.2 Enable individuals to access information in relation to benefits of continuing the recommended therapy. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy. | | |
| | 2.4 Explain how to motivate the individual to continue the recommended therapy. | | |
| 3. Be able to support individuals to continue recommended therapy. | 3.1 Clarify information required prior to providing support. | | |
| | 3.2 Promote **active participation** during therapy. | | |
| | 3.3 Manage concerns encountered during therapy. | | |
| | 3.4 Provide constructive feedback and encouragement to the individual during therapy. | | |
| 4. Be able to monitor, record and report on observations during recommended therapy. | 4.1 Establish with the individual and **others** the observations to be made during therapy sessions. | | |
| | 4.2 Carry out agreed observations within scope of own role. | | |
| | 4.3 Record agreed observations within scope of own role. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Report on the findings of observations to individuals and others. | | |
| 5. Be able to contribute to evaluation and review of recommended therapies. | 5.1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided. | | |
| | 5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others. | | |
| | 5.3 Agree changes to therapy sessions or the support provided with others. | | |
| | 5.4 Record agreed actions. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0352. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Needs, wishes and preferences** can include**:**<br>• importance of recognising individual needs<br>• age and stage of development of child or young person<br>• home language<br>• preferred method<br>• additional learning needs<br>• physical disabilities<br>• cognitive and communication difficulties<br>• alternative methods of communication, e.g. language; British Sign Language; Makaton; Braille; the use of signs, symbols, pictures and writing; objects of reference; finger spelling; communication passports; human and technological aids to communication.<br><br>**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.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AHP 16
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.

**AHP 17: Examine the feet of individuals with diabetes**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7361 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 18 |
| **Unit aim** | This unit is aimed at those who conduct foot examinations on individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to conduct a foot examination and to communicate with individuals regarding how diabetes can affect foot health. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand good practice in diabetic foot care. | 1.1 Summarise national and local guidelines on diabetes healthcare. | | |
| | 1.2 Describe local referral pathways for foot health. | | |
| | 1.3 Explain how to gather information from the **individual** prior to conducting an examination. | | |
| | 1.4 Explain how to inform the individual/carer about the relationship between diabetes and foot health. | | |
| | 1.5 Explain how to work in partnership with individuals/carers. | | |
| | 2.1 Explain the causes of diabetes. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand the factors affecting foot health in individuals with diabetes. | 2.2 Describe the signs and symptoms of diabetes. | | |
| | 2.3 Identify the risks of diabetes to foot health. | | |
| | 2.4 Explain the importance of footwear to foot health for individuals with diabetes. | | |
| | 2.5 Explain how to look after footwear and check for wear. | | |
| | 2.6 Explain the impact of nutrition, health and physical exercise on an individual with diabetes. | | |
| 3. Be able to prepare to conduct an examination on the feet of individuals who have diabetes. | 3.1 Confirm the individual's identity and gain **valid consent** prior to beginning the examination. | | |
| | 3.2 Gather information about the individual's general health, including any relevant symptoms. | | |
| | 3.5 Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes. | | |
| 4. Be able to conduct an examination on the feet of an individual with diabetes. | 4.1 Apply health and safety measures relevant to the procedure and environment. | | |
| | 4.2 Apply standard precautions for infection control. | | |
| | 4.3 Explain the foot examination process to the individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Select the equipment used to examine foot health. | | |
| | 4.5 Use tools to assess for peripheral sensory neuropathy. | | |
| | 4.6 Palpate pedal pulses to assess for peripheral vascular disease. | | |
| | 4.7 Check feet for gross deformities, trauma, current infection and ulcerations. | | |
| | 4.8 Examine the individual's footwear to assess suitability and risk status. | | |
| 5. Be able to advise individuals with diabetes about foot health. | 5.1 Assess factors which may limit an individual's ability to self-care. | | |
| | 5.2 Advise the individual/carer about how diabetes can affect foot health. | | |
| 6. Be able to report the outcome of foot examinations. | 6.1 Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified. | | |
| | 6.2 Pass on information about individual's care requirements to other team members in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | HAS3.1 |

| | |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AHP 17
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.

**AHP 18: Provide advice on foot care for individuals with diabetes**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7270 | **Unit level** | 4 |
| **Credit value** | 4 | **GL** | 31 |
| **Unit aim** | This unit is aimed at those who care for individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to provide advice to individuals with diabetes in order to help them care for their feet. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand good practice in diabetic foot care. | 1.1 Summarise national and local guidelines on diabetes healthcare. | | |
| | 1.2 Describe local referral pathways for foot health. | | |
| 2. Understand the factors affecting foot health in individuals with diabetes. | 2.1 Explain the causes of diabetes. | | |
| | 2.2 Describe the signs and symptoms of diabetes. | | |
| | 2.3 Identify the risks of diabetes to foot health. | | |
| | 2.4 Explain the importance of footwear to foot health for **individual**s with diabetes. | | |
| | 2.5 Explain the impact of nutrition, health and physical exercise on an individual with diabetes. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.6 Explain the **treatment options** for specific foot disorders often experienced by individuals with diabetes. | | |
| 3. Be able to discuss foot examination results with individuals/carers. | 3.1 Gain **valid consent** for carer to be present. | | |
| | 3.2 Use preferred method of communication. | | |
| | 3.3 Maintain privacy throughout the examination. | | |
| | 3.4 Discuss the results of the foot examination with the individual/carer. | | |
| | 3.5 Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests. | | |
| 4. Be able to advise individuals/carers on the management of foot health. | 4.1 Discuss with the individual/carer the best options for managing foot health. | | |
| | 4.2 Provide written information on foot health to support the individual/carer. | | |
| 5. Be able to complete records. | 5.1 Update records in line with local policy and protocol. | | |
| | 5.2 Record any actions to be taken by the individual/carer and other members of the care team. | | |
| **Additional information about the unit:** | | | |

| | |
|---|---|
| Relationship to National Occupational Standards (NOS) | HAS3.2. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Treatment options** may include orthotic intervention.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AHP 18
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.

**AHP 19: Adapt and fit healthcare equipment, medical devices, assistive technology or products to meet individuals' needs**

| | | | |
|---|---|---|---|
| **Unit reference** | Y/615/7238 | **Unit level** | 3 |
| **Credit value** | 6 | **GL** | 37 |
| **Unit aim** | This unit aims to develop the learner's ability to adapt and fit prescribed items. Knowledge and understanding of technical specifications and requirements inform work practice. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs. | 1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products. | | |
| | 1.2 Outline own role, responsibilities and accountability when adapting and fitting prescribed items. | | |
| | 1.3 Outline the procedures and systems used within own workplace for authorising prescribed items. | | |
| | 1.4 Explain the importance of handover procedures for the prescribed item. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs. | 2.1 Outline the aspects of anatomy and physiology which impact on adapting and fitting prescribed items within own role. | | |
| 3. Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products. | 3.1 Identify the measurements and limits of use for the prescribed items encountered in own work practice to ensure any adaptation maintains its:<br>• integrity<br>• safety<br>• fitness for purpose. | | |
| | 3.2 Identify the range of measurements used in adaptations of prescribed items encountered in own work practice, to ensure specification of the original prescription is met. | | |
| | 3.3 Explain the importance of checking the impact of a prescribed item on other devices and systems used by the **individual**. | | |
| | 3.4 Identify the parameters used when assessing the fit of prescribed items encountered in own role. | | |
| | 3.5 Describe the process of making minor adjustments to ensure best fit and comfort for prescribed items. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Be able to adapt prescribed items to meet individuals' needs. | 4.1 Liaise with **those involved** in the adaptation and check authorisation for the work. | | |
| | 4.2 Check that the prescribed item conforms to required **standards.** | | |
| | 4.3 Make adaptations in line with prescribed recommendations, in accordance with national/local policy and protocol. | | |
| | 4.4 Confirm the prescribed item is in safe working order within expected performance parameters. | | |
| | 4.5 Explain the action to take if any faults are identified outside of expected performance parameters. | | |
| | 4.6 Inform those involved and the individual that the prescribed item is ready for fitting. | | |
| | 4.7 Record details of the adjustments in line with national/local policy. | | |
| 5. Be able to fit prescribed items to meet the needs of individuals. | 5.1 Confirm the individual's identity and gain **valid consent.** | | |
| | 5.2 Explain to the individual the purpose and instruct in the use of the prescribed item. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.3 Maintain compliance with health and safety guidance at all times. | | |
| | 5.4 Apply standard precautions for infection control. | | |
| | 5.5 Fit the prescribed item and activate, if necessary. | | |
| | 5.6 Check the safety and performance measurements of the prescribed item. | | |
| | 5.7 Ensure the item is comfortable, acceptable and meets the individual's needs and clinical requirements. | | |
| | 5.8 Give the prescribed item to the individual with documentation, instructions on maintenance, and how to report malfunction. | | |
| | 5.9 Record details of the fitting and instruction process in line with national/local policy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS206 and CHS223. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Prescribed items** are defined as healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Those involved** could include key stakeholders, families, interdisciplinary team or agencies.<br><br>**Standards** may include quality, manufacturer's guidelines, prescription, effective operation standards.<br><br>**Valid consent** must be in line with agreed UK country definition. |

**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:** AHP 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.

**AHP 20: Provide support for mobility**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7215 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 14 |
| **Unit aim** | This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the importance of mobility. | 1.1 Define ‘mobility’. | | |
| | 1.2 Explain how different health conditions may affect and be affected by mobility. | | |
| | 1.3 Outline the effects that reduced mobility may have on an **individual**’s **well-being**. | | |
| | 1.4 Describe the benefits of maintaining and improving mobility. | | |
| 2. Be able to prepare for mobility activities. | 2.1 Agree **mobility activities** with the individual and **others**, according to the individual’s needs and abilities. | | |
| | 2.2 Remove or minimise hazards in the environment before a mobility activity. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Check the suitability of an individual's clothing and footwear for safety and mobility. | | |
| | 2.4 Check the suitability of **mobility equipment and appliances** for the individual. | | |
| | 2.5 Check the safety and cleanliness of mobility equipment and appliances. | | |
| 3. Be able to support individuals to keep mobile. | 3.1 Promote the **active participation** of the individual during a mobility activity. | | |
| | 3.2 Assist an individual to use mobility appliances correctly and safely. | | |
| | 3.3 Monitor the individual during the mobility activity and report any adverse events to an appropriate person. | | |
| | 3.4 Give feedback and encouragement to the individual during mobility activities. | | |
| 4. Be able to observe, record and report on activities to support mobility. | 4.1 Record observations of mobility activity. | | |
| | 4.2 Report on progress and/or problems relating to the mobility activity including:<br>• choice of activities<br>• equipment<br>• appliances<br>• the support provided. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0215. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Well-being** may include aspects that are:<br>• social<br>• emotional<br>• cultural<br>• spiritual<br>• intellectual<br>• economic<br>• physical<br>• mental.<br><br>**Mobility activities** may include:<br>• exercises<br>• physiotherapy<br>• occupational therapy<br>• household activities<br>• group activities.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Mobility equipment and appliances** may include:<br>• wheel chairs<br>• sticks<br>• walking frames<br>• custom-made appliances. |

| **Additional information about the unit:** | |
|---|---|
| | **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. |

**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:** AHP 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.

**AHP 21: Provide agreed support for foot care**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7295 | **Unit level** | 2 |
| **Credit value** | 3 | **GL** | 23 |
| **Unit aim** | This unit is aimed at those working in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the signs and causes of foot and toenail abnormalities. | 1.1 Describe the effects of common medical conditions on the feet and toenails. | | |
| | 1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toenails. | | |
| 2. Be able to provide support for assessed foot care needs. | 2.1 Ascertain information about an **individual**'s assessed foot care needs. | | |
| | 2.2 Ensure the setting for foot care meets the individual's **preferences** and maintains privacy. | | |
| | 2.3 Gain consent to provide treatment to the individual. | | |
| | 2.4 Prepare the equipment required for treatment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.5 Prepare the individual's feet for treatment, in a way that promotes **active participation.** | | |
| | 2.6 Describe how and when to access additional guidance about assessed foot care needs. | | |
| 3. Be able to promote the individual's engagement in their own foot care. | 3.1 Support the individual's understanding of any treatments, equipment or dressings to be used. | | |
| | 3.2 Invite feedback from the individual on how their foot care is carried out. | | |
| | 3.3 Explain why advice should not be given unless agreed with the podiatrist. | | |
| 4. Be able to provide foot care safely. | 4.1 Carry out agreed foot care treatments in accordance with instructions. | | |
| | 4.2 Operate equipment safely and in accordance with instructions. | | |
| | 4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks. | | |
| | 4.4 Dispose of waste products safely. | | |
| | 4.5 Provide follow-up instructions to individual on completion of treatment | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 5. Be able to record and report on foot care. | 5.1 Record the condition of the individual's feet before treatment. | | |
| | 5.2 Record treatments carried out. | | |
| | 5.3 Explain how to record any adverse reactions or responses to treatments or dressings. | | |
| | 5.4 Report on foot care treatments, conditions and reactions in agreed ways. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS 150. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**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. |

**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:** AHP 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.

**AHP 22: Provide support for individuals with communication and interaction difficulties**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7352 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 39 |
| **Unit aim** | This unit requires the learner to have an understanding of different communication methods, normal and impaired communication, and factors in interacting with individuals with communication and interaction difficulties. This enables the learner to support learning tasks and activities in work practice. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with communication and interaction difficulties. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role. | | |
| 2. Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties. | 2.1 Describe the roles and responsibilities of **relevant others** within own work environment. | | |
| | 2.2 Describe the roles and responsibilities of others external to own work environment. | | |
| 3. Understand normal and impaired communication. | 3.1 Explain the differences between normal communication and that of **individual**s with communication disorders. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.2 Identify the role of communication in developing self-esteem and expression. | | |
| | 3.3 Describe how emotional and physical factors can affect communication and how these may be minimised or overcome. | | |
| | 3.4 Explain the relationship between different communication impairments relevant to own role. | | |
| | 3.5 Describe the communication impairments and disorders encountered in own role and the effects these have on:<br>• social interaction<br>• learning<br>• physical health<br>• mental health<br>• environment. | | |
| 4. Understand methods of interacting with individuals with communication difficulties. | 4.1 Explain how to adapt vocabulary to meet the needs of individuals with communication difficulties. | | |
| | 4.2 Describe visual and auditory teaching approaches. | | |
| | 4.3 Explain the importance of recognising how different cultures, upbringing and home circumstances can affect communication. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.4 Explain the use of educational/ behaviour support plans. | | |
| 5. Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities. | 5.1 Describe the language and communication needs of an individual encountered in own work role. | | |
| | 5.2 Obtain information about the individual's competence in communication and the therapist's planned **learning tasks and activities**. | | |
| | 5.3 Organise the environment and equipment to facilitate participation in planned learning tasks and activities. | | |
| | 5.4 Use modes of communication to encourage and assist the individual to participate in learning tasks and activities. | | |
| | 5.5 Assist the individual to use **augmented and alternative means of communication.** | | |
| 6. Be able to support individuals with communication and | 6.1 Encourage the individual to converse with relevant others. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| interaction difficulties to communicate with others. | 6.2 Provide opportunities for the individual to initiate, respond and maintain communication and relationships with relevant others. | | |
| | 6.3 Encourage and support relevant others to respond to the individual with communication and interaction difficulties. | | |
| | 6.4 Promote the individual's autonomy with regard to expressive and receptive language. | | |
| | 6.5 Provide constructive feedback to the individual on their participation and progress. | | |
| | 6.6 Provide feedback to the therapist on significant aspects of the individual's participation levels and progress. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN85. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 5 and 6 must be assessed in a real work environment. |

| | |
|---|---|
| Unit guidance | **Relevant others** could include friends, relatives, peers, advocates, other therapists, carers.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Learning tasks and activities** may include:<br>• physical<br>• creative<br>• cognitive.<br><br>**Augmented and alternative means of communication** includes the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols and voice output communication aids. |

**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:** AHP 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.

**AHP 23: Support individuals with speech and language disorders to develop their communication skills**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7178 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 28 |
| **Unit aim** | This unit is aimed at those who work under the direction of a speech and language therapist to support individuals with speech and language disorders to develop their communication skills across the lifespan.<br><br>Learners will have the opportunity to develop knowledge, understanding and skills to implement and adapt therapeutic activities for individual communication needs. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with speech and language disorders to develop their communication skills. | 1.1 Identify key legislation, national guidelines, policies, protocols and good practice related to supporting **individual**s with speech and language disorders to develop their communication skills. | | |
| | 1.2 Explain own responsibilities and accountability in relation to providing support to individuals with speech and language disorders to develop their communication skills. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan. | 2.1 Describe the range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan. | | |
| 3. Understand the factors affecting individuals' ability to communicate. | 3.1 Outline how speech sounds are produced. | | |
| | 3.2 Explain how common speech and language disorders can affect an individual's ability to communicate and learn. | | |
| | 3.3 Explain the effect that developmental delay and acquired disorders can have upon an individual's communication. | | |
| | 3.4 Explain the effects the following will have on communication and social interaction:<br>• unusual patterns of interaction<br>• psychological changes<br>• stress and distress<br>• familiar communication environments<br>• employment<br>• education<br>• health. | | |
| | 3.5 Explain the stages in verbal comprehension and how situational understanding impacts on functional understanding. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.6 Outline the role of the communication partner in making reasonable adjustments. | | |
| | 3.7 Explain the impact of social communication impairment. | | |
| 4. Understand how **therapeutic programmes and activities** are used to support and enhance communication. | 4.1 Identify factors which affect attention span, memory and the ability to learn for different client groups accessing speech and language therapy. | | |
| | 4.2 Explain the nature and purpose of different therapeutic activities. | | |
| | 4.3 Explain how therapeutic activities can be adapted for use within the boundaries of a specified therapy programme. | | |
| | 4.4 Explain the meaning and uses of augmentative sign and symbol systems for communication disorders and social interaction. | | |
| 5. Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities. | 5.1 Provide a model for the individual in terms of verbal and non-verbal communication. | | |
| | 5.2 Gain **valid consent** from the individual, or a third party where the individual is not in a position to provide this consent independently. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 5.3 Explain and agree the therapeutic activities with the individual. | | |
| 6. Be able to support the implementation of agreed therapeutic programmes and activities to help individuals with speech and language disorders to develop their communication skills. | 6.1 Carry out therapeutic activities using methods as directed and detailed within the individual's care plan, seeking advice when an activity is beyond own scope of practice. | | |
| | 6.2 Use motivators and provide levels of stimulation that are appropriate to the age and communication ability of the individual. | | |
| | 6.3 Provide the individual with sufficient time, opportunity and encouragement to practise existing and newly developed skills. | | |
| | 6.4 Provide encouragement to the individual to promote their own communication skills by taking advantage of opportunities to integrate skills and implement the programme into their normal daily activities. | | |
| | 6.5 Provide support to **relevant others** to enable them to develop skills which they can use with the individual in a functional setting. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.6 Provide feedback to the individual's care team to support future planning of the individual's care. | | |
| | 6.7 Record outcomes of the programme activities, taking any necessary action in response to factors which indicate adverse reaction to the programme. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS157. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Therapeutic programmes and activities** are those devised by the Speech and Language Therapist and agreed with the individual to address developmental needs such as:<br>• language (development or recovery of words and concepts to convey meaning)<br>• phonological/articulatory (development or recovery of patterns and systems of speech sound)<br>• social communication (development or recovery of social communication skills including parent/child interactions)<br>• comprehension<br>• alternative and augmentative communication (AAC). |

| **Additional information about the unit:** | |
|---|---|
| | **Valid consent** must be in line with agreed UK country definition.<br><br>**Relevant others** are those with whom the individual is in routine contact and whom they elect to involve in their care programme. |

**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:** AHP 23
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.

**AHP 24: Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7206 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 35 |
| **Unit aim** | This unit is aimed at those who assist the work of professionals who support the speech and language therapy needs of individuals whose first language is not English. A competent use of an individual's home language is essential. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for supporting **individual**s from diverse linguistic and cultural backgrounds to access speech and language therapy services. | | |
| | 1.2 Explain own responsibilities and accountability in relation to providing assistance to access and work with an interpreter. | | |
| 2. Understand the communication needs and abilities of individuals from diverse linguistic and cultural backgrounds. | 2.1 Explain the difference in developmental norms between English and another specialist language. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Describe the factors which affect the patterns of development and breakdown of language, phonology and articulatory accuracy of a group of individuals from a particular linguistic and cultural background. | | |
| | 2.3 Describe the factors which must be considered when developing activities and materials for different individuals from diverse linguistic and cultural backgrounds. | | |
| 3. Understand how to provide **speech and language therapy related care and support** for individuals from diverse linguistic and cultural backgrounds. | 3.1 Identify potential barriers to individuals from diverse linguistic and cultural backgrounds accessing speech and language therapy services. | | |
| | 3.2 Explain how to tailor speech and language care and support for different age groups and cultural needs. | | |
| | 3.3 Describe ways of working with appropriate professionals to support individual care pathways. | | |
| 4. Know the types of information and materials required to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services. | 4.1 Identify the types of linguistic and cultural advice and information required by professionals to support individuals to access speech and language therapy services. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.2 Identify support materials and equipment required to support an individual's therapy. | | |
| | 4.3 Outline how to prepare, produce and order materials and equipment. | | |
| 5. Be able to assist professionals in providing support for individuals and significant others from diverse linguistic and cultural backgrounds. | 5.1 Provide interpretations between professionals, the individual and **significant others.** | | |
| | 5.2 Advise professionals on linguistic and phonetic aspects that are specific to the language of the individual. | | |
| | 5.3 Provide speech and language therapy related care and support to professionals, the individual and significant others. | | |
| | 5.4 Provide linguistic, phonetic and cultural advice to professionals in order to support the individual's care pathway. | | |
| | 5.5 Assist professionals to identify potential barriers to the individual accessing services. | | |
| | 5.6 Assist professionals to prepare, produce and order materials for use with bilingual/non-English speaking individuals. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS 158. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 5 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Speech and language therapy related care and support** may include:<br>• working within a range of settings e.g. school, clinic, home, according to the needs of bilingual/non-English speaking individuals<br>• providing training programmes and workshops, under supervision by a therapist, to parents and carers of individuals with communication difficulties<br>• screening appropriate individuals for signs of communication and swallowing disorders and bringing those with difficulties to the attention of the Speech and Language Therapist<br>• comprehension and expression.<br><br>**Significant others** are those who play a supportive role in the individual's life and may include: family, friends, carers, partners or spouses. |

**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:** AHP 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.

**AHP 25: Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use**

| | | | |
|---|---|---|---|
| **Unit reference** | T/615/7246 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 25 |
| **Unit aim** | This unit is aimed at those who support individuals who use alternative and augmentative communication systems (AAC).<br><br>Learners will have the opportunity to develop knowledge, understanding and skills required to determine the resource needs of individuals and to produce appropriate resources to support speech and language therapies. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand how resources are used to support individuals who use alternative and augmentative communication (AAC) systems. | 1.1 Outline the **factors** to take into account when determining the type of **resources** required by **individual**s. | | |
| | 1.2 Explain why different therapies may require different resources. | | |
| | 1.3 Explain why resources must match the specified communication goals of an individual. | | |
| | 1.4 Explain the importance of working with professionals in the development of resources. | | |
| | 1.5 Explain how copyright impacts on use of resources. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Be able to determine the resource needs of individuals who use AAC systems. | 2.1 Discuss with the individual his/her communication needs. | | |
| | 2.2 Discuss with the Speech and Language Therapist the types of resources required by the individual in relation to:<br>• the **AAC system** used<br>• the type of therapy required<br>• specified communication goals<br>• ability and interests. | | |
| | 2.3 Identify relevant materials, equipment and resources that are suitable for the individual. | | |
| 3. Be able to cost and order materials, equipment and resources for individuals who use AAC systems. | 3.1 Identify available funding sources for AAC devices. | | |
| | 3.2 Cost materials, equipment and resources that are suitable for the individual. | | |
| | 3.3 Order materials, equipment and resources that are suitable for the individual in line with policy and protocol. | | |
| 4. Be able to develop resources for individuals who use AAC systems. | 4.1 Develop and/or adapt resources for an individual who uses AAC systems. | | |
| | 4.2 Check that the resources are not hazardous to the individual or self. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Implement health and safety measures relevant to developing resources for individuals who use AAC systems. | | |
| | 4.4 Provide feedback to the Speech and Language Therapist if the individual has concerns about using AAC. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS154. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Factors** to consider in determining appropriate resources may include: mode and system of communication; age; level of functioning; physical, visual and perceptual abilities and needs; culture and ethnic background; personal beliefs; interests and experiences.<br><br>**Resources** include those commercially available prepared by the worker or required for speech and language therapy (including equipment, materials, environment and activities).<br><br>**Individuals** may be adults, babies, children, young people or older people.<br><br>**Alternative and augmentative communications (AAC) systems** are augmentative communication systems and include the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols, and voice-output communication aids. |

**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:** AHP 25
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.

**AHP 26: Assist and support individuals to use alternative and augmentative communication systems (AAC)**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7284 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 35 |
| **Unit aim** | This unit is aimed at those who assist and support individuals who use alternative and augmentative communication (AAC) systems.<br><br>It will provide learners with the opportunity to develop knowledge, understanding and skills required to prepare resources and equipment for individuals and to assist and support an individual's active participation in using AAC systems to communicate. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to assisting and supporting individuals to use **alternative and augmentative communication (AAC) systems.** | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for assisting and supporting **individual**s to use AAC systems. | | |
| | 1.2 Explain own responsibilities and accountability in relation to local policy and protocol for AAC systems. | | |
| 2. Understand how to assist and support the use of AAC systems. | 2.1 Explain how AAC systems work. | | |
| | 2.2 Explain how to deal with defects and problems to ensure functionality of equipment. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe how to manage mobility issues in individuals using communication systems. | | |
| | 2.4 Identify issues which may affect the physical comfort of individuals using communication systems. | | |
| 3. Understand how AAC systems support the needs of individuals. | 3.1 Describe how the use of AAC systems can support an individual with particular medical and physical conditions. | | |
| | 3.2 Describe how the use of AAC systems affects interaction patterns. | | |
| | 3.3 Compare the use of objects, signs, symbols, written and spoken language in communication systems. | | |
| | 3.4 Compare the cognitive and symbolic development and speech and language development of a group of individuals. | | |
| 4. Be able to prepare AAC equipment for individuals to use. | 4.1 Establish the type of AAC system used by the individual prior to making contact with them. | | |
| | 4.2 Prepare **resources and equipment** safely, referring to the speech and language therapist where necessary. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Set out equipment and furniture according to health and safety procedures and guidelines. | | |
| 5. Be able to assist and support individuals to use AAC systems. | 5.1 Gain **valid consent** from the individual, or a third party where the individual is not in a position to provide this consent independently. | | |
| | 5.2 Position the individual and self comfortably to enable the individual to access the AAC system. | | |
| | 5.3 Support the individual's **active participation** in the communication process. | | |
| | 5.4 Use appropriate signs and symbols to communicate with the individual. | | |
| | 5.5 Use the AAC system in line with local policy and protocol to communicate with the individual. | | |
| | 5.6 Support **others** to communicate with individuals using AAC systems. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS155. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Alternative and augmentative communications (AAC) systems** are augmentative communication systems and include the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols, and voice-output communication aids.<br><br>**Individuals** may be adults, children, young people or older people.<br><br>**Resources and equipment** include those:<br>• commercially available<br>• prepared by the worker<br>• required for speech and language therapy, including equipment, materials, environment and activities.<br><br>**Valid consent** must be in line with agreed UK country definition.<br><br>**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.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• families, carers and advocates. |

**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: AHP 26**
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.

**AHP 27: Develop activities and materials to enable individuals to reach specific communication goals**

| | | | |
|---|---|---|---|
| **Unit reference** | A/615/7328 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 38 |
| **Unit aim** | This unit is aimed at those who work with individuals who require speech and language therapy.<br><br>Learners will have the opportunity to obtain the knowledge, understanding and skills required to develop and adapt therapy programmes for individuals to achieve identified communication goals. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Know the normal patterns of learning and communication development of individuals. | 1.1 Describe normal developmental patterns of visual and auditory perception. | | |
| | 1.2 Describe normal patterns of processing with regard to stimuli, at different stages of development and functioning. | | |
| | 1.3 Describe the range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 2. Understand how speech and language disorders can affect an individual's learning, communication development and lifestyle. | 2.1 Describe the factors which can affect developmental patterns. | | |
| | 2.2 Describe common causes of speech and language disorders. | | |
| | 2.3 Explain how the potential future patterns of disorders can affect the lifestyle of **individual**s. | | |
| | 2.4 Explain how various factors can affect an individual's ability to learn, sustain concentration, access and use materials and equipment and process information. | | |
| 3. Understand how therapy programmes can enable individuals to achieve communication goals. | 3.1 Explain the purpose of different types of speech and language therapy. | | |
| | 3.2 Explain how **therapy programmes** can be adapted, within set boundaries, to increase their effectiveness. | | |
| | 3.3 Explain how to break the therapy programme down into manageable goals for the individual. | | |
| | 3.4 Identify the **factors** which must be considered when designing activities and materials for different individuals. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 4. Be able to develop activities and materials for therapy programmes based on the identified communication goals of individuals. | 4.1 Work with **others** to identify and agree the communication goals of an individual, seeking advice from the speech and language therapist when necessary. | | |
| | 4.2 Establish a hierarchy of necessary tasks and skills needed by the individual in order to meet communication goals within scope of own role. | | |
| | 4.3 Use information sources to identify the individual's needs, abilities and interests. | | |
| | 4.4 Select **therapeutic techniques** which can be applied to the needs of the individual. | | |
| | 4.5 Develop activities and materials for therapy programmes for the individual based on their needs, abilities, interests and communication goals. | | |
| | 4.6 Develop activities and materials that enable **active participation** in group therapy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS156. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Therapy programmes** include both individual and group therapy such as:<br>• language – aim to develop pre-language and language skills (including comprehension and expression)<br>• phonological/articulatory – aim to develop or recover patterns and systems of speech sounds<br>• social communication – aim to develop or recover social communication skills (including parent/child interaction).<br><br>**Factors** for planning and designing activities and materials may include age; level of functioning and behaviour; level and method of communication; needs and abilities (physical, medical, sensory, emotional, perceptual and cognitive); culture and ethnic background; personal beliefs; interests and experiences.<br><br>**Others** can be members of the care team.<br><br>**Therapeutic techniques** may include:<br>• modelling – the therapy goal is demonstrated to the individual<br>• facilitating and eliciting – the individual is assisted to achieve the demonstrated goal<br>• prompting and cueing – the individual is given a clue to assist them to achieve a previously elicited goal (e.g. by signing, gesture, lip and tongue movements, paired words)<br>• reinforcing – additional ways are identified to assist the individual to strengthen the elicited goal |

| **Additional information about the unit:** | |
|---|---|
| | • generalising – the therapy goal is practised during wider interaction than in previous techniques, in order to set it in position during communication<br>• enabling – individual/parent/carer advice to implement programme.<br><br>**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 his/her own care or support, rather than a passive recipient. |

**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:** AHP 27
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.

**AHP 28: Give presentations to groups**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7219 | **Unit level** | 3 |
| **Credit value** | 3 | **GL** | 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand policies, protocols and good practice related to group presentations. | 1.1 Summarise the 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 technology and the relevance of technology 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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 group's understanding and adapt own presentation style in line with audience responses. | | |
| | 4.6 Summarise information to conclude the presentation | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.7 Gain feedback from audiences and evaluate their understanding from the presentation to inform future delivery. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN18. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Materials and resources** can be paper-based and/or electronic 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:** AHP 28
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.

**AHP 29: Assist others to plan presentations**

| | | | |
|---|---|---|---|
| **Unit reference** | R/615/7223 | **Unit level** | 2 |
| **Credit value** | 2 | **GL** | 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**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand techniques and resources involved in planning presentations. | 1.1 Summarise the 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 technology within a presentation. | | |
| 2. Be able to assist others to plan presentations. | 2.1 Describe the process of planning a presentation. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>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 the 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. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN19. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |
| Unit guidance | **Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates.<br><br>**Background information** may include:<br>• number of delegates and their roles<br>• date and length of presentation<br>• venue. |

**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:** AHP 29
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.

**AHP 30: Support individuals in undertaking their chosen activities**

| | | | |
|---|---|---|---|
| **Unit reference** | F/615/7220 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 24 |
| **Unit aim** | This unit aims to develop the learner's ability to work with the individual and/or significant other to identify chosen activities to enhance well-being.<br><br>Research on the ability of the individual to achieve the activities is required as well as the provision of support to carry out the activities. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting **individual**s to undertake their chosen activities. | | |
| 2. Understand concepts for supporting individuals to undertake chosen activities, services or facilities. | 2.1 Explain factors which motivate an individual to change behaviour and/or lifestyle. | | |
| | 2.2 Explain the benefits to the:<br>• individual's sense of **well-being**<br>• personal development. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.3 Describe how to identify the physical, psychological and social demands of an individual's chosen activities within scope of own role. | | |
| | 2.4 Explain the use of **SMART** goals. | | |
| 3. Be able to make plans with individuals to undertake chosen activities. | 3.1 Interpret any previous assessment of the individual's needs to inform future requirements. | | |
| | 3.2 Actively listen to the individual or relevant **others** to establish an understanding of their needs, interests, values and beliefs. | | |
| | 3.3 Identify the physical, social, safety and psychological demands of the chosen activity within scope of own role. | | |
| | 3.4 Agree the steps to develop ability to undertake chosen activities. | | |
| | 3.5 Identify the range of local services and facilities available. | | |
| | 3.6 Select the local services and facilities based on the:<br>• availability<br>• relevance. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 3.7 Agree with the individual and relevant others any information, resources, adaptations and assistance required to access and use chosen services and facilities. | | |
| 4. Be able to support individuals to undertake chosen activities. | 4.1 Organise any required resources, adaptations and assistance to enable the individual to access chosen activities. | | |
| | 4.2 Support an individual to access their chosen activities in line with scope of own role and national/local policy. | | |
| | 4.3 Describe coping strategies that an individual may require to fulfil their chosen activities. | | |
| | 4.4 Evaluate the effectiveness of the activities in line with national/local policy within scope of own role. | | |
| | 4.5 Maintain clear records in accordance with national/ local policy. | | |
| | 4.6 Report the outcomes in accordance with national/local policy. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | GEN 15. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Well-being** may include aspects that are:<br>• social<br>• emotional<br>• cultural<br>• spiritual<br>• intellectual<br>• economic<br>• physical<br>• mental.<br><br>**SMART –** comprehensive definition for goal setting:<br><br>S – specific<br>M – measurable<br>A – achievable,<br>R – realistic<br>T – time-bound.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>• families, carers and advocates. |

**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:** AHP 30
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.

**AHP 31: Facilitate learning and development activities to meet individual needs and preferences**

| | | | |
|---|---|---|---|
| **Unit reference** | M/615/7259 | **Unit level** | 3 |
| **Credit value** | 5 | **GL** | 35 |
| **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 plan, take part in and evaluate learning or development activities. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand the role of learning and development activities in meeting individual needs. | 1.1 Describe the benefits to **individual**s of engaging in **learning or development** activities. | | |
| | 1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate. | | |
| | 1.3 Explain how individual needs and **preferences** may influence how learning and development activities are accessed or delivered. | | |
| 2. Be able to identify learning and development activities to meet individual needs and preferences. | 2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Provide the individual and **others** with information on possible learning or development activities. | | |
| | 2.3 Assess whether a tailor-made activity may be more beneficial to an individual than other learning or development opportunities. | | |
| | 2.4 Work with the individual and others to agree learning or development activities that will suit the individual. | | |
| 3. Be able to plan learning and development activities with individuals. | 3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported. | | |
| | 3.2 Establish with the individual and others a plan for implementing the programme of activities. | | |
| | 3.3 Assess risks in line with **agreed ways of working.** | | |
| 4. Be able to prepare for learning and development activities. | 4.1 Obtain or prepare resources or equipment needed for the activity. | | |
| | 4.2 Describe how resources or equipment might be adapted to meet the needs of an individual. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation. | | |
| | 4.4 Prepare the environment so that the activity can be carried out safely and effectively. | | |
| 5. Be able to facilitate learning and development activities with individuals. | 5.1 Carry out agreed role in facilitating the activity. | | |
| | 5.2 Support the individual to engage with the activity in a way that promotes **active participation.** | | |
| | 5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided. | | |
| | 5.4 Make adjustments in response to feedback. | | |
| 6. Be able to evaluate and review learning and development activities. | 6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided. | | |
| | 6.2 Collate and present information for evaluation as agreed. | | |
| | 6.3 Use agreed criteria to evaluate the activity with the individual and others. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 6.4 Make recommendations for any changes in the activity, its implementation or the support provided. | | |
| | 6.5 Explain the importance of recognising progress achieved through a learning or development activity. | | |
| | 6.6 Record the outcome of the evaluation in line with organisational requirements. | | |
| | 6.7 Explain how to refer any concerns to an appropriate person. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | HSC0351. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. |
| Unit guidance | **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br>**Learning and development activities** may include:<br>• intellectual pursuits<br>• activities to promote fitness or mobility<br>• activities relating to skills development<br>• activities to promote participation and interaction. |

| **Additional information about the unit:** | |
|---|---|
| | **Preferences** may be based on:<br>• beliefs<br>• values<br>• culture.<br><br>**Others** may include:<br>• team members<br>• other colleagues<br>• those who use or commission their own health or social care services<br>families, carers and advocates.<br>**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers.<br><br>**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. |

**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:** AHP 31
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.

**AHP 32: Manufacture equipment or medical devices for individuals within healthcare**

| | | | |
|---|---|---|---|
| **Unit reference** | L/615/7348 | **Unit level** | 3 |
| **Credit value** | 4 | **GL** | 30 |
| **Unit aim** | This unit covers the manufacture and assembly of customised and/or rehabilitation equipment, medical devices and assistive technology. | | |

| | | | |
|---|---|---|---|
| **Learner name:** | | **Centre no:** | |
| **PIN:** | | **ULN:** | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to manufacture of medical devices. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the manufacture of **equipment or medical devices.** | | |
| | 1.2 Explain how the prescription requirement is integrated in the manufacture of equipment or medical devices. | | |
| | 1.3 Describe how to assess and manage risks within the manufacturing environment and for the item under construction. | | |
| 2. Be able to prepare to carry out the manufacturing of equipment or medical devices. | 2.1 Identify and assess existing manufacturing components for suitability in accordance with agreed protocols. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 2.2 Select the materials, tools and techniques for producing the equipment or device. | | |
| | 2.3 Interpret the **specification for the manufacture** of the equipment or device. | | |
| | 2.4 Determine those aspects of specification which relate to an adaptation of existing equipment and/or device to meet the prescribed customised solution. | | |
| 3. Be able to carry out the manufacturing of equipment or medical devices. | 3.1 Work with stakeholders and others involved in the manufacture process. | | |
| | 3.2 Implement **health and safety measures** relevant to the manufacturing of equipment or medical devices. | | |
| | 3.3 Manufacture and/or assemble the component parts to the agreed specification. | | |
| 4. Be able to monitor operations and conditions. | 4.1 Maintain environmental conditions as required by the manufacturing procedure. | | |
| | 4.2 Carry out the testing, monitoring, inspection and risk assessment for the operation of equipment and materials. | | |

| **Learning outcomes**<br>The learner will: | **Assessment criteria**<br>The learner can: | **Evidence record**<br>e.g. page number & method | **Assessor judgement achieved**<br>Initial and date |
|---|---|---|---|
| | 4.3 Respond to any faults or breakdowns to equipment in line with local policy and protocol. | | |
| 5. Be able to test and adjust the finished equipment or medical device. | 5.1 Confirm that the product meets agreed specification, prescription and performance parameters. | | |
| | 5.2 Apply standard precautions for infection control. | | |
| | 5.3 Test the product with the **individual** within scope of own role. | | |
| | 5.4 Adapt the product to meet the customised solution. | | |
| | 5.5 Compile and maintain records and user information for the equipment or medical device in line with local policy and protocol. | | |
| | 5.6 Store records in line with local policy and protocol. | | |

| **Additional information about the unit:** | |
|---|---|
| Relationship to National Occupational Standards (NOS) | CHS205. |
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles. |

| **Additional information about the unit:** | |
|---|---|
| | Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. |
| Unit guidance | **Equipment or medical devices** including prostheses and orthoses and specialist seating.<br><br>**Specification for the manufacture** e.g. applied maximum loading rates.<br><br>**Health and safety measures** will include personal safety methods.<br><br>**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**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:** AHP 32
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.

# Section 4: Assessment and quality assurance information

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

**Please note mandatory assessment for 'DHS 15 Study Skills for Senior Healthcare Support Workers' unit must provide evidence of a piece of extended writing or a project.**

| Ref | Assessment Method | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|---|---|---|---|
| A | Direct observation of learner by Assessor<br>• by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice | Yes | Yes |
| B | Professional discussion | Yes | Yes |
| C | Expert Witness evidence*<br>• when directed by the Sector Skills Council or other assessment strategy/principles | Yes | Yes |
| D | Learner's own work products | Yes | Yes |
| E | Learner log or reflective diary | Yes | Yes |
| F | Activity plan or planned activity | Yes | Yes |
| G | Observation of children, young people or adults by the learner | Yes | Yes |

| Ref | Assessment Method | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|---|---|---|---|
| H | Portfolio of evidence<br>• may include simulation** | Yes | Yes |
| I | Recognition of prior learning | Yes | Yes |
| J | Reflection on own practice in real work environment | Yes | Yes |
| K | Written and pictorial information | No | Yes |
| L | Scenario or case study | No | Yes |
| M | Oral questions and answers | Yes | Yes |

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

** **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Skills for Health Assessment Principles

**Knowledge learning outcomes**

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

**Competence / Skills learning outcomes**

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions

  **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

# Section 5: Documents and resources

## Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of qualification.

- Skills for Health **Guidance on selecting optional units in the Level 3 Diploma in Healthcare Support**
- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

## Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

The following document is available on the Qualifications page on NCFE website and mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Health Assessment Principles
- Skills for Care and Development Assessment Principles

**Support handbook**

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

## Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the well-being and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## Resource requirements

There are no specific resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

**NCFE © Copyright 2022 All rights reserved worldwide.**

Version 2.4 June 2022
Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**Qualification title and reference number:**
NCFE CACHE Level 3 Diploma in Healthcare Support 603/2414/4

**Publication date**
Version 1.0 September 2017
Version 2.0 August 2018
Version 2.1 May 2019
Version 2.2 October 2019
Version 2.3 January 2020
Version 2.4 June 2022

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