

# Holistic Delivery Guidance

## Introduction

Each unit is capable of being assessed independently of other units. However, holistic assessment arrangements that enable evidence from more than one unit to be generated and presented through a single process are recommended wherever possible when a learner is taking more than one unit.

There are several benefits to adopting this approach including:

- ease of delivery
- positive impact upon required resources
- avoiding unnecessary repetition
- facilitation of your learner's own understanding of the qualification as a whole and
- interlinks between units to inform learners' professional practice.

We have produced the following 4 models (using mandatory and optional health units) for delivery of the Health Suite of qualifications to help you begin to plan. The models are intended ONLY as EXAMPLES to initiate thought around the possibilities and benefits of holistic delivery. They are not mandatory or recommendations of best practice and you are advised to plan in collaboration with your own teams to ensure that models you use are designed to suit your staff and your learners. The underpinning planning principles focus upon common and related themes between units, learning outcomes and assessment criteria.

Whichever way you decide to plan for holistic delivery remember it is essential to ensure you have the correct credit value with regard to mandatory and optional units whilst adhering to the qualifications' rules of combination.

Don't forget to read the next steps at the end of this guidance document.

**Please let us know how you found this document by completing the feedback form at the back.**

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## Model 1 - Level 2 Certificate in Healthcare Support Services

The first model, designed around the Level 2 Certificate in Healthcare Support Services, simply considers how the mandatory units (highlighted) could be combined with optional units to support delivery through themes considering related content.

Delivery Themes				
Health and Safety	Personal and professional development	Communication	Role of the Health and Social Care Worker	Specialism/Miscellaneous
<b>HSC027</b> - Contribute to health and safety in health and social care	<b>HSC 22</b> - Introduction to personal development in health, social care or children's and young people's settings	<b>HSC21</b> – Introduction to communication in health, social care or children's and young people's settings	<b>HSC025</b> – The role of the health and social care worker	<b>HSS/GEN025</b> - Administer appointments in a healthcare environment
<b>IC01</b> - The principles of infection prevention and control	<b>SI2</b> - Service improvement in the health sector (Tech Cert)	<b>Pharm unit 203</b> - Contribute to the effectiveness of teams	<b>SHC23</b> - Introduction to equality and inclusion in health, social care or children's and young people's settings	<b>2GEN9/10</b> - Maintain and deal with payments
<b>IC02</b> - Causes and spread of infection	<b>MQS2</b> - Maintaining quality standards in the health sector (Tech Cert)	<b>ICS A4 2010</b> - Give customers a positive impression of yourself and your organisation	<b>HSC024</b> - Principles of safeguarding and protection in health and social care	<b>2010_BA_2_12</b> - Produce documents in a business environment
<b>L2EFAW</b> - Emergency first aid skills	<b>2010_BA_2_01</b> - Manage own performance in a business environment	<b>2010_BA_2_56</b> - Meet and welcome visitors		<b>2010_BA-2-21</b> - Use office equipment
<b>2GEN4/10</b> - Maintain food safety when		<b>2010_BA_2_19</b> - Store and retrieve		<b>FLT21</b> - Assist with the maintenance of grass surfaces

storing, holding and serving food		information		
<b>Common Unit 1</b> - Protecting from the risk of violence at work		<b>2010_BA_2_20</b> - Archive information		<b>GEN5/10</b> - Clean and store crockery and cutlery
<b>IC03</b> - Cleaning, decontamination and waste management		<b>HSS/RM006</b> - Administer the current records system		<b>2BS8/10</b> - Prepare and serve hot drinks using specialist equipment
<b>QC 111</b> - Clean surfaces using correct methods		<b>HSS/SS034</b> - Provide authorised access to records		<b>1FS4/10</b> - Provide a counter and take-away service
<b>HSS/IPC004</b> - Clean and store care equipment to reduce the risk of spreading infection		<b>HSS/SS035</b> - Protect records		<b>HSS/GEN009</b> - Prepare vehicles for the transport of people, materials and/or equipment within the health sector
<b>HSS/IPC008</b> - Minimise the risk of infection when transporting and storing health care waste		<b>HSS/SS036</b> - Maintain the arrangements of records		<b>HSS/GoSkills 011</b> - Move and transport individuals with special requirements who use community transport vehicles
<b>HSS/IPC009</b> - Minimise the risk of infection during the removal of used linen		<b>211</b> - Sort mail		<b>TBC</b> - Transport physical resources within the work area
<b>HSS/IPC010</b> - Minimise the risk of spreading infection when transporting linen		<b>212</b> - Deliver mail		<b>HSS/GEN010</b> - Transporting passengers, materials and equipment within the health sector
<b>HSS/IPC012</b> - Minimise the risks of spreading		<b>207</b> - Collect mail		<b>HSS/GEN080</b> - Moving and transporting individuals within a

infection when storing and using clean linen				healthcare environment
		2010_BA_3_22 - Plan and organise meetings		<b>HSS/GEN011</b> - Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment
				<b>HSS/GoSkills002</b> - Drive community transport safely and efficiently
				<b>HSS/GEN076</b> - Store and transport medical gas cylinders
				<b>HSS/GEN057</b> - Collect blood/blood products from storage for transfusion
				<b>HSS/GEN082</b> - Checking, connecting and dis-connecting medical gas cylinders in a health care setting
				<b>HSS/GEN081</b> - Collect linen and make beds in a healthcare environment
				<b>HSS/GEN083</b> - Deliver a trolley service in a healthcare environment
				<b>HSS/GEN087</b> - Provide a table/tray service in a healthcare environment
				<b>QC2 11</b> - Clean food areas

				<b>QC2 05</b> - Clean and maintain internal surfaces and areas
				<b>CU16</b> - Assist with maintaining structures and surfaces
				<b>QC2 15</b> - Clean glazed surfaces and facades
				<b>216</b> - Periodic cleaning of soft floors and furnishings
				<b>211</b> - Deep cleaning of internal equipment, surfaces and areas
				<b>Unit LDC 16C</b> - Repair, alter and maintain fabrics and materials
				<b>Unit LDC 3C</b> - Classify items and make up loads for cleaning
				<b>Unit LDC 4C</b> - Carry out the washing process
				<b>Unit LDC 8C</b> - Press and finish garments following laundry
				<b>2SfL25</b> - Receive goods in logistics operations
				<b>2SfL30</b> - Assemble orders for dispatch in logistics operations

## Model 2 - Level 2 Diploma in Clinical Healthcare Support Services

The second model based upon the Level 2 Diploma in Clinical Healthcare Support Services focuses just on the mandatory units and how they can be arranged into themes for delivery. As an extension to model 1, you will see that one of the units, HSC 024 – Principles of safeguarding and protection in health and social care, has been split by assessment criteria, illustrating the potential links at this level to the identified themes.

Delivery Themes			
Health and Safety	Personal and professional development	Communication	Role of the health and social care worker
<b>HSC 027</b> – Contribute to health and safety in health and social care	<b>SHC22</b> – Introduction to personal development in health, social care or children's and young people's settings	<b>SHC 21</b> – Introduction to communication in health, social care or children's and young people's settings	<b>HSC 025</b> – The role of the health and social care worker
<b>IC 01</b> – The principles of infection prevention and control		<b>HSC 028</b> – Handle information in health and social care settings	<b>SHC 23</b> – Introduction to equality and inclusion in health, social care or children's and young people's settings
<b>IC 02</b> – Causes and spread of infection			<b>SHC 24</b> – Introduction to duty of care in health, social care or children's and young people's settings
			<b>HSC 024</b> – Principles of safeguarding and protection in health and social care
			<b>HSC 026</b> – Implement person-centred approaches in health and social care

<b>HSC 024 1.3</b> Describe factors that may contribute to an individual being more vulnerable to abuse	<b>HSC 024 3.1</b> Identify national policies and local systems that relate to safeguarding and protecting individuals from abuse	<b>HSC 024 2.1</b> Explain the actions to take if there are suspicions that an individual is being abused	<b>HSC 024 1.1</b> Define the following types of abuse: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul>
<b>HSC 024 5.1</b> Describe unsafe practices that may affect the wellbeing of individuals	<b>HSC 024 3.3</b> Identify reports into serious failures to protect individuals from abuse	<b>HSC 024 2.2</b> Explain the actions to take if an individual alleges that they are being abused	<b>HSC 024 1.2</b> Identify the signs and/or symptoms associated with each type of abuse
<b>HSC 024 5.2</b> Explain actions top take if unsafe practices have been identified	<b>HSC 024 3.4</b> Identify sources of information and advice about own role in safeguarding and protecting individuals form abuse		<b>HSC 024 2.3</b> Identify ways to ensure that evidence of abuse is preserved
	<b>HSC 024 4.2</b> Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse		<b>HSC 024 3.2</b> Explain the roles of different agencies in safeguarding and protecting individuals from abuse
			<b>HSC 024 4.1</b> Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• Working with person centred values</li> <li>• Encouraging active participation</li> <li>• Promoting choice and rights</li> </ul>
			<b>HSC 024 5.3</b> Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response



## Model 3 - Level 3 Diploma in Healthcare Support Services

The third model below, for the Level 3 Diploma in Healthcare Support Services, builds upon the former by incorporating optional units which may be chosen to make up the full qualification according to the rules of combination to the identified themes. Once more to show additional connections between unit content and themes, the optional unit HSC3038 – Work in partnership with families to support individuals, has been broken down to assessment criteria and further links made.

Delivery Themes			
Health and Safety	Personal and professional development	Communication	Role of the health and social care worker
<b>SHC 037</b> – Promote and implement health and safety in health and social care	<b>SHC 32</b> – Engage in personal development in health, social care or children's and young people's settings	<b>HSC 31</b> – Promote communication in health, social care or children's and young people's settings	<b>HSC 025</b> - The role of the health and social care worker
<b>Common unit 1</b> – Protecting from the risk of violence at work		<b>HSC 3038 - Work in partnership with families to support individuals</b>	<b>SHC 33</b> – Promote equality and inclusion in health, social care or children's and young people's services
		<b>HSS/GEN039</b> - Contribute to effective multi-disciplinary team working	<b>HSC 024</b> - Principles of safeguarding and protection
			<b>HSC 3013</b> - Support individuals to access and use services and facilities
			<b>2010_BA_3_2</b> - Plan and organise meetings

<b>HSC3028 3.4</b> Plan ways to manage risks associated with sharing care or support	<b>HSC3038 1.4</b> Explain how the attitudes of a worker affect partnership working with families	<b>HSC 3038 1.2</b> Identify factors that may affect the level of involvement of family members in care and/or support	<b>HSC 3038 1.1</b> Analyse the contribution of families to the care and/or support of individuals
	<b>HSC 3038 2.3</b> Describe principles for addressing dilemmas or conflicts that may arise in relationships with families	<b>HSC3038 2.1</b> Interact with family members in ways that respect their culture, experiences and expertise	<b>HSC 3038 1.3</b> Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals
	<b>HSC3028 7.3</b> Describe ways to challenge information or support that is discriminatory or inaccessible	<b>HSC 3038 3.1</b> Agree with the individual, family members and others the proposed outcomes of partnership working with a family	<b>HSC 3038 2.2</b> Demonstrate dependability in carrying out actions agreed with families
		<b>HSC3028 3.2</b> Clarify own role, role of family members, and roles of others in supporting the individual	<b>HSC 3038 3.3</b> Support family members to understand person centred approaches and agreed ways of working
		<b>HSC3028 4.2</b> Provide accessible information about available resources for support	<b>HSC3028 3.5</b> Agree with the individual and family members processes for monitoring the shared support plan
		<b>HSC3038 4.3</b> Work with family members to access resources	<b>HSC3028 4.1</b> Work with family members to identify the support they need to carry out their role
		<b>HSC3028 5.1</b>	

		<p>Exchange information with the individual and family members about:</p> <ul style="list-style-type: none"> <li>• Implementation of the plan</li> <li>• Changes to needs and preferences</li> </ul>	
		<p><b>HSC3028 5.2</b> Record information in line with agreed ways of working about:</p> <ul style="list-style-type: none"> <li>• Progress towards outcomes</li> <li>• Effectiveness of partnership working</li> </ul>	<p><b>HSC3028 6.1</b> Agree criteria and processes for reviewing partnership work with families</p>
		<p><b>HSC 3028 6.3</b> Encourage the individual and family members to participate in the review</p>	<p><b>HSC3028 6.2</b> Agree criteria and processes for reviewing support for family members</p>
		<p><b>HSC3028 7.2</b> Report on any gaps in the provision of support for family members</p>	<p><b>HSC3029 6.4</b> Carry out own role in the review of partnership working</p>
			<p><b>HSC3028 7.1</b> Provide feedback to others about the support accessed by family members</p>

## Model 4 - Level 3 Diploma in Clinical Healthcare Support Services

The final model looks at the Level 3 Diploma in Clinical Healthcare Support Services and explores the identification of further delivery themes. Here the optional unit HSC 3038 – Work in partnership with families to support individuals, is an identified theme and the assessment criteria of relevant mandatory units have been linked. In this model the additional themes could be based around other optional units with links also made to the mandatory. Of course though there is no reason why the themes could not be independent of unit titles – it really is up to you to decide.

Identified link with mandatory units	Delivery Themes				
	HSC 3038 Work in partnership with families to support individuals	Option Unit	Option Unit	Option Unit	Option Unit
HSC31 – Promote communication in health, social care or children's and young people's settings	1.1 – Identify the different reasons people communicate 2.1 – Demonstrate how to establish the communication and language needs, wishes and preferences of individuals 2.2 – Describe the factors to consider when promoting effective communication 2.3 – Demonstrate a range of communication methods and styles to meet individual needs 2.4 – Demonstrate how to respond to an individual's reactions when communicating 3.1 – Explain how people from different backgrounds may use and/or interpret communication in different ways 3.2 – Identify barriers to effective communication 3.3 – Demonstrate ways to overcome barriers to communication 3.4 – Demonstrate strategies that can be used to clarify misunderstandings				

	<p>3.5 – Explain how to access extra support or services to enable individuals to communicate effectively</p> <p>4.1 – Explain the meaning of the term “confidentiality”</p> <p>4.2 – Demonstrate ways to maintain confidentiality in day to day communication</p> <p>4.3 – Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns</p>				
<b>SHC 32 – Engage in personal development in health, social care or children’s and young people’s settings</b>	<p>1.1 – Describe the duties and responsibilities of own work role</p> <p>1.2 – Explain expectations about own work role as expressed in relevant standards</p> <p>2.3 – Describe how own values, belief systems and experiences may affect working practice</p>				
<b>SHC 33 – Promote equality and inclusion in health, social care or children’s and young people’s settings</b>	<p>1.1 – Explain what is meant by:</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> </ul> <p>1.2 – Describe the potential effects of discrimination</p> <p>1.3 – Explain how inclusive practice promotes equality and supports diversity</p> <p>2.1 – Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role</p> <p>2.2 – Show interaction with individuals that respects their beliefs, culture, values and preferences</p> <p>3.1 – Demonstrate actions that model inclusive practice</p>				

	<p>3.2 – Demonstrate how to support others to promote equality and rights</p> <p>3.3 – Describe how to challenge discrimination In a way that promotes change</p>				
<b>SHC 34 – Principles for implementing duty of care in health, social care or children’s and young people’s settings</b>	<p>1.1 – Explain what it means to have a duty of care in own work role</p> <p>1.2 – Explain how duty of care contributes to the safeguarding or protection of individuals</p> <p>2.1 – Describe potential conflicts or dilemmas that may arise between the duty of care and an individual’s rights</p> <p>2.2 – Describe how to manage risks associated with conflicts or dilemmas between an individual’s rights and the duty of care</p> <p>2.3 – Explain where to get additional support and advice about conflicts and dilemmas</p> <p>3.1 – Describe how to respond to complaints</p> <p>3.2 – Explain the main points of agreed procedures for handling complaints</p>				
<b>HSC 024 – Principles of safeguarding and protection in health and social care</b>	<p>4.1 – Explain how the likelihood of abuse, may be reduced by:</p> <ul style="list-style-type: none"> <li>• Working with person-centred values</li> <li>• Encouraging active participation</li> <li>• Promoting choice and rights</li> </ul>				
<b>HSC 036 – Promote person-centered approaches in health and social care</b>	<p>1.1 – Explain how and why person-centred values must influence all aspects of health and social care work</p> <p>1.2 – Evaluate the use of care plans in applying person- centred values</p> <p>2.1 – Work with an individual and others to find out</p>				

	<p>the individual's history, preferences, wishes and needs</p> <p>2.2 – Demonstrate ways to put person-centred values into practice in a complex or sensitive situation</p> <p>2.3 – Adapt actions and approaches in response to an individual's changing needs or preferences</p> <p>4.1 – Describe different ways of applying active participation to meet individual needs</p> <p>4.2 – Work with an individual and others to agree how active participation will be implemented</p> <p>4.3 – Demonstrate how active participation can address the holistic needs of the individual</p> <p>4.4 – Demonstrate ways to promote understanding and the use of active participation</p>				
<b>HSC 037 – Promote and implement health and safety in health and social care</b>	<p>2.1 – Use policies and procedures or other agreed ways of working that relate to health and safety</p> <p>2.3 – Monitor and report potential health and safety risks</p> <p>2.4 – Use risk assessment in relation to health and safety</p> <p>2.5 – Demonstrate ways to minimise potential risks and hazards</p> <p>2.6 – Access additional support or information relating to health and safety</p>				
<b>HSC 038 – Promote good practice in handling information in health and social care settings</b>	<p>1.1 – Identify legislation and codes of practice that relate to handling information in health and social care</p> <p>1.2 – Summarise the main points of legal requirements and codes of practice for handling</p>				

	<p>information in health and social care</p> <p>2.2 – Demonstrate practices that ensure security when storing and accessing information</p> <p>2.3 – Maintain records that are up to date, complete, accurate and legible</p>				
<b>HSC025 – The role of the health and social care worker</b>	<p>1.2 – Describe different working relationships in health and social care settings</p> <p>2.3 – Implement agreed ways of working</p> <p>3.1 – Explain why it is important to work in partnership with others</p> <p>3.2 – Demonstrate ways of working that can help improve partnership working</p> <p>3.3 – Identify skills and approaches needed for resolving conflicts</p> <p>3.4 – Demonstrate how and when to access support and advice about:</p> <ul style="list-style-type: none"> <li>• Partnership working</li> <li>• Resolving conflicts</li> </ul>				

Whichever way you decide to plan for holistic delivery, remember it is essential to ensure you have the correct credit value with regard to mandatory and optional units, whilst adhering to the qualifications' rules of combination.



## Next steps for holistic delivery

List all the units including Optional units



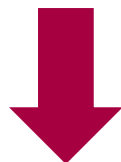
Identify common themes e.g. Professional skills and map the criteria across all units to this theme



Produce schemes of work and lessons plans around these themes



Deliver holistically



Assess holistically

# Holistic Delivery Feedback Form

Name:

Centre name:

Centre no.:

Contact details: \* Tel.:

Email:

Please rate the following statements on a scale of 1-3:

1 Agree    2 Tend to agree    3 Disagree

1	2	3
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1. This document is presented in a clear and accessible way and I can easily find the information I need.

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2. This document will support holistic delivery.

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3. The language used throughout this document is clear, unambiguous and appropriate.

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4. This document has had a positive effect on the way I deliver this qualification.

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5. Would you be interested in online/bespoke training for holistic delivery for staff development/CPD?

Yes / No


Please use the space below to provide more detailed comments or additional feedback

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\* Please indicate if you would like us to contact you about your feedback

Yes / No

Please email your completed feedback form to: [development@cache.org.uk](mailto:development@cache.org.uk)

	
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