APPRENTICESHIP SPECIFICATION:

ADVANCED LEVEL APPRENTICESHIP IN CLINICAL HEALTHCARE SUPPORT

Children & Young People

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Health

Playwork

Quality of Assessment

Apprenticeships

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Apprenticeship Specification

NCFE CACHE Advanced Level Apprenticeship in Clinical Healthcare Support

Contents

Section 1: About this apprenticeship

Introduction

Apprenticeships are work-based learning programmes which allow learners to gain nationally recognised qualifications whilst developing new skills in the workplace. An apprenticeship is made up of two elements – qualifications and work-based learning. The qualifications element requires the learner to study a skills-based qualification, an employment awareness qualification or training and Transferrable Skills. The qualifications element runs simultaneously with on-the-job training in the workplace, which must be for a minimum of 30 hours per week* and subject to a minimum wage. The qualifications and training are delivered over a minimum of 12 months, with the learner receiving individual qualification certificates as well as a full apprenticeship certificate upon completion of the apprenticeship.

At NCFE CACHE, we're continually investing in high quality qualifications for the care and education industry, making us the UK's leading sector specialist. Developed by experts, our qualifications help millions of learners raise professional standards across the sector, and as a result we've gained a deserved reputation for excellence and leadership. Learners undertaking an NCFE CACHE Apprenticeship will gain qualifications synonymous with quality, whilst developing skills in the workplace that will benefit the learner and improve the employer's organisational productivity, innovation and competitiveness.

Due to working practices, some settings may not be able to offer 30 hours per week of employment. In these cases, the duration of an apprenticeship must be increased accordingly. Where an employer cannot offer at least 16 hours per week of employment, an apprenticeship is not allowed.

Purpose of this document

This Apprenticeship Specification provides all the information, guidance and materials that the learner, tutor, assessor and employer will need to undertake the NCFE CACHE Advanced Level Apprenticeship in Clinical Healthcare Support, from registration all the way through to certification. It has been designed to ensure that employers, training providers and learners all have a single point of reference throughout the apprenticeship, and can utilise the sections of the document relevant to them every step of the way.

This Apprenticeship Specification contains a Unit Achievement Log for the mandatory units of the NCFE CACHE Level 3 Diploma in Clinical Healthcare Support and the NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS), which must be completed for the learner to be certificated. The Specification also maps the location of the required Functional Skills and Employment and Personal Learning Skills (EPLS) components to the mandatory qualification, allowing tutors to deliver the apprenticeship holistically. The mapping has been provided by both Sector Skills Councils and our qualification experts to aid delivery of the apprenticeship; however, whilst the mapping of components is extensive, it is suggested rather than exhaustive. Therefore it remains the responsibility of those delivering the apprenticeship to ensure that all conditions of the individual components are met.

Delivery and assessment of Functional Skills differs significantly to that of the other qualification components of this apprenticeship, and in many instances the Functional Skills

component will be delivered independently of the other qualifications. Mapping has been provided (see Section 5 – Mapping) to aid in the delivery of Functional Skills.

Providers are advised that the mandatory content of an Apprenticeship may differ from that of the standalone qualification. As such the latest framework document, available from http://www.afo.sscalliance.org/frameworkslibrary/, should always be consulted to ensure that all mandatory qualifications, units and apprenticeship conditions are achieved and evidenced.

Please note the documents provided in this pack are to aid apprenticeship providers in the delivery of apprenticeships but are not mandatory. They can be adapted by providers as required.

Registration and Certification of Apprenticeships

Providers can add our apprenticeship packages to their portfolio of qualifications at any time by applying through the secure online qualification approval system on cachezone. For further information on approval requirements and how to register learners, please visit the apprenticeships page on our website at http://www.cache.org.uk/.

To complete the NCFE CACHE Advanced Level Apprenticeship in Clinical Healthcare Support, learners will need to be registered on the following qualifications:

- NCFE CACHE Level 3 Diploma in Clinical Healthcare Support
- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)
- Level 2 Functional Skills in English
- Level 2 Functional Skills in Mathematics

To register on an apprenticeship, providers should choose the applicable apprenticeship package on the learner management page on cachezone. Please note, providers should register learners on the apprenticeship package rather than the individual components to qualify for a discount on the total apprenticeship fee (where applicable).

Each qualification within the apprenticeship will be certificated by us upon completion, whilst Functional Skills will be certificated by the functional skills provider. Once all components of the apprenticeship have been completed the Learning Provider will submit the necessary evidence, including certificates, to Apprenticeship Certificates England (ACE) using the Apprenticeship Declaration and Authorisation form. ACE will then provide the final apprenticeship certificate.

Transferrable Skills

Unless they have previously achieved a Transferrable Skills qualification that is accepted as part of this framework, learners will need to undertake Functional Skills in English and Mathematics as part of the NCFE CACHE Advanced Level Apprenticeship in Clinical

Healthcare Support. Qualifications such as GCSE, A Level and AS Levels that fulfil the criteria of the relevant framework in place of Functional Skills are listed in the Transferrable Skills section of the relevant framework document (available at http://www.afo.sscalliance.org/frameworkslibrary/). As a reminder, our providers are responsible for ensuring that Transferrable Skills qualifications taken as part of an apprenticeship are valid for that framework.

Achievement of accredited and non-accredited components

In previous apprenticeship frameworks, Employment Responsibilities and Rights (ERR) were a non-accredited element i.e. there was no requirement to undertake an ERR qualification. Furthermore, Personal Learning and Thinking Skills (PLTS) had to be evidenced, but without the need for accreditation. In the NCFE CACHE Advanced Level Apprenticeship in Clinical Healthcare Support, the ERR and PLTS components must be evidenced by undertaking the NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health qualification. Whilst we have identified which units of the mandatory qualification contain the ERR and PLTS elements (see Section 5 – mapping) to aid holistic delivery, the Award must still be achieved.

Further resources

This Apprenticeship Specification contains information for all qualifications that are required as part of the NCFE CACHE Advanced Level Apprenticeship in Clinical Healthcare Support. Qualification Specifications for the individual qualifications listed below are available on cachezone and our website www.cache.org.uk for those who have already completed one or more components of the apprenticeship and therefore do not require all the information provided in this Specification:

- NCFE CACHE Level 3 Diploma in Clinical Healthcare Support
- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)
- Functional Skills

Providers and learners may also find the following websites useful when undertaking an NCFE CACHE Apprenticeship:

Apprenticeship Frameworks Online
http://www.afo.sscalliance.org/frameworkslibrary/

Apprenticeship Certificates England
https://acecerts.co.uk/

Health Specific Information
http://www.skillsforhealth.org.uk

The National Apprenticeship Service
http://www.apprenticeships.org.uk

Further information on our suite of apprenticeship packages, including approval requirements and how to register your learners, is available on our website at http://www.cache.org.uk/. Alternatively, you can speak to your dedicated Regional Development Executive or contact our Customer Services team on 0345 347 2123.

The National Apprenticeship Service
http://www.apprenticeships.org.uk

Apprenticeship summary

Title	NCFE CACHE Advanced Level Apprenticeship in Clinical Healthcare Support
Aim	This framework supports the broad vision of the sector to develop an increasingly skilled, flexible and effective workforce whilst maintaining high quality and safe care for patients and addresses specific outcomes of the Skills for Health Sector Skills Assessment 2011. Clinical Healthcare Support workers/healthcare assistants provide vital assistance to healthcare professionals in diagnosing, treating and caring for patients. Clinical Healthcare Support workers work in a variety of healthcare settings, depending upon their role, including: • a specific hospital department (e.g. therapy, cardiac or radiotherapy department) • a community clinic or health centre • patients' homes • care homes • a hospital labour or maternity ward • a community delivery suite • a laboratory • a hospital neonatal or postnatal unit or clinic • a GP clinic. As a guide, clinical duties at Advanced Level may include: • generally assisting with patients' overall comfort and wellbeing • assisting healthcare professionals with clinical tasks • monitoring patients' conditions e.g. taking temperatures, pulse, respiration's and weight • helping people to mobilise • washing and dressing • feeding • toileting • bed making • carrying out an extended range of more complex delegated clinical tasks • supervising other team members.
Apprenticeship components	• NCFE CACHE Level 3 Diploma in Clinical Healthcare Support • NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)

	• Level 2 Functional Skills in English • Level 2 Functional Skills in Mathematics
Apprenticeship guided learning hours	Providers must ensure the requirements relating to on- and off-the-job GLH for this apprenticeship are adhered to. Please refer to the framework document, which can be found at http://www.afo.sscalliance.org/frameworkslibrary/, for clarification of GLH requirements.
Apprenticeship credit value	82
Minimum age of learner	16
Rules of Combination	Learners must complete a minimum of 65 credits to gain the NCFE CACHE Level 3 Diploma in Clinical Healthcare Support. To do this they must achieve 35 credits from Mandatory Group A and at least 30 credits from Optional Group B. At least 39 of the credits must be achieved at Level 3 or above. Learners must also achieve all 7 credits from the 5 mandatory units of the NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health. The remaining 10 credits must be achieved through the completion of Level 2 Functional Skills in English and Maths. Providers are advised that the mandatory content of an Apprenticeship may differ from that of the standalone qualification. As such the latest framework document, available from http://www.afo.sscalliance.org/frameworkslibrary/, should always be consulted to ensure that all mandatory qualifications, units and apprenticeship conditions are achieved and evidenced.
Progression	On completion of this apprenticeship, learners may progress onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further vocational qualifications, a range of higher education qualifications or other work-related education and training to support Continuing Professional Development. To become a qualified Practitioner (e.g. Nurse, Allied Health Practitioner, Healthcare Scientist) apprentices would have to progress from their apprenticeship to undertake a specific qualification, often a 3-year university Degree, which, on completion, would enable them to register as a professional. To do this, individuals would have to meet the specific entry qualifications as outlined by their chosen Higher Education Provider. Many Clinical Healthcare Support apprentices complete their apprenticeships and continue to work as Clinical Healthcare Support

	Workers/Healthcare Assistants with delegated responsibility for a range of clinical tasks. They may also supervise other team members.
Assessment requirements	All units must be internally assessed, using a range of methods including: - inference of knowledge from direct observation of practice - witness evidence when directed by the sector skills assessment strategy - professional discussion - reflection on own practice in real work situations - written assignments - learner's own plans and written records All units must be assessed in line with the assessment requirements of the relevant Sector Skills Council. For further details, see Section 4 – Assessment and quality assurance information for tutors and assessors.
How long will it take to complete?	The expected duration of this apprenticeship is 18-24 months. Please note, if the learner is under the age of 19 the apprenticeship duration must be at least 12 months for the learner to be awarded a final apprenticeship certificate.
Entry requirements / recommendations	Learners should be at least 16 years old and in, or about to commence, employment in a new or changed job role for a minimum of 30 hours per week. We do not set any other entry requirements but Centres may have their own guidelines. **Apprentices should:** - show enthusiasm for working in the health sector - have basic literacy, numeracy and communication skills on which the apprenticeship will build - have a suitable level of physical fitness to perform some aspects of the job roles (e.g. assisting in moving and handling of people) - be willing to undergo an enhanced Criminal Records Bureau (CRB) check (this is needed as apprentices are likely to work with children, young people or vulnerable adults) - be flexible as there may be a requirement to work shifts Individual health sector employers may have additional employment entry requirements e.g. a current driving licence would also be an advantage (and may be necessary for some roles). **Initial Assessment** Training providers and employers will use initial assessment to identify prior learning and experience so that they can tailor the Apprentices' Individual Learning Plan only. This initial assessment will not be used to screen out

	applicants. Employers may use a separate interview or application process to assess an individual's suitability for employment within the health sector.

Section 2: Qualification information

How the qualification works

The qualifications in this apprenticeship are made up of units each representing a small step of learning. This allows the qualifications 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. 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.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

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:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

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

If a unit is not marked with a lightbulb, a unit has some Skills/Competence component(s).

Making use of our websites

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

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 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. 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 or our disciplinary procedure. 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.

Section 3: Units

Optional assessment tasks are available for these units upon request.

The following section contains the Unit Achievement Log and unit details for all mandatory units required to complete this apprenticeship. These units are mandatory in the following qualifications:

- NCFE CACHE Level 3 Diploma in Clinical Healthcare Support
- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)

The Optional Unit Achievement Log is also included in this section. Please refer to the Rules of Combination in the Apprenticeship Summary for details of optional units required to complete the qualification. Providers and learners will need to refer to the Optional Units document for the NCFE CACHE Level 3 Diploma in Clinical Healthcare Support when undertaking this apprenticeship, which can be found on our website at:

http://www.cache.org.uk/Qualifications/Health/HealthL3/Pages/Home.aspx

Unit achievement log

NCFE CACHE Level 3 Diploma in Clinical Healthcare Support

Mandatory units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSC 024	A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26	41	
HSC 025	J/601/8576	The role of the health and social care worker	Knowledge / Skills	2	2	14	47	
SHC 31	J/601/1434	Promote communication in health, social care or children's and young people's settings	Knowledge / Skills	3	3	10	51	
SHC 32	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Knowledge / Skills	3	3	10	55	
SHC 33	Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	Knowledge / Skills	3	2	8	59	
SHC 34	R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	Knowledge	3	1	5	63	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSC 036	Y/601/8145	Promote person-centred approaches in health and social care	Knowledge / Skills	3	6	41	65	
HSC 037	F/601/8138	Promote and implement health and safety in health and social care	Knowledge / Skills	3	6	43	71	
HSC 038	J/601/9470	Promote good practice in handling information in health and social care settings	Knowledge / Skills	3	2	16	77	
IC 01	L/501/6737	The principles of infection prevention and control	Knowledge / Skills	2	3	30	79	
IC 02	H/501/7103	Causes and spread of infection	Knowledge	2	2	20	83	
IC 03	R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2	20	87	

Optional units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/GEN002	K/602/1034	Select and wear appropriate personal protective equipment for work in health care settings	Knowledge / Skills	2	2	15	
HSS/GEN004	J/602/3096	Prepare individuals for healthcare activities	Knowledge / Skills	2	3	17	
HSC 2025	L/601/8725	Support individuals undergoing healthcare activities	Knowledge / Skills	2	3	22	
HSS/GEN007	K/602/3883	Monitor and maintain the environment and resources during and after clinical/ therapeutic activities	Knowledge / Skills	2	3	20	
TDA 2.20	A/601/9420	Assist in the administration of medication	Knowledge / Skills	2	4	25	
HSS/GEN008	J/602/3924	Assist the practitioner to carry out health care activities	Knowledge / Skills	2	2	13	
Pharm unit 203	L/601/3430	Contribute to the effectiveness of teams	Knowledge / Skills	2	3	5	
2010_BA_2_01	F/601/2467	Manage own performance in a business environment	Knowledge / Skills	2	2	9	

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
	TBC	F/502/3412	Maintaining quality standards in the health sector	Knowledge	3	2	13	
	TBC	J/502/3413	Service improvement in the health sector	Knowledge	3	3	20	
	301	L/502/1212	Introduction to the role and responsibilities of a health trainer	Knowledge / Skills	3	4	20	
	302	R/502/1213	Establishing and developing relationships with communities while working as a health trainer	Skills	3	3	10	
	303	F/502/1224	Communicate with individuals about promoting their health and wellbeing while working as a health trainer	Knowledge / Skills	3	3	15	
	304	L/502/1226	Enable individuals to change their behaviour to improve their health and wellbeing while working as a health trainer	Skills	3	5	25	
	CMH301	F/602/0097	Understand mental well-being and mental health promotion	Knowledge	3	3	14	
	CMH302	J/602/0103	Understand mental health problems	Knowledge	3	3	14	
	DEM 301	J/601/3538	Understand the process and experience of dementia	Knowledge	3	3	22	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSC3054	J/601/8979	Undertake urethral catheterisation processes	Knowledge / Skills	3	4	28	
CC03	M/602/2671	Care for individuals with urethral catheters	Knowledge / Skills	3	4	30	
2010_BA_3_29	F/601/2551	Deliver, monitor and evaluate customer service to external customers	Knowledge / Skills	3	3	12	
2010_BA_3_22	D/601/2542	Plan and organise meetings	Knowledge / Skills	3	5	25	
ASM34	Y/501/0598	Administer medication to individuals, and monitor the effects	Knowledge / Skills	3	5	30	
HSC3051	Y/601/9022	Undertake tissue viability risk assessments	Knowledge / Skills	3	3	26	
CHS10	R/602/2677	Undertake stoma care	Knowledge / Skills	3	4	30	
HSS/CHS011	A/602/3094	Carry out personal hygiene for individuals unable to care for themselves	Knowledge / Skills	2	3	23	
HSS/CHS012	J/602/3101	Undertake treatments and dressings of lesions and wounds	Knowledge / Skills	3	4	25	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/CHS013	K/602/3169	Carry out wound drainage care	Knowledge / Skills	3	4	32	
HSS/CHS014	Y/602/3538	Remove wound closure materials	Knowledge / Skills	2	3	24	
HSS/CHS015	A/602/0972	Insert and secure naso-gastric tubes	Knowledge / Skills	3	4	30	
CHS16	K/602/3995	Care for individuals with naso-gastric tubes	Knowledge / Skills	2	3	20	
HSC3050	A/601/8980	Prepare for and carry out extended feeding techniques	Knowledge / Skills	3	4	27	
HSC 3052	R/601/8662	Undertake physiological measurements	Knowledge / Skills	3	3	23	
CHS20	H/602/4000	Conduct external ear examinations	Knowledge / Skills	3	4	28	
CHS21	F/602/4005	Conduct hearing assessments	Knowledge / Skills	3	5	38	
HSS/CHS022	M/602/1004	Perform intravenous cannulation	Knowledge / Skills	3	4	34	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/CHS023	L/602/1009	Carry out intravenous infusion	Knowledge / Skills	3	4	30	
HSS/CHS024	Y/602/1028	Carry out arterial puncture and collect arterial blood	Knowledge / Skills	3	4	30	
HSS/CHS025	R/602/0959	Carry out blood collection from fixed or central lines	Knowledge / Skills	3	4	30	
HSS/CHS130	J/602/0960	Perform routine electrocardiograph (ECG) procedures	Knowledge / Skills	3	4	30	
HSC 2026	T/601/8850	Obtain and test capillary blood samples	Knowledge / Skills	3	4	30	
HSC 3053	D/601/8860	Obtain venous blood samples	Knowledge / Skills	3	3	24	
HSS/CHS133	T/602/3093	Remove wound drains	Knowledge / Skills	3	4	27	
HSS/CHS134	F/602/3095	Carry out vision screening	Knowledge / Skills	3	4	27	
CHS147	J/602/4006	Administer oral nutritional products to individuals	Knowledge / Skills	3	5	35	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSC 2017	R/601/8063	Provide agreed support for foot care	Knowledge / Skills	2	3	23	
CHS159	L/602/4007	Support individuals to manage dysphagia	Knowledge / Skills	3	5	35	
CHS160	R/602/4008	Assist others to monitor individuals' progress in managing dysphagia	Knowledge / Skills	3	5	38	
HSS/CHS168	T/602/4325	Obtain a client history	Knowledge / Skills	3	3	22	
HSS/CHS205	Y/602/0963	Manufacture equipment or medical devices for individuals within healthcare	Knowledge / Skills	3	4	30	
HSS/CHS206_ 223	J/602/3521	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	Knowledge / Skills	3	6	37	
END21	L/602/2676	Reprocess endoscopy equipment	Knowledge / Skills	3	4	30	
HSS/GEN014	R/602/3943	Advise and inform individuals on managing their condition	Knowledge / Skills	3	5	31	
HSS/GEN015	H/602/3980	Support individuals in undertaking their chosen activities	Knowledge / Skills	3	4	24	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/GEN016	J/602/4071	Inform an individual of discharge arrangements	Knowledge / Skills	2	2	13	
HSS/GEN017	D/602/4092	Contribute to the discharge of individuals to carers	Knowledge / Skills	2	2	14	
HSS/NOS/GEN 018	H/602/3168	Give presentations to groups	Knowledge / Skills	3	4	26	
HSS/NOS/GEN 019	H/602/4188	Assist others to plan presentations	Knowledge / Skills	2	2	16	
GEN20	R/602/4011	Support carers to meet the care needs of individuals	Knowledge / Skills	3	5	30	
HSC 3062	Y/601/8825	Interact with and support individuals using telecommunications	Knowledge / Skills	3	5	36	
HSS/GEN023	H/602/0965	Monitor own work practices in health, social care or children's and young people's settings	Knowledge / Skills	3	3	20	
GEN26	Y/602/2678	Carry out transactions in a health facility	Knowledge / Skills	3	4	30	
HSS/GEN044	D/602/1029	Liaise between primary, secondary and community teams	Knowledge / Skills	3	3	20	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSS/GEN062	D/602/1032	Collate and communicate health information to individuals	Knowledge / Skills	3	3	20	
GEN64	T/602/4521	Manage the availability of physical resources to meet service delivery needs in a health setting	Knowledge / Skills	3	5	33	
GEN65	D/602/4013	Make recommendations for the use of physical resources in a health setting	Knowledge / Skills	3	5	33	
GEN66	H/602/4014	Control the use of physical resources in a health setting	Knowledge / Skills	3	3	25	
GEN73	K/602/2720	Prepare and reproduce permanent radiographic images	Knowledge / Skills	3	4	23	
GEN74	R/602/2680	Assure the effective functioning of radiographic image processing equipment	Knowledge / Skills	3	4	25	
HSS/GEN077	H/602/1033	Perform first line calibration on clinical equipment to ensure it is fit for use	Knowledge / Skills	3	3	20	
GEN78	M/602/2685	Conduct routine maintenance on clinical equipment	Knowledge / Skills	3	4	30	
GEN79	A/602/2687	Coordinate the progress of individuals through care pathways	Knowledge / Skills	3	4	30	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HI6	K/602/2684	Identify information requirements in a health context	Knowledge / Skills	3	4	30	
HI8	T/602/2686	Analyse and present health related data and information	Knowledge / Skills	3	4	30	
HI11	A/602/2690	Produce coded clinical data for external audit purposes	Knowledge / Skills	3	5	38	
HI12	J/602/2692	Prepare, conduct and report the results of a clinical coding audit	Knowledge / Skills	3	5	38	
HAS3.1	Y/602/4009	Examine the feet of people with diabetes	Knowledge / Skills	3	4	32	
HAS3.2	L/602/4010	Provide advice on foot care for individuals with diabetes	Knowledge / Skills	3	3	23	
HSC 2007	T/601/8637	Support independence in the tasks of daily living	Knowledge / Skills	2	5	33	
HSC 2002	H/601/9024	Provide support for mobility	Knowledge / Skills	2	2	14	
HSC 3013	F/601/7927	Support individuals to access and use services and facilities	Knowledge / Skills	3	4	25	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
HSC 3022	Y/601/7903	Support individuals to live at home	Knowledge / Skills	3	4	25	
HSC 3003	L/601/8028	Provide support to maintain and develop skills for everyday life	Knowledge / Skills	3	4	28	
HSC 3002	A/601/9028	Provide support to continue recommended therapies	Knowledge / Skills	3	3	20	
HSC 3033	M/601/7907	Support individuals during a period of change	Knowledge / Skills	3	4	29	
HSC 3035	A/601/7909	Support individuals who are bereaved	Knowledge / Skills	3	4	30	
HSC 3048	T/601/9495	Support individuals at the end of life	Knowledge / Skills	3	7	53	
HSC 3038	H/601/8147	Work in partnership with families to support individuals	Knowledge / Skills	3	4	27	
HSC 3008	D/601/9491	Implement therapeutic group activities	Knowledge / Skills	3	4	25	
HSC 3010	H/601/9492	Support individuals to develop and run support groups	Knowledge / Skills	3	3	24	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
ASM24	R/601/3526	Develop and sustain effective working relationships with staff in other agencies	Knowledge / Skills	3	4	24	
HSC 3007	M/601/9494	Support the development of community partnerships	Knowledge / Skills	4	5	33	
ICS C5 2010-2014	J/601/1515	Monitor and solve customer service problems	Knowledge / Skills	3	6	40	
HSS/DEMO	M/602/4520	Deliver training through demonstration and instruction	Knowledge / Skills	3	3	21	
TBC	J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	Knowledge / Skills	3	4	26	
HSS/GEN039	T/602/0968	Contribute to effective multidisciplinary team working	Knowledge / Skills	3	3	20	

Unit equivalencies

The rules of combination of the NCFE CACHE Level 3 Diploma in Clinical Healthcare Support state the following unit equivalencies.

Unit in this qualification			Equivalent unit	
Unit ref.	Unit no.	Unit title	Unit ref.	Unit title
J/601/1434	SHC31	Promote communication in health, social care or children's and young people's settings	L/502/3381	Communication skills for working in the health sector
Y/601/1437	SHC33	Promote equality and inclusion in health, social care or children's and young people's settings	L/502/3400	Equality and diversity in the health sector

Barred unit combinations

The rules of combination of the NCFE CACHE Level 3 Diploma in Clinical Healthcare Support will not allow the following unit combinations to be taken together.

If taken			Cannot be taken		
Unit ref.	**Unit no.**	**Unit title**	**Unit ref.**	**Unit no.**	**Unit title**
A/601/9420	TDA 2.20	Assist in the administration of medication	Y/501/0598	ASM34	Administer medication to individuals, and monitor the effects
L/601/3430	Pharm unit 203	Contribute to the effectiveness of teams	T/602/0968	HSS/GEN039	Contribute to effective multidisciplinary team working
F/502/3412	TBC	Maintaining quality standards in the health sector	J/502/3413	TBC	Service improvement in the health sector

NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)

Mandatory Units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
💡	R/602/2954	201b	Understand employment responsibilities and rights in health, social care or children and young people's	Knowledge	2	3	24	91	
	L/602/4525	Unit 1b	Preparing for a Level 3 Apprenticeship	Knowledge / Skills	3	1	10	95	
	R/602/4560	Unit 5b	Using research skills to solve problems	Skills	3	1	10	97	
	R/602/4557	Unit 7b	Manage own learning	Skills	3	1	10	99	
	D/602/4559	Unit 6b	Participating through team leading	Skills	3	1	10	101	

HSC 024: Principles of safeguarding and protection in health and social care

Unit reference	A/601/8574	**Level**	2
Credit value	3	**GLH**	26

Unit aim This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: • physical abuse • sexual abuse • emotional / psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others.		
	1.2. Identify the signs and/or symptoms associated with each type of abuse.		
	1.3. Describe **factors** that may contribute to an **individual** being more vulnerable to abuse.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the **actions to take** if there are suspicions that an individual is being abused.		
	2.2. Explain the actions to take if an individual alleges that they are being abused.		
	2.3. Identify ways to ensure that evidence of abuse is preserved.		
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and **local systems** that relate to safeguarding and protection from abuse.		
	3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.		
	3.3. Identify reports into serious failures to protect individuals from abuse.		
	3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.		
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: • working with **person-centred values** • encouraging **active participation** • promoting choice and rights.		
	4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Know how to recognise and report unsafe practices.	5.1. Describe **unsafe practices** that may affect the well-being of individuals.		
	5.2. Explain the actions to take if unsafe practices have been identified.		
	5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: HSC 024
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Factors** may include: • a setting or situation • the individual. An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. 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: • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others. A setting where there is no formal duty of care includes adult health or social care settings. **Local systems** may include: • employer/organisational policies and procedures • multi-agency adult protection arrangements for a locality. **Person-centred values** include: • individuality • rights • choice • privacy • independence • dignity • respect • partnership.

	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. **Unsafe practices** may include: - poor working practices - resource difficulties - operational difficulties.
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's Assessment Principles.

HSC 025: The role of the health and social care worker

Unit reference   J/601/8576   **Level**   2

Credit value   2   **GLH**   14

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 The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand working relationships in health and social care.	1.1. Explain how a working relationship is different from a personal relationship.		
	1.2. Describe different working relationships in health and social care settings.		
2. Be able to work in ways that are agreed with the employer.	2.1. Describe why it is important to adhere to the agreed scope of the job role.		
	2.2. Access full and up to date details of **agreed ways of working.**		
	2.3. Implement agreed ways of working.		
3. Be able to work in partnership with others.	3.1. Explain why it is important to work in partnership with **others.**		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Demonstrate ways of working that can help improve partnership working.		
	3.3. Identify skills and approaches needed for resolving conflicts.		
	3.4. Demonstrate how and when to access support and advice about: • partnership working • resolving conflicts.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: HSC 025
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	HSC 23, HSC 227

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Agreed ways of working** include policies and procedures where these exist; they may be less formally documented with micro-employers. **Others** may include: • team members and colleagues • other professionals • individuals who require care or support • families, friends, advocates or others who are important to individuals.
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

SHC 31: Promote communication in health, social care or children's and young people's settings

Unit reference	J/601/1434	**Level**	3
Credit value	3	**GLH**	10

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment			
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals.		
	2.2. Describe the factors to consider when promoting effective communication.		
	2.3. Demonstrate a range of **communication methods** and styles to meet individual needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Demonstrate how to respond to an individual's reactions when communicating.		
3. Be able to overcome barriers to communication.	3.1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways.		
	3.2. Identify barriers to effective communication.		
	3.3. Demonstrate ways to overcome barriers to communication.		
	3.4. Demonstrate strategies that can be used to clarify misunderstandings.		
	3.5. Explain how to access extra support or **services** to enable individuals to communicate effectively.		
4. Be able to apply principles and practices relating to confidentiality.	4.1. Explain the meaning of the term "confidentiality."		
	4.2. Demonstrate ways to maintain confidentiality in day to day communication.		
	4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: SHC 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.

Additional information about the unit:	
Guidance for developing unit assessment arrangements	CCLD 301 GCU 1 GEN 22 HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's/Skills for Health's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit assessment guidance – provided by the sector	**Communication methods** include:
	
	• non-verbal communication:
	  - eye contact
	  - touch
	  - physical gestures
	  - body language
	  - behaviour
	
	• verbal communication:
	  - vocabulary
	  - linguistic tone
	  - pitch.
	
	Services may include:
	• translation services
	• interpreting services
	• speech and language services
	• advocacy services.

SHC 32: Engage in personal development in health, social care or children's and young people's settings

Unit reference	A/601/1429	**Level**	3
Credit value	3	**GLH**	10

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment			
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role.		
	1.2. Explain expectations about own work role as expressed in relevant **standards**.		
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided.		
	2.2. Demonstrate the ability to reflect on practice.		
	2.3. Describe how own values, belief systems and experiences may affect working practice.		

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

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: SHC 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.

Additional information about the unit:	
Relationship to occupational standards	CCLD 304 GCU 6 GEN 12, GEN 13 HSC 33 Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's/Skills for Health's Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Standards** may include: • codes of practice • regulations • minimum standards • national occupational standards. **Sources of support** may include: • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. **Others** may include: • the individual • carers • advocates • supervisor, line manager or employer • other professionals.

SHC 33: Promote equality and inclusion in health, social care or children's and young people's settings

Unit reference	Y/601/1437		**Level**	3
Credit value	2		**GLH**	8

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand the importance of diversity, equality and inclusion.	1.1. Explain what is meant by: • diversity • equality • inclusion.		
	1.2. Describe the potential **effects** of discrimination.		
	1.3. Explain how inclusive practice promotes equality and supports diversity.		
2. Be able to work in an inclusive way.	2.1. Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role.		
	2.2. Show interaction with individuals that respects their beliefs, culture, values and preferences.		

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

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: SHC 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.

Additional information about the unit:	
Guidance for developing unit assessment arrangements	CCLD 305 GCU 5 HSC 34, HSC 35, HSC 3116 Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's/Skills for Health's Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	**Effects** may include effects on: • the individual • families or friends of the individual • those who inflict discrimination • wider society.

SHC 34: Principles for implementing duty of care in health, social care or children's and young people's settings

Unit reference	R/601/1436	**Level**	3
Credit value	1	**GLH**	5
Unit aim	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.		

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints.		
	3.2. Explain the main points of agreed procedures for handling complaints.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: SHC 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.

Additional information about the unit:	
Relationship to occupational standards	CCLD 305 GCU 2 HSC 24, HSC 34, HSC 35 Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's/Skills for Health's Assessment Principles.

HSC 036: Promote person-centred approaches in health and social care

Unit reference	Y/601/8145	**Level**	3
Credit value	6	**GLH**	41

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand the application of person-centred approaches in health and social care.	1.1. Explain how and why **person-centred values** must influence all aspects of health and social care work.		
	1.2. Evaluate the use of **care plans** in applying person-centred values.		
2. Be able to work in a person-centred way.	2.1. Work with an **individual** and **others** to find out the individual's history, preferences, wishes and needs.		
	2.2. Demonstrate ways to put person-centred values into practice in a **complex or sensitive** situation.		
	2.3. Adapt actions and approaches in response to an individual's changing needs or preferences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to establish **consent** when providing care or support.	3.1. Analyse factors that influence the capacity of an individual to express consent.		
	3.2. Establish consent for an activity or action.		
	3.3. Explain what steps to take if consent cannot be readily established.		
4. Be able to implement and promote **active participation**.	4.1. Describe different ways of applying active participation to meet individual needs.		
	4.2. Work with an individual and others to agree how active participation will be implemented.		
	4.3. Demonstrate how active participation can address the holistic needs of an individual.		
	4.4. Demonstrate ways to promote understanding and use of active participation.		
5. Be able to support the individual's right to make choices.	5.1. Support an individual to make informed choices.		
	5.2 Use own role and authority to support the individual's right to make choices.		
	5.3. Manage risk in a way that maintains the individual's right to make choices.		
	5.4. Describe how to support an individual to question or challenge decisions concerning them that are made by others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to promote individuals well-being.	6.1. Explain the links between identity, self-image and self-esteem.		
	6.2. Analyse factors that contribute to the **well-being** of individuals.		
	6.3. Support an individual in a way that promotes their sense of identity, self-image and self-esteem.		
	6.4. Demonstrate ways to contribute to an environment that promotes well-being.		
7. Understand the role of risk assessment in enabling a person-centred approach.	7.1. Compare different uses of risk assessment in health and social care.		
	7.2. Explain how risk-taking and risk assessment relate to rights and responsibilities.		
	7.3. Explain why risk assessments need to be regularly revised.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: HSC 036
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	HSC 35, HSC 332, HSC 350 Content recurs throughout HSC NOS.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Person-centred values** include: • individuality • rights • choice • privacy • independence • dignity • respect • partnership. 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. An **individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include**:** • team members and colleagues • other professionals • individuals who require care or support • families, friends, advocates or others who are important to individuals. **Complex or sensitive** situations may include those that are: • distressing or traumatic • threatening or frightening • likely to have serious implications or consequences • of a personal nature • involving complex communication or cognitive needs.

	Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **Well-being** may include aspects that are: • spiritual • emotional • cultural • religious • social • political.
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

HSC 037: Promote and implement health and safety in health and social care

Unit reference	F/601/8138	**Level**	3
Credit value	6	**GLH**	43

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 and safety in their work setting.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 4, 5, 6, 7 and 8 must be assessed in a real work environment			
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety.	1.1. Identify legislation relating to health and safety in a health or social care **work setting.**		
	1.2. Explain the main points of health and safety **policies and procedures** agreed with the employer.		
	1.3. Analyse the main health and safety responsibilities of: • self • the employer or manager • **others** in the work setting.		
	1.4. Identify specific **tasks** in the work setting that should not be carried out without special training.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to carry out own responsibilities for health and safety.	2.1. Use policies and procedures or other agreed ways of working that relate to health and safety.		
	2.2. Support others to understand and follow safe practices.		
	2.3. Monitor and report potential health and safety risks.		
	2.4. Use risk assessment in relation to health and safety.		
	2.5. Demonstrate ways to minimise potential risks and hazards.		
	2.6. Access additional support or information relating to health and safety.		
3. Understand procedures for responding to accidents and sudden illness.	3.1. Describe different types of accidents and sudden illness that may occur in own work setting.		
	3.2. Explain procedures to be followed if an accident or sudden illness should occur.		
4. Be able to reduce the spread of infection.	4.1. Explain own role in supporting others to follow practices that reduce the spread of infection.		
	4.2. Demonstrate the recommended method for hand washing.		
	4.3. Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work.		
5. Be able to move and handle equipment and other objects safely.	5.1. Explain the main points of legislation that relates to moving and handling.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Explain principles for safe moving and handling.		
	5.3. Move and handle equipment and other objects safely.		
6. Be able to handle hazardous substances and materials.	6.1. Describe types of hazardous substances that may be found in the work setting.		
	6.2. Demonstrate safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials.		
7. Be able to promote fire safety in the work setting.	7.1. Describe practices that prevent fires from: • starting • spreading.		
	7.2. Demonstrate measures that prevent fires from starting.		
	7.3. Explain emergency procedures to be followed in the event of a fire in the work setting.		
	7.4. Ensure that clear evacuation routes are maintained at all times.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
8. Be able to implement security measures in the work setting.	8.1. Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: • premises • information.		
	8.2. Demonstrate use of measures to protect own security and the security of others in the work setting.		
	8.3. Explain the importance of ensuring that others are aware of own whereabouts.		
9. Know how to manage **stress.**	9.1. Describe common signs and indicators of stress.		
	9.2. Describe signs that indicate own stress.		
	9.3. Analyse factors that tend to trigger own stress.		
	9.4. Compare strategies for managing stress.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: HSC 037
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	HSC 32 Content recurs throughout HSC NOS knowledge requirements.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Work setting** may include one specific location or a range of locations, depending on the context of a particular work role. **Policies and procedures** may include other agreed ways of working as well as formal policies and procedures. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. **Tasks** for which special training is required may include: • use of equipment • first aid • medication • health care procedures • food handling and preparation. **Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 4, 5, 6, 7 and 8 must be assessed in a real work environment.

HSC 038: Promote good practice in handling information in health and social care settings

Unit reference	J/601/9470	**Level**	3
Credit value	2	**GLH**	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 The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment			
1. Understand requirements for handling information in health and social care settings.	1.1. Identify legislation and codes of practice that relate to handling information in health and social care.		
	1.2. Summarise the main points of legal requirements and codes of practice for handling information in health and social care.		
2. Be able to implement good practice in handling information.	2.1. Describe features of manual and electronic information storage systems that help ensure security.		
	2.2. Demonstrate practices that ensure security when storing and accessing information.		
	2.3. Maintain records that are up to date, complete, accurate and legible.		

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

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: HSC 038
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	HSC 31 Themes recur throughout HSC NOS.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Others** may include: • colleagues • individuals accessing care or support.
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

IC 01: The principles of infection prevention and control

Unit reference	L/501/6737	**Level**	2
Credit value	3	**GLH**	30

Unit aim   To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Explain employees' roles and responsibilities in relation to the prevention and control of infection.		
	1.2. Explain employers' responsibilities in relation to the prevention and control of infection.		
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.		
	2.2. Describe local and organisational policies relevant to the prevention and control of infection.		
3. Understand systems and procedures relating to the prevention and control of infections.	3.1. Describe procedures and systems relevant to the prevention and control of infection.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Explain the potential impact of an outbreak of infection on the individual and the organisation.		
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term "risk."		
	4.2. Outline potential risks of infection within the workplace.		
	4.3. Describe the process of carrying out a risk assessment.		
	4.4. Explain the importance of carrying out a risk assessment.		
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1. Demonstrate correct use of PPE.		
	5.2. Describe different types of PPE.		
	5.3. Explain the reasons for use of PPE.		
	5.4. State current relevant regulations and legislation relating to PPE.		
	5.5. Describe employees' responsibilities regarding the use of PPE.		
	5.6. Describe employers' responsibilities regarding the use of PPE.		
	5.7. Describe the correct practice in the application and removal of PPE.		
	5.8. Describe the correct procedure for disposal of used PPE.		
6. Understand the importance of good personal hygiene in	6.1. Describe the key principles of good personal hygiene.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
the prevention and control of infections.	6.2. Demonstrate good hand washing technique.		
	6.3. Describe the correct sequence for hand washing.		
	6.4. Explain when and why hand washing should be carried out.		
	6.5. Describe the types of products that should be used for hand washing.		
	6.6. Describe correct procedures that relate to skincare.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: IC01
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. This unit is based upon the Skills for Health Infection Control workplace competencies.
Additional unit assessment requirements	This unit needs to be assessed in line with our Assessment Principles.

IC 02: Causes and spread of infection

Unit reference	H/501/7103	**Level**	2
Credit value	2	**GLH**	20

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the causes of infection.	1.1. Identify the differences between bacteria, viruses, fungi and parasites.		
	1.2. Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.		
	1.3. Describe what is meant by "infection" and "colonisation."		
	1.4. Explain what is meant by "systemic infection" and "localised infection."		
	1.5. Identify poor practices that may lead to the spread of infection.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the transmission of infection.	2.1. Explain the conditions needed for the growth of micro-organisms.		
	2.2. Explain the ways an infective agent might enter the body.		
	2.3. Identify common sources of infection.		
	2.4. Explain how infective agents can be transmitted to a person.		
	2.5. Identify the key factors that will make it more likely that infection will occur.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: IC02
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. Health and Social Care NVQ level 2 unit HCS22 Health NVQ level 2 unit GEN 3. Core dimension 3: Health, safety and security – Monitor and maintain health, safety and security of others. Infection Control NOS.
Additional unit assessment requirements provided with the unit	This unit needs to be assessed in line with our Assessment Principles.

IC 03: Cleaning, decontamination and waste management

Unit reference	R/501/6738	**Level**	2
Credit value	2	**GLH**	20

Unit aim   To explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials.

This unit does not cover the decontamination of surgical instruments.

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to maintain a clean environment to prevent the spread of infection.	1.1. State the general principles for environmental cleaning.		
	1.2. Explain the purpose of cleaning schedules.		
	1.3. Describe how the correct management of the environment minimises the spread of infection.		
	1.4. Explain the reason for the national policy for colour coding of cleaning equipment.		
2. Understand the principles and steps of the decontamination process.	2.1. Describe the three steps of the decontamination process.		
	2.2. Describe how and when cleaning agents are used.		
	2.3. Describe how and when disinfecting agents are used.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain the role of personal protective equipment (PPE) during the decontamination process.		
	2.5. Explain the concept of risk in dealing with specific types of contamination.		
	2.6. Explain how the level of risk determines the type of agent that may be used to decontaminate.		
	2.7. Describe how equipment should be cleaned and stored.		
3. Understand the importance of good waste management practice in the prevention of the spread of infection.	3.1. Identify the different categories of waste and the associated risks.		
	3.2. Explain how to dispose of the different types of waste safely and without risk to others.		
	3.3. Explain how waste should be stored prior to collection.		
	3.4. Identify the legal responsibilities in relation to waste management.		
	3.5. State how to reduce the risk of sharps injury.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: IC03
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. General Healthcare Competence GEN3. Maintain health and safety in a clinical/therapeutic environment (K5). Knowledge and Skills Framework Core 3 Health safety and Security. Health and Social Care NOS HSC246, 230, 0032. Infection Prevention and Control NOS IPC1, 3,4,6,7.
Additional unit assessment requirements	This unit needs to be assessed in line with our Assessment Principles.

201b: Understand employment responsibilities and rights in health, social care or children and young people's settings

Unit reference	R/602/2954	Unit level	2
Credit value	3	GLH	24

Unit aim   This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the statutory responsibilities and rights of employees and employers within own area of work.	1.1. List the aspects of employment covered by law.		
	1.2. List the main features of current employment legislation.		
	1.3. Outline why legislation relating to employment exists.		
	1.4. Identify sources and types of information and advice available in relation to employment responsibilities and rights.		
2. Understand agreed ways of working that protect own relationship with employer.	2.1. Describe the terms and conditions of own contract of employment.		
	2.2. Describe the information shown on own pay statement.		
	2.3. Describe the procedures to follow in event of a grievance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Identify the personal information that must be kept up to date with own employer.		
	2.5. Explain agreed ways of working with employer.		
3. Understand how own role fits within the wider context of the sector.	3.1. Explain how own role fits within the delivery of the service provided.		
	3.2. Explain the effect of own role on service provision.		
	3.3. Describe how own role links to the wider sector.		
	3.4. Describe the main roles and responsibilities of representative bodies that influence the wider sector.		
4. Understand career pathways available within own and related sectors.	4.1. Explore different types of occupational opportunities.		
	4.2. Identify sources of information related to a chosen career pathway.		
	4.3. Identify next steps in own career pathway.		
5. Understand how issues of public concern may affect the image and delivery of services in the sector.	5.1. Identify occasions where the public have raised concerns regarding issues within the sector.		
	5.2. Outline different viewpoints around an issue of public concern relevant to the sector.		
	5.3. Describe how issues of public concern have altered public views of the sector.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Describe recent changes in service delivery which have affected own area of work.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: 201b
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 1b: Preparing for a Level 3 Apprenticeship

Unit reference	L/602/4525	**Unit level**	3
Credit value	1	**GLH**	10

Unit aim   This aim of this unit is to enable learners to prepare for their Level 3 Apprenticeship. It supports the learner's understanding of their Apprenticeship framework and helps them plan realistic goals for their own learning and progression.

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how the Apprenticeship framework relates to the learner.	1.1. Explain the components of the Apprenticeship.		
	1.2. Explain strategies for meeting the requirements of assessment.		
	1.3. Assess the importance of the Apprenticeship agreement.		
2. Be able to plan realistic goals for own learning.	2.1. Assess the importance of time management to successful completion.		
	2.2. Assess own learning and development needs.		
	2.3. Create SMART targets for successful completion of the Apprenticeship.		
3. Understand the progression routes from the Apprenticeship.	3.1. Assess the usefulness of sources of information about progression routes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Analyse the appropriateness of the various progression routes.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: Unit 1b
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 5b: Using research skills to solve problems

Unit reference   R/602/4560   **Unit level**   3

Credit value   1   **GLH**   10

Unit aim   The aim of this unit is to enable learners to develop a research plan and assess their research on a specific problem.

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. Be able to research questions related to a specific problem.	1.1. Generate research questions related to a specified problem.		
	1.2. Plan the research to meet the requirements of the research questions.		
	1.3. Relate research questions to the problem.		
	1.4. Undertake the research in accordance with the plan.		
2. Be able to assess research on a specific problem.	2.1. Evaluate the usefulness and relevance of the data.		
	2.2. Analyse factors that influenced the decisions taken in the researching.		
	2.3. Assess whether research findings met the research questions.		
	2.4. Analyse assumptions in research methodology.		
	2.5. Analyse the impact alternative research methods could have on the outcomes.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: Unit 5b
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 7b: Manage own learning

Unit reference   R/602/4557   **Unit level**   3

Credit value   1   **GLH**   10

Unit aim   The aim of the unit is for learners to organise and manage their own learning and reflect on this process.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to organize and manage own learning goals.	1.1. Analyse own skills and learning requirements.		
	1.2. Set SMART learning goals to enable learning to be completed on time and to a high standard.		
	1.3. Plan responses to risks to learning not being completed on time.		
	1.4. Set goals to manage commitments in work and personal life.		
	1.5. Maintain relationships with peers supporting others to achieve success in learning.		
	1.6. Complete learning tasks on time and to the required standard.		
2. Be able to reflect on own learning.	2.1. Evaluate learning goals against success criteria.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Devise constructive actions in response to feedback from others.		
	2.3. Revise learning goals to respond to outcomes of reflection.		
	2.4. Discuss outcomes of learning experiences with others.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: Unit 7b
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Unit 6b: Participating through team leading

Unit reference D/602/4559   **Unit level** 3

Credit value 1   **GLH** 10

Unit aim The aim of this unit is to enable learners to complete a task as a leader of a team drawing on an agreed work plan.

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. Be able to lead a team to complete a complex task.	1.1. Negotiate with others a complex team task that has a local focus.		
	1.2. Lead discussion with others to agree a work plan for completing the task.		
	1.3. Demonstrate the roles and responsibilities of a team leader.		
	1.4. Complete task to the required standard and deadline.		
	1.5. Reassess the agreed plan amending the plan during the task.		
2. Be able to review the team task to improve work in the future.	2.1. Analyse the extent to which the team was successful.		
	2.2. Provide constructive feedback to team members.		
	2.3. Assess ways of improving the team management for future tasks.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: Unit 6b
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Progress tracker

Learner/Class:	Tutor Name:	Assessor Name:

NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) for England	**Date Achieved**													
	Unit Number													
FUNCTIONAL SKILLS														
Level 2 English														
Level 2 Mathematics														
NCFE CACHE LEVEL 3 AWARD IN EMPLOYMENT AND PERSONAL LEARNING SKILLS IN HEALTH (EPLS)														
Unit 201b														
Unit 1b														
Unit 5b														
Unit 6b														
Unit 7b														

Section 4: Assessment and quality assurance information for tutors and assessors

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. 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 Customer 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.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor • 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* • 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
H	Portfolio of evidence • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
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	Task set by us (for knowledge learning outcomes)	No	Yes
N	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.

Assessment strategies and principles relevant to this apprenticeship.

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in *the "Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance".*

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

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

Skills for Care and Development Assessment Principles / NCFE CACHE Assessment Strategy

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: Mapping

Introduction

This document maps the location of the Employment, Personal Learning and Functional Skills components of the NCFE CACHE Advanced Level Apprenticeship in Clinical Healthcare Support to the mandatory units of the NCFE CACHE Level 3 Diploma in Clinical Healthcare Support, allowing tutors to deliver the content of apprenticeships holistically. The mapping has been provided by our qualification experts and Sector Skills Councils to aid delivery of the apprenticeship; however, **whilst the mapping of components is extensive, it is suggested rather than exhaustive. Therefore it remains the responsibility of those delivering the apprenticeship to ensure that all conditions of the individual components are met.**

The suggestions for mapping of Functional Skills are intended as a guide of possibilities for assessors and learners. It is important to remember that no two learners will tackle their work for the apprenticeship in the same way. The suggestions of Functional Skills evidence opportunities may well be of more help to assessors than learners, by allowing them to plan work with learners in such a way that evidence required for the apprenticeship may also be used for one or more Functional Skill.

Functional Skills assessors and vocational tutors should familiarise themselves with the syllabus for the apprenticeship and the Functional Skills standards and guidance as early in the planning of the course as possible. This will aid them in dovetailing their delivery to ensure learners have the maximum opportunity to generate portfolio evidence with the minimum of duplication.

It is important to remember that learners can complete the vocational element of the apprenticeship without providing any useful evidence for any Functional skills at any level, and some Centres may see value in treating some or all of the Functional Skills as an entirely separate area of study.

Mapping Guide

Please note, the diagram below is for illustrative purposes only, and does not necessarily reflect the content of this apprenticeship

| Learning Outcome | Assessment Criteria | ERR | PLTS | | | | | | Functional Skills Level 2 | |
		ERR	IE	CT	RL	TW	SM	EP	English	Maths
1. Be able to meet the communication and language needs, wishes and preferences of individuals.	1.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individual.		IE1, 3, 4, 5	CT1, 2, 3, 5		TW4				1a, 1b
	1.2. Demonstrate a range of communication methods and styles to meet individual needs.					TW2, 4				
	1.3. Demonstrate how to respond to an individual's reactions when communicating.	2.5								

Learning Outcome 2, Assessment Criteria 5 of the ERR unit maps to the specified assessment criteria (1.3) of the mandatory unit

Team working PLTS 2 and 4 map to the specified assessment criteria (1.2) of the mandatory unit

Tasks 1a and 1b of the highlighted level Functional Skills in Maths map to the specified assessment criteria (1.1) of the mandatory unit

HSC 024: Principles of safeguarding and protection in health and social care

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: • physical abuse • sexual abuse • emotional / psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others.							
	1.2. Identify the signs and/or symptoms associated with each type of abuse.							
	1.3. Describe **factors** that may contribute to an **individual** being more vulnerable to abuse.							
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the actions to take if there are suspicions that an individual is being abused.							
	2.2. Explain the **actions to take** if an individual alleges that they are being abused.							
	2.3. Identify ways to ensure that evidence of abuse is preserved.							
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and **local systems** that relate to safeguarding and protection from abuse.	3.2						
	3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.	3.3						
	3.3. Identify reports into serious failures to protect individuals from abuse.							
	3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: • working with **person-centred values** • encouraging **active participation** • promoting choice and rights.							
	4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.							
5. Know how to recognise and report unsafe practices.	5.1. Describe **unsafe practices** that may affect the well-being of individuals.							
	5.2. Explain the actions to take if unsafe practices have been identified.							
	5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.							

HSC 025: The role of the health and social care worker

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand working relationships in health and social care.	1.1. Explain how a working relationship is different from a personal relationship.							
	1.2. Describe different working relationships in health and social care settings.						W: 3 a, b, c, d, e, f	
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.	2.5, 3.1				2.1		
	2.2. Access full and up to date details of **agreed ways of working.**	2.5				1.1, 1.2		
	2.3. Implement agreed ways of working.	2.5			2.3	1.1, 1.2, 2.1		
3. Be able to work in partnership with others.	3.1. Explain why it is important to work in partnership with **others.**				1.5			
	3.2. Demonstrate ways of working that can help improve partnership working.	3.3, 3.4				1.2, 2.1		
	3.3. Identify skills and approaches needed for resolving conflicts.			1.1				
	3.4. Demonstrate how and when to access support and advice about: • partnership working • resolving conflicts.							

SHC 31: Promote communication in health, social care or children's and young people's settings

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.							
	1.2. Explain how communication affects relationships in the work setting.							
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individual.							
	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.					2.4		
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.			1.1				
	3.4. Demonstrate strategies that can be used to clarify misunderstandings.			1.1				
	3.5. Explain how to access extra support or services to enable individuals to communicate effectively.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Be able to apply principles and practices relating to confidentiality	4.1. Explain the meaning of the term confidentiality.							
	4.2. Demonstrate ways to maintain confidentiality in day to day communication.							
	4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.							

SHC 32: Engage in personal development in health, social care or children's and young people's settings

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role.	1.1, 2.1, 2.4				1.2, 2.1	W:3 a, b, c, d, e, f	
	1.2. Explain expectations about own work role as expressed in relevant standards.						W:3 a, b, c, d, e, f	
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided.							
	2.2. Demonstrate the ability to reflect on practice.					2.1		
	2.3. Describe how own values, belief systems and experiences may affect working practice.							
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards.							
	3.2. Demonstrate use of feedback to evaluate own performance and inform development.				2.2, 2.3, 2.4			
4. Be able to agree a personal development plan	4.1. Identify sources of support for planning and reviewing own development.							
	4.2. Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities.							
	4.3. Demonstrate how to work with others to agree own personal development plan.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice.							
	5.2. Demonstrate how reflective practice has led to improved ways of working.							
	5.3. Show how to record progress in relation to personal development.							

SHC 33: Promote equality and inclusion in health, social care or children's and young people's settings

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand the importance of diversity, equality and inclusion.	1.1. Explain what is meant by: • diversity • equality • inclusion.							
	1.2. Describe the potential effects of discrimination.							
	1.3. Explain how inclusive practice promotes equality and supports diversity.							
2. Be able to work in an inclusive way.	2.1. Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role.							
	2.2. Show interaction with individuals that respects their beliefs, culture, values and preferences.							
3. Be able to promote diversity, equality and inclusion.	3.1. Demonstrate actions that model inclusive practice.							
	3.2. Demonstrate how to support others to promote equality and rights.							
	3.3. Describe how to challenge discrimination in a way that promotes change.			1.1				

SHC 34: Principles for implementing duty of care in health, social care or children's and young people's settings

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand how duty of care contributes to safe practice.	1.1. Explain what it means to have a duty of care in own work role.							
	1.2. Explain how duty of care contributes to the safeguarding or protection of individuals.							
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.	2.1. Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights.							
	2.2. Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.							
	2.3. Explain where to get additional support and advice about conflicts and dilemmas.							
3. Know how to respond to complaints.	3.1. Describe how to respond to complaints.							
	3.2. Explain the main points of agreed procedures for handling complaints.							

HSC 036: Promote person-centred approaches in health and social care

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand the application of person-centred approaches in health and social care.	1.1. Explain how and why person-centred values must influence all aspects of health and social care work.							
	1.2. Evaluate the use of care plans in applying person-centred values.							
2. Be able to work in a person-centred way.	2.1. Work with an individual and others to find out the individual's history, preferences, wishes and needs.							
	2.2. Demonstrate ways to put person-centred values into practice in a complex or sensitive situation.							
	2.3. Adapt actions and approaches in response to an individual's changing needs or preferences.							
3. Be able to establish **consent** when providing care or support.	3.1. Analyse factors that influence the capacity of an individual to express consent.							
	3.2. Establish consent for an activity or action.							
	3.3. Explain what steps to take if consent cannot be readily established.							
4. Be able to implement and promote **active participation.**	4.1. Describe different ways of applying active participation to meet individual needs.							
	4.2. Work with an individual and others to agree how active participation will be implemented.							
	4.3. Demonstrate how active participation can address the holistic needs of an individual.							
	4.4. Demonstrate ways to promote understanding and use of active participation.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
5. Be able to support the individual's right to make choices.	5.1. Support an individual to make informed choices.							
	5.2 Use own role and authority to support the individual's right to make choices.							
	5.3. Manage risk in a way that maintains the individual's right to make choices.							
	5.4. Describe how to support an individual to question or challenge decisions concerning them that are made by others.							
6. Be able to promote individuals well-being.	6.1. Explain the links between identity, self-image and self-esteem.							
	6.2. Analyse factors that contribute to the well-being of individuals.							
	6.3. Support an individual in a way that promotes their sense of identity, self-image and self-esteem.							
	6.4. Demonstrate ways to contribute to an environment that promotes well-being.							
7. Understand the role of risk assessment in enabling a person-centred approach.	7.1. Compare different uses of risk assessment in health and social care.							
	7.2. Explain how risk-taking and risk assessment relate to rights and responsibilities.							
	7.3. Explain why risk assessments need to be regularly revised.							

HSC 037: Promote and implement health and safety in health and social care

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety.	1.1. Identify legislation relating to health and safety in a health or social care work setting.						R:2 a, b, c, d, e	
	1.2. Explain the main points of health and safety policies and procedures agreed with the employer.						R:2 a, b, c, d, e	
	1.3. Analyse the main health and safety responsibilities of: • self • the employer or manager • others in the work setting							
	1.4. Identify specific tasks in the work setting that should not be carried out without special training.						W: 3 a, b, c, d, e, f	
2. Be able to carry out own responsibilities for health and safety.	2.1. Use policies and procedures or other agreed ways of working that relate to health and safety.							
	2.2. Support others to understand and follow safe practices.							
	2.3. Monitor and report potential health and safety risks.							
	2.4. Use risk assessment in relation to health and safety.							
	2.5. Demonstrate ways to minimise potential risks and hazards.			1.1				
	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.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Be able to reduce the spread of infection.	4.1. Explain own role in supporting others to follow practices that reduce the spread of infection.							
	4.2. Demonstrate the recommended method for hand washing.							
	4.3. Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work.							
5. Be able to move and handle equipment and other objects safely.	5.1. Explain the main points of legislation that relates to moving and handling.							
	5.2. Explain principles for safe moving and handling.							
	5.3. Move and handle equipment and other objects safely.							
6. Be able to handle hazardous substances and materials.	6.1. Describe types of hazardous substances that may be found in the work setting.							
	6.2. Demonstrate safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials.							
7. Be able to promote fire safety in the work setting.	7.1. Describe practices that prevent fires from: • starting • spreading.							
	7.2. Demonstrate measures that prevent fires from starting.							
	7.3. Explain emergency procedures to be followed in the event of a fire in the work setting.							
	7.4. Ensure that clear evacuation routes are maintained at all times.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
8. Be able to implement security measures in the work setting.	8.1. Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: • premises • information.							
	8.2. Demonstrate use of measures to protect own security and the security of others in the work setting.							
	8.3. Explain the importance of ensuring that others are aware of own whereabouts.							
9. Know how to manage stress.	9.1. Describe common signs and indicators of stress.							
	9.2. Describe signs that indicate own stress.							
	9.3. Analyse factors that tend to trigger own stress.			1.1				
	9.4. Compare strategies for managing stress.							

HSC 038: Promote good practice in handling information in health and social care settings

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand requirements for handling information in health and social care settings.	1.1. Identify legislation and codes of practice that relate to handling information in health and social care.							
	1.2. Summarise the main points of legal requirements and codes of practice for handling information in health and social care.							
2. Be able to implement good practice in handling information.	2.1. Describe features of manual and electronic information storage systems that help ensure security.							
	2.2. Demonstrate practices that ensure security when storing and accessing information.							
	2.3. Maintain records that are up to date, complete, accurate and legible.							
3. Be able to support others to handle information.	3.1 Support others to understand the need for secure handling of information.						**SLC: 1 a, b, c, d**	
	3.2 Support others to understand and contribute to records.						**SLC: 1 a, b, c, d**	

IC01: The principles of infection prevention and control

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Explain employees' roles and responsibilities in relation to the prevention and control of infection.						SLC: 1 a, b, c, d	
	1.2. Explain employers' responsibilities in relation to the prevention and control of infection.							
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.							
	2.2. Describe local and organisational policies relevant to the prevention and control of infection.							
3. Understand systems and procedures relating to the prevention and control of infections.	3.1. Describe procedures and systems relevant to the prevention and control of infection.						W: 3 a, b, c, d, e, f	
	3.2. Explain the potential impact of an outbreak of infection on the individual and the organisation.						W: 3 a, b, c, d, e, f	
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term "risk."							
	4.2. Outline potential risks of infection within the workplace.							
	4.3. Describe the process of carrying out a risk assessment.							
	4.4. Explain the importance of carrying out a risk assessment.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1. Demonstrate correct use of PPE.							
	5.2. Describe different types of PPE.							
	5.3. Explain the reasons for use of PPE.							
	5.4. State current relevant regulations and legislation relating to PPE.							
	5.5. Describe employees' responsibilities regarding the use of PPE.							
	5.6. Describe employers' responsibilities regarding the use of PPE.							
	5.7. Describe the correct practice in the application and removal of PPE.							
	5.8. Describe the correct procedure for disposal of used PPE.							
6. Understand the importance of good personal hygiene in the prevention and control of infections.	6.1. Describe the key principles of good personal hygiene.							
	6.2. Demonstrate good hand washing technique.							
	6.3. Describe the correct sequence for hand washing.							
	6.4. Explain when and why hand washing should be carried out.							
	6.5. Describe the types of products that should be used for hand washing.							
	6.6. Describe correct procedures that relate to skincare.							

IC02: Causes and spread of infection

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand the causes of infection.	1.1. Identify the differences between bacteria, viruses, fungi and parasites.							
	1.2. Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.							
	1.3. Describe what is meant by "infection" and "colonisation."							
	1.4. Explain what is meant by "systemic infection" and "localised infection."							
	1.5. Identify poor practices that may lead to the spread of infection.							
2. Understand the transmission of infection.	2.1. Explain the conditions needed for the growth of micro-organisms.							
	2.2. Explain the ways an infective agent might enter the body.							
	2.3. Identify common sources of infection.							
	2.4. Explain how infective agents can be transmitted to a person.							
	2.5. Identify the key factors that will make it more likely that infection will occur.							

IC03: Cleaning, decontamination and waste management

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand how to maintain a clean environment to prevent the spread of infection.	1.1. State the general principles for environmental cleaning.							
	1.2. Explain the purpose of cleaning schedules.							
	1.3. Describe how the correct management of the environment minimises the spread of infection.							
	1.4. Explain the reason for the national policy for colour coding of cleaning equipment.							
2. Understand the principles and steps of the decontamination process.	2.1. Describe the three steps of the decontamination process.							
	2.2. Describe how and when cleaning agents are used.							
	2.3. Describe how and when disinfecting agents are used.							
	2.4. Explain the role of personal protective equipment (PPE) during the decontamination process.							
	2.5. Explain the concept of risk in dealing with specific types of contamination.							
	2.6. Explain how the level of risk determines the type of agent that may be used to decontaminate.							
	2.7. Describe how equipment should be cleaned and stored.							

Learning outcome	Assessment criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills Level 2	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
3. Understand the importance of good waste management practice in the prevention of the spread of infection.	3.1. Identify the different categories of waste and the associated risks.							
	3.2. Explain how to dispose of the different types of waste safely and without risk to others.							
	3.3. Explain how waste should be stored prior to collection.							
	3.4. Identify the legal responsibilities in relation to waste management.							
	3.5. State how to reduce the risk of sharps injury.							

Section 6: Publication history

A comprehensive **CACHE Support Materials Publication History**, including details of changes made to all of our support, is available on cachezone.